



# **SOCIOLOGY 2**

**Transformations of self and society**

## **HANDBOOK**

**2010/2011**

School of Social and Political Science, Chrystal Macmillan Building



# SOCIOLOGY

University of Edinburgh  
School of Social and Political Studies  
**SOCIOLOGY 2 (SCIL08007) 2010-2011**  
**Transformations of Self and Society**

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## Sociology 2 (SCIL08007)

2010-2011

### Transformations of Self and Society

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#### Welcome to Sociology 2.

This half course examines aspects of the development of late modern societies, and related transformations of identity, from a sociological perspective. It considers the significance of issues of risk and environment in contemporary social life. It also analyses the role of nationalism and national identity in the social world. Most themes will be based on UK material, but some also draw on material from elsewhere in Europe, Asia and North America.

The course builds on some of what you have learnt in Sociology 1a and 1b, acts as a preparation for Sociology Honours, and serves as a course complete in itself for those who will not be taking any more Sociology undergraduate courses in Edinburgh.

**NB** this is only a half-course. To make a full course equivalent you will need to take another half-course. Those intending to proceed to Sociology Honours must take both **Social and Political Enquiry 2** (SSPS08004) **Social and Political Theory 2** (SSPS08002) in Semester 2. If in doubt check your degree curriculum!

**KEEP THIS MANUAL SAFE.** Bring it to lectures and tutorials, and refer to it regularly: it acts as a kind of contract between you and us. **We shall expect you to know what it contains.** If you lose it, you can download a replacement from the course Web CT facility.

You should also obtain, and keep safe, the School Handbook of the School of Social & Political Science which contains fuller details of the regulations which Sociology 2 follows.

#### 1. COURSE OUTLINE

Introduction: Week 1

Unit 1: Weeks 2-4: Risk and Late Modernity (Stephen Kemp)

Unit 2: Weeks 5-7: Nations, Nationalism and National Identities (Ross Bond)

Unit 3: Weeks 8-10: Environment, Energy, and Epistemology (Claire Haggett)

## 2. COURSE ORGANISATION

### 2.1 Lectures

These take place from **14.00-14.50** in **David Hume Tower Lecture Theatre B**, on Mondays and Thursdays, in weeks 1-10 of Semester 1. Please note that lectures will start at 14.00 prompt – please be seated by this time.

### 2.2 Tutorials

You are **required**, as matter of University policy, to attend all tutorials and to let your tutor know whenever you have good reason (e.g. illness) for failing to attend. Tutorial attendance and the prompt submission of coursework are requirements for all students. There are no penalties for non-attendance, but **marks towards your final grade are gained through tutorial participation**. If you miss a tutorial without a serious medical or personal reason for doing so, you will be unable to gain marks for tutorial participation that week (see section 6 below).

**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.**

Tutorials have a number of purposes. Firstly, they allow us to explore particular topics in more detail through reading and discussion (topics and readings are listed in Section 9). Secondly, they provide the opportunity to discuss lecture material and essay topics in small groups. Thirdly, we also use them to develop note-taking, précis and presentation skills. These are crucial skills for all undergraduate courses: good note-taking and précis skills minimise the chances of 'unwitting plagiarism', and help you to think critically and independently. Specifically, tutors may, at the end of a tutorial, assign set reading to summarise for the following week. You should bring an outline of the assigned reading, written in your own words (i.e. not a photocopy with phrases highlighted!), summarising the key points and structure of the argument. You may be asked to present your précis as a basis for discussion of the set topic, and could also be asked, for example, to assess others' note-taking, and/or begin to use the combined notes from a number of readings to construct an essay plan, etc.

**Tutorials will be held weekly, in weeks 2-10.**

Tutorial Sign Up is done online using WebCT. See Appendix 5 for full instructions on how to do this. You must sign up for a tutorial by Friday 24<sup>th</sup> September (the end of Week 1) or you will be randomly assigned to a group.

### 2.3 Course Information

In the course of the year, all important information for the class will be announced in lectures; copies will also be posted **on the notice board outside Room G04/05, CMB** (the School of Social and Political Studies Undergraduate Teaching Office). It is also important that you check both your university and Web CT email accounts regularly as this is the only way that teaching and office staff can contact you.

A range of information and course material, including PowerPoint presentations and Key Readings, will be posted on Web CT.

**PLEASE DO NOT DISTURB THE SECRETARIAL STAFF OR THE COURSE TUTORS UNLESS YOU HAVE CHECKED THAT THE INFORMATION IS NOT ALREADY IN YOUR HANDBOOK, ON THE NOTICE BOARD, OR POSTED ON THE WEB-PAGE OR WEBCT.**

### **2.4 Student Representation**

Sociology welcomes student input into the management of the course and its assessment and runs a Staff-Student Liaison Committee on which Sociology 2 is entitled to two representatives. A committee made up of one representative from each tutorial group will choose these representatives, and this will be arranged during the first half of the Semester. This committee will also have a chance to discuss issues and problems with the course convenor who will provide feedback on the action that will be taken. Any problems with the course should first be raised with your tutor or with the course convenor, Stephen Kemp. We will also ask you to fill in an overall assessment form at the end of the course.

### **2.5 Sociology 2 Prize**

This year we will be offering a cash prize and certificate to the student who gains the highest mark in Sociology 2, to celebrate students' achievements on the course. The award will also appear on the student's academic record.

## **3. COURSE TEAM**

**Stephen Kemp** (Course Convenor): Room 5.09, 5<sup>th</sup> Floor, Chrystal Macmillan Building, ph 650 3895/ [s.kemp@ed.ac.uk](mailto:s.kemp@ed.ac.uk) Office Hours: Tuesday 2-4pm

**Ross Bond**: Room 5.08, 5<sup>th</sup> Floor, Chrystal Macmillan Building, ph 650 3919/ [R.J.Bond@ed.ac.uk](mailto:R.J.Bond@ed.ac.uk) Office Hours: Tuesday 2-4pm

**Claire Haggett**: Room 5.07, 5<sup>th</sup> Floor, Chrystal Macmillan Building, ph 650 3916 / [claire.haggett@ed.ac.uk](mailto:claire.haggett@ed.ac.uk), Office Hours: TBA

**Carrie Purcell** (Senior Tutor): Room 6.13, 6<sup>th</sup> Floor, Chrystal Macmillan Building, 651 3734/ [c.a.purcell@sms.ed.ac.uk](mailto:c.a.purcell@sms.ed.ac.uk)

**June Connor** (Course Secretary): Room G04/05, Ground Floor, Chrystal Macmillan Building, 650 4001 / [june.e.connor@ed.ac.uk](mailto:june.e.connor@ed.ac.uk)

## **4. COURSE AIMS AND OBJECTIVES**

### **Aims:**

- To provide continuity and contrast with the material taught in Sociology 1
- To extend the theoretical depth of Sociology 1
- To provide a basis for entry to Honours in Sociology, through the presentation of topics and theories that students will meet in further study, such as debates around identity and late modernity
- To provide an interesting and useful stand-alone course for students not intending to do Honours Sociology

- To draw upon the Department's sociological and pedagogic strengths in a way that is appropriate at 2nd year level
- To provide a course via a variety of teaching approaches that will attract students and maintain their interest, as well as dealing with topics of theoretical significance in contemporary sociology, by a judicious mix of topics that relate to current concerns and those regarded as core to the discipline.

### **Objectives:**

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

- construct a sociologically-informed argument, using appropriate evidence about contemporary society;
- give an account of some key features of late modern societies;
- reflect sociologically on the basis of knowledge claims by experts and others
- place debates about matters of current social interest in a theoretical and comparative perspective;
- read and interpret tables containing simple descriptive statistics relating to everyday matters in more than one society;
- present their ideas clearly and concisely to their peers, using reading and presentational materials appropriate to the topic.

## **5. READING AND USE OF THE LIBRARY AND OTHER RESOURCES**

In order to get to grips with the key ideas examined in the course you need to read widely. The BASIC reading consists of the journal articles or book chapters listed on tutorial or essay reading lists, some of which will be available on WebCT.

Most reading list entries indicate whether the reading is on WebCT, in the Offprint files in the library, on Reserve, or available through the library's electronic journals (e-journals) or e-books. Some readings are available in more than one format (e.g. a book chapter may be available as an Offprint, in Reserve, and on the open shelves) so make sure you investigate other sources if the one listed is unavailable. The handbook is up-to-date at time of printing, but the status of some readings may change – make sure you check the references properly on the Library Catalogue and on WebCT.

Some texts provide a useful grounding in the central debates. Read them during the year and consider purchasing one or more of them:

Castells, M. 1997. *The Power of Identity*. Oxford: Blackwell. (This is the second volume of his trilogy *The Information Age*. The other two volumes – *The Rise of the Network Society* and *The End of Millennium* – are also very relevant. Multiple copies of all three are in the Main Library Reading Room.)

Giddens, A. 1991. *Modernity and Self-Identity*. Cambridge: Polity Press.

Also see the 1999 Reith Lectures given by Anthony Giddens, available at:

[http://news.bbc.co.uk/1/hi/english/static/events/reith\\_99/default.htm](http://news.bbc.co.uk/1/hi/english/static/events/reith_99/default.htm)

Kumar, K. 1995. *From Post-Industrial to Post-Modern Society*. Oxford: Blackwell.

*The Concise Oxford Dictionary of Sociology* (ed. Gordon Marshall) is a very useful reference source.

**NB** these books may not all be in the same place: use your initiative and look for other copies held by the library. If you have problems let the relevant lecturer or your tutor know and we will try to improve matters. The law on duplicating copyright material limits the number of multiple copies we (and the library) can make, but you can make your own copy for personal use.

**Electronic journals:** where possible we refer you to relevant articles in journals to which the University has an electronic subscription. You should ensure that you familiarise yourself with the extent of the University's subscriptions and how to access them by visiting the following site:

<http://www.lib.ed.ac.uk/resources/collections/serials/ejintro.shtml>.

Remember that electronic subscriptions may change and that some journal articles described in this handbook as 'ejournal' may no longer be available to you in electronic form. In most such cases you will find the paper copy of the relevant journal in the Library's serials sections.

To access **e-books**, look the book up on the library catalogue as normal, and then follow the links from the catalogue page for the book

## **6. ASSESSMENT** - see also **School Handbook and the following web page:**

[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)

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, a tutorial participation component, and a two-hour degree examination constitute the assessment for the course.**

- In order to **pass** Sociology 2 you must achieve an overall mark of at least 40% (this mark is based on a weighted combination of essay, tutorial participation and exam marks – see below). **You must also achieve a mark of at least 40% in the exam.**
- In order to **proceed automatically to Sociology Honours**, students have to achieve a pass mark of at least 50% in each of these courses: Sociology 2, Social and Political Theory 2 and Social and Political Enquiry 2, as well as meeting other School requirements. For more details see:

[http://www.sps.ed.ac.uk/undergrad/year\\_1\\_2/progression\\_to\\_honours](http://www.sps.ed.ac.uk/undergrad/year_1_2/progression_to_honours)

Sociology uses the University's extended common marking scheme (please see Appendix 6).

Marks for essays, tutorial participation and examinations are totalled separately.

Your final mark will be made up as follows: **your essay contributes 40%, tutorial participation contributes 10% and the Degree Examination contributes the remaining 50%.**

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 2011. There is no fixed percentage of passes or of merits.

The most common cause of failure is that students do not complete the course-work or do not attend the examination. All students who fail the course must take the re-sit examination in August 2011. Details found here:

[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)

### 6.1 Essays:

- Essay topics, together with recommended readings, are provided in section 10 of this handbook. **The essay relates to Unit 1 of this course, and contributes 40% to your final class mark.**
- Your essay should be between **1,500 and 2,000** words in length, excluding the bibliography. The penalty for exceeding the 2000 word limit is one mark deducted for each additional 20 words over the limit. Anything between 2001 and 2020 words will lose one point, and so on. If there are serious doubts about the stated word count, the electronic copy will be consulted. Essays that are less than 1500 words will almost certainly fail to cover the topic in appropriate depth, and will be penalised on these grounds.
- **You must submit one paper copy of your essay to the appropriate essay pod (this will be clearly marked) outside the Undergraduate Teaching Office (Room G04/05, CMB) by 12pm (noon) on the day of deadline.** In addition, you **must also submit an electronic version** via WebCT **by the same deadline.** The instructions for doing so can be found in appendix 2 of this handbook and on the school website.
- Essays must be: typed or word-processed; double or one-and-a-half spaced, with left and right margins of at least 2 cm to allow room for tutor's comments. The font-size should be 11 or 12 point.

The essay forms a major part of the course, both in terms of its contribution to overall assessment and in terms of what you will learn from the course. We believe the exercise of putting your own views on paper is a very valuable discipline: it helps you to read the work of other people carefully, to sharpen your critical skills, to confront all sides of contentious issues and to present your arguments clearly and concisely. If you are not happy with your essay-writing techniques, refresh your memory about the advice in the Sociology 1 Handbooks, or look at one of the following:

Clanchy, J. and Ballard, B. 1998. *How to Write Essays: a practical guide for students.* (3rd edition) Melbourne: Longman.

Northedge, A. 1990. *The Good Study Guide*. Milton Keynes: Open University Press.

Copies of these books (and others) are available for loan from the Teaching, Learning and Assessment Resources Centre, Paterson's Land, Holyrood Road. See the School Course Guide and Appendix 1 (at the end of this guide) for advice on writing essays.

In Sociology 2 we use a structured form [a copy is provided in Appendix 3 at the end of this manual] to help us with the assessment of your essay, and to ensure that you receive feedback on a full range of aspects of your essay writing.

### 6.11 Essay Submission Date:

<b>ESSAY DEADLINE: 12pm (noon), Tuesday 2<sup>nd</sup> November 2010 (week 7)</b>
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We aim to return your essay (if handed in on time), with appropriate comments and a provisional grade, within three weeks of submission. Please note that your final grade is not confirmed until the external examiner has had a chance to consider the marks given by the internal examiners.

#### **Late Submission and Penalties** (see also **School Handbook** and **web page** as above):

If you have good reason for not meeting a coursework deadline, you may request an extension from either your tutor (for extensions of up to five working days) or the course organiser (for extensions of six or more working days), normally before the deadline. The tutor or course organiser must support the request in writing (email) to the UTO, and extensions over five working days may require supporting evidence.

Extensions of six or more working days will be granted only if you can persuade the course convenor (**Stephen Kemp**) that there are medical or other exceptional circumstances explaining the delay. Any such circumstances should also be communicated to your Director of Studies, and we may ask her/him to confirm that you have done so.

Late penalties will entail a reduction by **five marks** for every working day late, up to 5 working days. Essays submitted after this point will receive a mark of zero. **Penalties apply to both the hard copy AND the electronic copy of your essay. Check here for details:**

[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)

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.

### **6.12 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. Assessed work that contains plagiarised material will be penalized, and may be awarded a mark of zero. Serious cases of plagiarism will also be reported to the University's Discipline Committee. For further information see:

[http://www.sps.ed.ac.uk/undergrad/year\\_1\\_2/what\\_is\\_plagiarism](http://www.sps.ed.ac.uk/undergrad/year_1_2/what_is_plagiarism)

**Each piece of work you submit for this course must be accompanied by a cover sheet that includes a signed plagiarism statement. Cover sheets will be available outside the Undergraduate Teaching Office.**

Essays will also be checked for Plagiarism using the 'Turnitin' system. See Appendix 2 for further details.

### **6.13 Duplication of Coursework:**

Students are not allowed to submit the same piece of work for more than one unit of assessment in their programme of study, nor are students allowed to submit for assessment work submitted at another institution. Each piece of writing submitted for assessment should be a substantially original piece of work produced specifically for that unit of assessment. For detailed guidance see:

[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)

### **6.14 Referencing in Coursework:**

The recommended style for referencing is that used in the journal of the British Sociological Association, *Sociology*. You should have a look at this journal (which is available online) to see how they deal with footnotes and references in the text. In the bibliography you should give enough information for any reader to go and check that you have accurately quoted or referred to someone's work. Even if you are using something from the photocopies stored in the filing cabinets in the Main Library, or E-Journals or Websites, you should give the full details. This means the names of all the authors, the date of publication (and which edition, if several have been produced), and the title of the article or book. If you refer to an article, give the journal title, volume number and pages; if you refer to a book, give the publisher and place of publication. If you are not using this system (or an equivalent one) your essay will lose marks. **See appendix 1 for a detailed guide to referencing.**

### 6.15 Sexist, Racist and Disablist Language:

The language we use to write about social life can hide some very insidious assumptions: e.g. 'the working class' sometimes actually means 'the white, male, English working class.' The British Sociological Association has published useful guidelines on the way language can easily reflect racist and sexist views of the world. Your tutor will discuss these before your first essay is due. 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 & Wales?

### 6.2 Tutorial Participation

Instead of penalizing students for missing tutorials, in Sociology 2 students earn marks towards their final grade through tutorial participation. This is to encourage students not to be just physically present at tutorials, but to contribute actively to a sociological discussion of the topic. **10% of the final grade is made up of the tutorial participation mark.** Tutors will give each student a mark of 0, ½, or 1 for their contribution to the tutorial each week. These will be totalled up for the nine tutorials, with 1 bonus mark being either given or withheld at the end of the semester depending on the student's overall contribution.

The following is a guide to the marking for tutorial participation:

A mark of 0 will be awarded for a student in a week in which:

- The student was not present, and did not have a justified absence (see below)
- The student was present, but did not make any contribution
- The student was present and contributed, but this contribution was entirely unsociological and had no connection to the reading for the week

A mark of ½ would be awarded for a student in a week in which:

- The student was present and made a contribution which showed some evidence of reading for that week and/or sociological thought, but the contribution was brief and/or limited

A mark of 1 would be awarded for a student in a week in which:

- The student was present and made a contribution which showed good evidence of reading for that week and/or sociological thought, and the contribution was extended and/or insightful

If a student feels that their absence from a tutorial is justified, they must get their DOS to email the course secretary with an explanation of this absence that cites serious medical or personal reasons, as well as providing evidence where required. These explanations will be considered by the course team at the end of the semester in order to achieve consistency of judgement. For each absence that is considered to be justified by the course team, the student will be assigned a 0, ½, or 1 depending on which of these figures the average of their actual contributions is closest to. If a student has attended insufficient tutorials to

gauge their typical level of contribution (fewer than 5), they will be required to submit summaries of some tutorial readings in order to aid in making an assessment.

Those students with Learning Profiles which indicate the unsuitability of this form of assessment can request to be set an alternative form of assessment to gain the 10%. They will be required to submit reading summaries of the tutorial readings for each week to demonstrate that they have been engaging with the course material. Please contact the course convener as soon as possible if you are in this situation.

### **6.3 Examinations:**

- There are no class examinations in Sociology.
- There are no exemption arrangements.
- You must sit one two-hour examination, held in December.
- You must answer **two** questions, **one relating to Unit 2, the other relating to Unit 3.**
- **The examination marks contribute 50% of the overall assessment.**
- You **must** pass the examination in order to pass the course.
- A mock examination paper will be posted on the course WebCT. We have not included previous exam scripts because the content of the course has been somewhat altered for this year.

The board of examiners includes all course lecturers and one of the Department's external examiners (Dr Esther Dermott, University of Bristol). Questions for the December examination are set in Semester 1, and are designed to cover Units 2 and 3 of the course. We make considerable effort (including taking the advice of the external examiner) to ensure that the questions are easy to understand and not ambiguous. All the questions should be answerable if you have attended the lectures and done the set reading: an answer that draws only on lecture notes will not receive good marks. The marking distributions of all markers are compared to ensure that no member of staff is marking particularly harshly or very leniently. Some scripts may be marked twice, particularly if they receive a failing mark or a first-class mark.

## **7. ERASMUS EXCHANGE IN COPENHAGEN**

Joint and single honours Sociology students may apply to spend their third year at the University of Copenhagen under the Erasmus exchange scheme. This is an ideal opportunity to study abroad at a leading university which is host to many international students. Many courses at Copenhagen are offered in English so fluency in Danish is not required.

You can find out more about the Erasmus scheme here:

<http://www.international.ed.ac.uk/exchanges/Erasmus/index.html>

And more about the University of Copenhagen here:

<http://www.ku.dk/english/>

If you are interested please contact the course convener in the first instance.

## 8. UNIT DETAILS

<b>WEEK 1</b>
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### 8.1 COURSE INTRODUCTION

#### **Monday 20 September: Introduction to the course (Course Team)**

In this lecture the course team will introduce the main themes of the course, and provide an overview of the content of the three units that make up the course.

#### **Thursday 23 September: Introducing Late Modernity (Stephen Kemp)**

Many sociologists argue that there have been crucial transformations within European and American societies in the last 50 or so years. These transformations are argued to have resulted in a new type of society which is variously described as 'late modern', 'high modern', 'reflexive modern' or 'post-modern'. In this session we examine what 'modern' societies were like, and how 'late modern' societies are said to differ from them.

#### **Key Reading:**

Giddens, A. 1991 'The Contours of High Modernity' in *Modernity and Self-Identity: Self and Society in the Late Modern Age*, Cambridge: Polity (**WebCT**)

Pakulski, J. and Waters M. 1996 'The Reshaping and Dissolution of Social Class in Advanced Society', *Theory and Society* 25(5): 667-691 (**E-journal**)

Allen, J. 1992 'Post-Industrialism and Post-Fordism', in S. Hall et al (ed.) *Modernity and its Futures*. Cambridge: Polity Press (**WebCT**)

#### **Additional Readings:**

Bradley, H. 1992 'Changing Social Structures: Class and Gender', in S. Hall and B. Gieben (eds.) *Formations of Modernity*. Cambridge, Polity Press (**Standard and Short Loan**)

Beck, U. 1992 'Beyond Status and Class', in *Risk Society: Towards a New Modernity*, London: Sage (**Short Loan and E-book**)

Beck, U., Giddens, A. and Lash, S. 1994 *Reflexive Modernization: Politics, Tradition and Aesthetics in the Modern Social Order*, Cambridge: Polity (**Short Loan**)

Alexander, J. 1996 'Critical Reflections on "Reflexive Modernization"', *Theory, Culture and Society*, 13(4): 133-138 (**Sociology Offprint**)

O'Brien, M., Penna, S. and Hay, C. (eds.) 1999 *Theorising Modernity: Reflexivity, Environment and Identity in Giddens' Social Theory*, London: Longman (**Moray House Standard Loan**)

<b>WEEK 2</b>
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## 8.2 UNIT 1: RISK AND LATE MODERNITY (Steve Kemp)

According to many sociologists, the concept of 'risk' is central to understanding late modern societies. It is important at a 'macro' level, for analysing the large-scale hazards produced by industrial societies, and for developing appropriate institutional forms of thought and action to deal with these hazards. It is also important at a 'micro' level, because a grasp of how social actors deal with risks is central to understanding forms of identity in late modern society, including gender identity. Further, the analysis of risk raises important sociological questions about how events come to be perceived as risky by social actors. This unit will introduce, discuss and critically assess these sociological arguments about risk.

### Mon 27 September: Risk and Sociology: An Introduction

In the opening lecture of this unit I explore why sociologists have become concerned with risk, and consider their distinctive contribution to analysing this topic. I will compare sociological approaches to risk with those of other disciplines, such as psychology. I will also discuss examples of various kinds of risk that are faced in contemporary societies.

#### Key Reading:

Finucane, M. et al. (2000) 'Gender, Race and Perceived Risk: The 'White Male' Effect' in *Health, Risk and Society*, 2(2): 159-172 (**E-journal**)

Donohew, L. et al. (2000) 'Sensation Seeking, Impulsive Decision-Making and Risky Sex: Implications for Risk-Taking and Design of Interventions', *Personality and Individual Differences*, 28(6): 1079-1091 (**E-Journal**)

Lupton, D. 1999 'Introduction', in *Risk*, London: Routledge (**Hub Reserve and Short Loan**)

Douglas, M. 1992 'Risk and Blame', in *Risk and Blame: Essays in Cultural Theory*, London: Routledge, pp.3-21 (**Hub Short Loan**)

Heimer, C. A. 1988 'Social Structure, Psychology, and the Estimation of Risk', *Annual Review of Sociology*, 14: 491-519 (**E-Journal**)

#### Additional Readings

Beck, U. 1992 'On the Logic of Wealth Distribution and Risk Distribution' in *Risk Society: Towards a New Modernity*, London: Sage, pp.19-50 (**Hub Short Loan and Reserve**)

Clarke, L. 1988 'Explaining Choices among Technological Risks', *Social Problems*, 35(1), pp.22-35 (**E-journal**)

Lupton, D., and Tulloch, J. 2003 'Defining Risk' in *Risk and Everyday Life*, London: Sage: 16-40 (**Standard and Hub Short Loan**)

Adams, J. 1995 *Risk*, London: UCL Press (**Hub Reserve and E-book – through Aquabrowser**)

Boyne, R. 2003 *Risk*, Buckingham: Open University Press (**Standard and Hub Short Loan**)

### **Thurs 30 September: Risk and Social Analysis**

In this session we look at the ways in which perceptions of risk are shaped by social and cultural influences. Sociologists and anthropologists have argued that perceptions of risk are not simply determined by rational scientific argument. Rather, there are social and cultural biases in risk perception, which bring certain topics to the foreground of concern, and relegate others to the background. This lecture analyses the risk-selection process sociologically, and looks at examples of risk selection.

#### **Key Reading:**

Douglas, M. 1975 'Environments at Risk', in *Implicit Meanings: Essays in Anthropology*, London: Routledge and Kegan Paul (**Hub Reserve**)

Douglas, M., and Wildavsky, A. 1982 'Risks are Selected', in *Risk and Culture: An Essay on the Selection of Technological and Environmental Dangers*, Berkeley: University of California Press: 29-48 (**Hub Short Loan and Reserve**)

Kaprow, M. 1985, 'Manufacturing Danger: Fear and Pollution in Industrial Society', *American Anthropologist*, 87: 342-356 (**E-Journal**)

#### **Additional Reading:**

Douglas, M. and Wildavsky, A. 1982, 'The Border is Alarmed' and 'The Border Fears for Nature' in *Risk and Culture: An Essay on the Selection of Technological and Environmental Dangers*, Berkeley: University of California Press: pp.101-125, 126-151 (**Hub Short Loan and Reserve**)

Douglas, M. 1992 'Risk and Blame', in *Risk and Blame: Essays in Cultural Theory*, London: Routledge: pp.3-21 (**Hub Short Loan**)

Thompson, M. and Rayner, S. 1998 'Risk and Governance Part I: The Discourses of Climate Change', *Government and Opposition*, 33 (2): pp.139-166 (**E-journal**)

Thompson, M. and Rayner, S. 1998 'Risk and Governance Part II: Policy in a Complex and Plurally Perceived World', *Government and Opposition*, 33 (3): pp.330-354 (**E-journal**)

Boholm, A. 1996 'Risk Perception and Social Anthropology: Critique of Cultural Theory', *Ethnos*, 61 (1-2): 64-84 (**Main Library Periodicals**)

Bellaby, P. 1990 'To Risk or Not to Risk? Uses and Limitations of Mary Douglas on Risk-Acceptability for Understanding Health and Safety at Work and Road Accidents', *Sociological Review*, 38(3): pp.465-483 (**E-Journal**)

<b>WEEK 3</b>
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### **Monday 4th October: Living in a Risk Society**

The prominent sociologists Ulrich Beck and Anthony Giddens argue that the social transformations that produced late-modern societies have brought issues of risk to the

forefront of social life. In this session we will contrast their idea that we are living in 'risk societies' with Furedi's claim that current fears about risk are overstated. We will also explore the sociological ramifications of each view.

### **Key Reading:**

Giddens, A. 1997 'Risk Society: The Context of British Politics', in Jane Franklin (ed.) *The Politics of Risk Society*, London: Polity, pp. 23-34 (**WebCT**)

Beck, U. 1992 'From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment', *Theory, Culture and Society*, 9 (1) pp.97-123 (**WebCT**)

Furedi, F. 2002 'Who Can You Trust?', in *Culture of Fear: Risk-Taking and the Morality of Low Expectation*, London: Continuum, pp. 127-145 (**WebCT**)

Mythen, Gabe (2007) 'Reappraising the Risk Society Thesis: Telescopic Sight or Myopic Vision?', *Current Sociology*, 55(6) pp.793-813 (**E-Journal**)

### **Additional Readings:**

Goldblatt, D. 1996 'The Sociology of Risk: Ulrich Beck' in *Social Theory and the Environment*, Cambridge: Polity, pp154-187 (**Standard Loan and Hub Reserve**)

Francis, J. 1996 'Nature Conservation and the Precautionary Principle', *Environmental Values* 5(3)pp.257-264 (**WebCT**)

Beck, U. 2002 'The Terrorist Threat: World Risk Society Revisited', *Theory, Culture and Society*, 19(4) pp.39-55 (**E-Journal**)

Beck, U. 1992 'On the Logic of Wealth Distribution and Risk Distribution' in *Risk Society: Towards a New Modernity*, London: Sage pp.19-50 (**Hub Short Loan and Reserve**)

Elliott, A. 2002 'Beck's Sociology of Risk: A Critical Assessment', *Sociology*, 36(2) pp.293-316 (**E-Journal**)

Alexander, J. 1996 'Critical Reflections on "Reflexive Modernization"', *Theory, Culture and Society*, 13(4): pp.133-138 (**Sociology Offprint**)

O'Brien, M., Penna, S. and Hay, C. (eds.) 1999 *Theorising Modernity: Reflexivity, Environment and Identity in Giddens' Social Theory*, London: Longman (**Moray House Standard Loan**)

Rustin, M. 1994, 'Incomplete Modernity: Ulrich Beck's *Risk Society*', *Radical Philosophy*, 67, Summer, pp.3-12 (**Sociology Offprint**)

Adam, B., Beck, U., and van Loon, J. 2000, *The Risk Society and Beyond: Critical Issues for Social Theory*, London: Sage (**Hub Short Loan and Reserve**)

Dingwall, R. 1999 "'Risk society': The cult of theory and the millennium?", *Social Policy and Administration*, 33(4): 474-491 (**Sociology Offprint**)

Furedi, F. 2002 'Preface' in *Culture of Fear: Risk-Taking and the Morality of Low Expectation*, London: Continuum: pp.vii-xviii (**Standard Loan**)

Furedi, F. 2002 'A World of Risky Strangers', in *Culture of Fear: Risk-Taking and the Morality of*

*Low Expectation*, London: Continuum, pp. 107-126

Tudor, A. (2003) 'A (macro) sociology of fear?', *The Sociological Review*, 51(2): 238-256 (see especially pp 244-246 on Furedi)

### **Thursday 7th October: Life on the Edge - Seeking Extreme Risks**

Whereas the previous two sessions have focused largely on risk-avoidance, this session moves to consider another aspect of risk: behaviour in which individuals intentionally seek out extreme risks. We consider how participants account for their desire to take extreme risks, and how they deal with the possibility of injury or death. We will also analyse sociological accounts which seek to explain why some people in contemporary society are seeking extreme risks.

#### **Key Readings:**

Lyng, S. 1990, 'Edgework: A Social Psychological Analysis of Voluntary Risk Taking', *American Journal of Sociology* 95(4): pp.851-86 (**Available Online**)

Parker, J. and Stanworth, H. 2005 "'Go for it!" Towards a Critical realist Approach to Voluntary Risk-Taking', *Health, Risk and Society*, 7(4): pp.319-336 (**Available Online**)

Ferrell, J. 2005, 'The Only Possible Adventure: Edgework and Anarchy', in Stephen Lyng (ed.) *Edgework: The Sociology of Risk-Taking*, London: Routledge (**WebCT**)

#### **Additional Readings:**

Lyng, S. 2005, 'Edgework and the Risk-Taking Experience', in Stephen Lyng (ed.) *Edgework: The Sociology of Risk-Taking*, London: Routledge (**Reserve**)

Ferrell, J. 2004, 'Boredom, Crime and Criminology', *Theoretical Criminology*, 8(3): pp.287-302 (**Available Online**)

Celsi, R., Rose, R. and Leigh, T. (1993) 'An Exploration of High-Risk Leisure Consumption Through Skydiving', *Journal of Consumer Research*, 20(1): pp.1-23 (**Available Online**)

Goffman, E. 1967, 'Where the Action Is', in *Interaction Ritual: Essays on Face-to-Face Behaviour*, Harmondsworth: Penguin: pp.149-270 (**Hub Short Loan and Reserve**)

Zwick, Detlev (2005) 'Where the Action is: Internet Stock Trading as Edgework', *Journal of Computer-Mediated Communication*, 11(1): pp.22-43 (**Available Online**)

Perreti-Watel, P. 2003, 'Neutralization Theory and the Denial of Risk: Some Evidence from Cannabis Use Among French Adolescents', *British Journal of Sociology*, 54(1): pp.21-42 (**Available Online**)

Bellaby, P. and Lawrenson, D. 2001, 'Approaches to the Risk of Riding Motorcycles: Reflections on the Problem of Reconciling Statistical Risk Assessment and Motorcyclists' Own Reasons for Riding', *Sociological Review*, 49(3): pp.368-388 (**Available Online**)

Lupton, D. and Tulloch, J. 2002, "'Risk is Part of Your Life": Risk Epistemologies Among a Group of Australians', *Sociology*, 36(2): pp.317-334 (**Available Online**)

## WEEK 4

### Monday 11 October: Gender and Risk-Seeking

In this session we consider whether there are gendered differences in risk-seeking orientation. The first section of the lecture examines evidence for the claim that boys and girls are socialised differently in their attitude to risk-seeking. The second part of the lecture analyses whether this socialisation process results in gendered differences in risk-seeking orientation amongst adults, and is a relevant part of gender identity.

#### Key Readings:

- Green, J. 1997 'Risk and the Construction of Social Identity: Children's Talk About Accidents', *Sociology of Health and Illness*, 19(4): pp.457-479 (**WebCT**)
- Lupton, D. 2004 'Pleasure, Aggression and Fear', in W. Mitchell, R. Bunton and E. Green (eds.) *Young People, Risk and Leisure*, Houndmills: Palgrave Macmillan (**WebCT**)
- Chan, W. and Rigakos, G. 2002 'Risk, Crime and Gender', *British Journal of Criminology*, 42: pp.743-761 (**E-Journal**)

#### Additional Readings:

- Miller, E. 1991, 'Assessing the Risk of Inattention to Class, Race/Ethnicity, and Gender: Comment on Lyng', *American Journal of Sociology*, 96(6): 1530-1534 (**E-Journal**)
- Lyng, S. 1991, 'Edgework Revisited: Reply to Miller', in *American Journal of Sociology*, 96(6): 1534-9 (**E-Journal**)
- Collison, M. 1996 'In Search of the High Life: Drugs, Crime, Masculinities and Consumption', *British Journal of Criminology*, 36(3): 428-444 (**E-Journal**)
- Seabrook, T. and Green, E. 2004 'Streetwise or Safe? Girls Negotiating Time and Space' in W. Mitchell, R. Bunton and E. Green (eds.) *Young People, Risk and Leisure*, Houndmills: Palgrave Macmillan: 129-141 (**Hub Short Loan and Reserve**)
- Bunton, R., Crawshaw, P. and Green, E. 2004 'Risk, Gender and Youthful Bodies' in W. Mitchell, R. Bunton and E. Green (eds.) *Young People, Risk and Leisure*, Houndmills: Palgrave Macmillan: pp.161-179 (**Hub Short Loan and Reserve**)
- Holland, J., Ramazanoglu, C., Sharpe, S., Thompson, R. 1998 'The Contradictions of Condoms: Femininity, Masculinity and Sexual Risk' in *The Male in the Head: Young People, Heterosexuality and Power*, London: The Tufnell Press: 31-55 (**Standard Loan and Hub Reserve**)
- Morrongiello, B. and Dawber, T. 1999 'Parental Influences on Toddlers' Injury-Risk Behaviors: Are Sons and Daughters Socialized Differently?', *Journal of Applied Developmental Psychology*, 20(2): pp.227-251 (**E-Journal**)
- Morrongiello, B., Midgett, C. and Stanton, K. 2000 'Gender Biases in Children's Appraisals of Injury Risk and Other Children's Risk-Taking Behaviors', *Journal of Experimental Child Psychology*, 77: pp.317-336 (**E-Journal**)

Hargreaves, J. 1997 'Women's Boxing and Related Activities: Introducing Images and Meanings', *Body and Society*, 3(4): 33-49 (**Main Library Periodicals**)

Thomson, R., Bell, R., Holland, J., Henderson, S., McGrellis, S. and Sharpe, S. 2002 'Critical Moments: Choice, Chance and Opportunity in Young People's Narratives of Transition', *Sociology*, 36(2): 335-354 (**E-Journal**)

Ronay, R. and Kim, D. (2006) 'Gender Differences in Explicit and Implicit Risk Attitudes: A Socially Facilitated Phenomenon', *British Journal of Social Psychology*, 45: 397-419 (**E-Journal**)

Fehr-Duda, H., De Gennaro, M. And Schubert, R. (2006) 'Gender, Financial Risk and Probability Weights', *Theory and Decision*, 60: 283-313 (**E-Journal**)

### **Thursday 14th October: Responses to Risk in Everyday Life**

In this final lecture we look at the dynamic between expert advice about risk and the risk decisions that lay actors actually take.

#### **Key Reading:**

Graham, H. 1987 'Women's Smoking and Family Health', *Social Science and Medicine*, 25 (1): pp.47-56 (**E-Journal**)

Davison, A., Frankel, S. and Smith, G. 1992 'The Limits of Lifestyle: Re-assessing 'Fatalism' in the Popular Culture of Illness Prevention', *Social Science and Medicine*, 34 (6): pp.675-685 (**E-Journal**)

Keane, A. 1997 'Too Hard to Swallow? The Palatability of Healthy Eating Advice' in P. Caplan (ed.) *Food, Health and Identity*, London: Routledge (**WebCT**)

#### **Additional Reading:**

Denscombe, M. 2001 'Uncertain Identities and Health-Risking Behaviour: The Case of Young People and Smoking in Late Modernity', *British Journal of Sociology*, 52(1): pp.157-177 (**WebCT**)

Wynne, B. 1989 'Frameworks of Rationality in Risk Management' in J. Brown (ed.) *Environmental Threats*, London: Belhaven (**Hub Reserve**)

Keane, A. 1997 'Too Hard to Swallow? The Palatability of Healthy Eating Advice' in P. Caplan (ed.) *Food, Health and Identity*, London: Routledge (**Hub Reserve**)

Adams, J. 1995 'Road Safety 1: Seat Belts', in *Risk*, London: UCL Press: 113-134 (**Hub Reserve**)

Caplan, P. 2000 "'Eating British Beef with Confidence": A Consideration of Consumers' Responses to BSE in Britain', in P. Caplan (ed.) *Risk Revisited*, London: Pluto (**Hub Reserve**)

Brownlie, J. and Howson, A. 2005 "'Leaps of Faith" and MMR: An Empirical Study of Trust', *Sociology*, 39(2): 221-240 (**E-Journal**)

Cohn, S. 2000 'Risk, Ambiguity and the Loss of Control: How People with a Chronic Illness Experience Complex Biomedical Causal Models', in P. Caplan (ed.) *Risk Revisited*, London:

Pluto (**Hub Reserve**)

Fox, N. 1999 'Postmodern Reflections on 'Risk', 'Hazards' and 'Life Choices'', in Lupton, D. (ed.) *Risk and Sociocultural Theory: New Directions and Perspectives*, Cambridge: Cambridge UP: 12-33 (**Hub Short Loan**)

## WEEK 5

### 8.3 UNIT 2: NATIONS, NATIONALISM AND NATIONAL IDENTITIES (**Ross Bond**)

Nations and nationalism have been described as both universal and particular phenomena. We inhabit a world in which geographical territory seems to be organized on a national basis and so too are many political, economic and social matters. This seems quite natural to us. Nations are everywhere and yet each nation has its own specific characteristics. Many features of nations and nationalism are also closely connected to the emergence of modern societies, which is one reason why sociologists are interested in this field of study. But another reason – one that is central to this unit – is that nationalism transcends the kind of political and military dimensions with which it is most often associated in the popular mind. Nationalism is also present in everyday life. It shapes people's thinking about the world and their place in it. The (somewhat ambiguous) concept of national identity can help us understand these more social dimensions. Like one of the topics introduced earlier in the course – risk – we can examine national identity at both a 'macro' and 'micro' level. At a 'macro' level national identity relates to the historical, cultural, social and political characteristics that define a given territory and/or people as a nation. At a 'micro' level it relates to individuals' sense of belonging to a nation or nations. It is a sentiment which, in turn, might help them make sense of the world and give it meaning. It is a matter of subjective identity. The initial lectures in this unit tackle these issues at a general level, and we then focus on those national identities (British, English, Scottish) that are most prominent in this particular part of the world.

#### **Monday 18th October: The Nation: What? When?**

This lecture offers an introduction to nations and nationalism by addressing these two questions. As we shall see, the answers are less than straightforward and sometimes rather surprising. In trying to answer the 'what?' question we discuss the nature of nations. We discuss the important distinction between *nations* and *states* and then consider various characteristics we might use to help us define nations. These range from the objective to the subjective. We then tackle the 'when?' question by exploring the origins of nations and nationalism: which came first, and are these ancient and inherent aspects of human societies or are they rather more recent phenomena?

### **Key reading**

McCrone, D. 1998 'The Fall and Rise of Nationalism', chapter 1 in *The Sociology of Nationalism*, London: Routledge **(available on-line as an e-book)**

Hearn, J. 2006 'Introduction: Knowing Nationalism', chapter 1 in *Rethinking Nationalism*, Basingstoke: Palgrave Macmillan **(available on-line as an e-book)**

Anderson, B. 1991 'Introduction' (chapter 1) and 'The Origins of National Consciousness' (chapter 3), in *Imagined Communities* (2nd edition), pp. 1-7; 37-46, London: Verso. **(WebCT)**

### **Additional reading**

Gellner, E. 1983 'The Transition to an Age of Nationalism', chapter 4 in *Nations and Nationalism*, pp. 39-52, Oxford: Blackwell. **(WebCT)**

Smith, A. D. 2004 'Introduction: Paradigms of Nationalism', in *The Antiquity of Nations*, pp. 1-30, Cambridge: Polity. **(WebCT)**

Thompson, A. and Fevre, R. 2001 'The National Question: Sociological Reflections on Nation and Nationalism', *Nations and Nationalism*, 7 (3), 297-315. **(E-Journal)**

Hutchinson, J. and Smith, A. D. 1994 *Nationalism*, Oxford: OUP (a 'reader' containing short extracts from the works of many of the leading scholars of nationalism) **(Hub Short Loan and Reserve)**

### **Thursday 21 October: Being National: 'everyday' and 'personal' nationalism**

What does it mean to 'be' national and in what ways is nationalism part of our everyday lives? How do we 'do' nationalism? We begin by considering the various dimensions that might be involved in having a national identity. We then consider a concept that has been helpful in directing attention away from the aggressive and intolerant 'hot' forms of nationalism with which we are often most familiar: 'banal nationalism'. This leads us to a discussion of the ways in which nationalism and national identities relate to our everyday behaviour. We conclude by considering a concept that calls into question the uniformity of national identities: the notion of 'personal nationalism'.

### **Key reading**

Miller, D. 1995 'National Identity', chapter 2 in *On Nationality*, pp. 17-47, Oxford: Clarendon. **(available on-line as an e-book)**

Billig, M. 1995 'Remembering Banal Nationalism', chapter 3 in *Banal Nationalism*, pp. 37-59, London: Sage. **(WebCT)**

Cohen, A. P. 1996 'Personal Nationalism: a Scottish View of Some Rites, Rights and Wrongs', *American Ethnologist*, 23 (4), 802-815. **(E-Journal)**

### **Additional reading**

Fox, J. E. and Miller-Idriss, C. 2008 'Everyday Nationhood', *Ethnicities*, 8 (4): 536-576. **(E-Journal)**

Edensor, T. 2002 'Popular Culture, Everyday Life and the Matrix of National Identity', chapter 1 in *National Identity, Popular Culture and Everyday Life*, pp. 1-35, Oxford: Berg. **(WebCT)**

Hearn, J. 2007 'National Identity: banal, personal and embedded', *Nations and Nationalism*, 13 (4): 657-674. **(E-Journal)**

Triandafyllidou, A. 1998 'National Identity and the 'Other' ', *Ethnic and Racial Studies*, 21 (4), 593-612. **(E-Journal)**

Billig, *Banal Nationalism* – try other chapters apart from chapter 3 **(Hub Reserve)**

Cohen, A. P. 1999 'Being Scottish? On the Problem of the Objective Correlative', in E. Bort and R. Keat (eds.) *The Boundaries of Understanding*, Edinburgh: University of Edinburgh ISSI, 209-227. **(Short Loan)**

<b>WEEK 6</b>
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### **Monday 25th October: National Belonging: the nation as inclusive and exclusive**

We now move the focus subtly from 'being' to 'belonging'; from the question of 'how?' to 'who?'. Nations and national identities are both inclusive and exclusive: some people must be members of the nation but not everyone can be. So who belongs? Legal rules of citizenship are only partially helpful to us as sociologists because citizenship is usually related to states rather than nations, and because even those who are legal citizens might not be thought to 'truly' belong. We use this starting point to explore an influential (although problematic) distinction between 'civic' and 'ethnic' nationalisms. We then examine various 'markers' of national identity, which influence whether individuals think of themselves (or are thought of by others) to 'belong' to the nation.

#### **Key reading**

Brubaker, R. 2004 '“Civic” and “Ethnic” Nationalism', chapter 6 in *Ethnicity without Groups*, pp. 132-146, London: Harvard UP. **(WebCT)**

Brown, D. 1999 'Are There Good and Bad Nationalisms?', *Nations and Nationalism*, 5 (2), 281-302. **(E-Journal)**

Kiely, R., Bechhofer, F., Stewart, R. and McCrone, D. 2001 'The Markers and Rules of Scottish National Identity', *The Sociological Review*, 49 (1), 33-55. **(E-Journal)**

### **Additional reading**

Brubaker, R. 1992 'Introduction: Traditions of nationhood in France and Germany', in *Citizenship and Nationhood in France and Germany*, pp. 1-17, London: Harvard UP. **(Hub Reserve)**

Kiely, R., McCrone, D. and Bechhofer, F. 2005 'Birth, blood and belonging: identity claims in post-devolution Scotland', *The Sociological Review*, 53 (1): 150-171. **(E-Journal)**

Bechhofer, F., McCrone, D., Kiely, R. and Stewart, R. 1999 'Constructing National Identity: Arts and Landed Elites in Scotland', *Sociology*, 33 (3), 515-534. **(E-Journal)**

McCrone, D., Stewart, R., Kiely, R. and Bechhofer, F. 1998 'Who Are We? Problematising National Identity', *The Sociological Review*, 46 (4), 629-652. **(E-Journal)**

Bell, A. 2009 'Dilemmas of settler belonging: roots, routes and redemption in New Zealand national identity claims', *The Sociological Review*, 57 (1): 145-162. **(E-Journal)**

**REMINDER: Essay due by 12pm (noon) Tuesday 2<sup>nd</sup> November**

### **Thursday 28th October: National identities in the UK: Being British**

We now turn from the general to the more specific and look at national identities closer to home. We begin with Britishness, which is in many ways an ambiguous 'national' identity. This relates to the 'fuzzy' frontiers of Britishness. Is Britain a 'nation' when it seems to contain other nations (England, Scotland, Wales)? Was/is it possible to be British even though one is not 'from' Britain? The ambiguity also relates to the various contrasting 'boundaries' of Britishness: is it most closely related to citizenship, 'blood' or culture? Finally, is the era of Britishness essentially over, and what evidence might we look at to help us answer that question?

### **Key reading**

Cohen, R. 1994 'Six Frontiers of a British Identity', chapter 1 in *Frontiers of Identity: The British and the Others*, pp. 5-36, London: Longman. **(WebCT)**

Jacobson, J. 1997 'Perceptions of Britishness', *Nations and Nationalism*, 3 (2), 181-199. **(E-Journal)**

Kiely, R., McCrone, D. and Bechhofer, F. 2005 'Whither Britishness? English and Scottish people in Scotland', *Nations and Nationalism*, 11 (1): 65-82. **(E-Journal)**

### **Additional reading**

Colley, L. 1992 'Britishness and Otherness: An Argument', *The Journal of British Studies*, 31 (4), 309-329. **(E-Journal)**

Kumar, K. 2000 'Nation and Empire: English and British National Identity in Comparative Perspective', *Theory and Society*, 29, 575-608. **(E-Journal)**

Langlands, R. 1999 'Britishness or Englishness? The historical problem of national identity in Britain', *Nations and Nationalism*, 5 (1): 53-69. **(E-Journal)**

McCrone, D. 1997 'Unmasking Britannia: the rise and fall of British national identity', *Nations and Nationalism*, 3 (4), 579-596. **(E-Journal)**

Goulbourne, H. 1991 'From *imperial* British to *national* British', chapter 5 in *Ethnicity and Nationalism in Post-Imperial Britain*, pp. 87-125, Cambridge: Cambridge UP. **(Hub Reserve)**

Bryant, C. 2006 'Great Britain: The Post-Imperial Dilemma', chapter 2 in *The Nations of Britain*, pp. 33-61, Oxford: Oxford UP. **(WebCT)**

<b>WEEK 7</b>
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### **Monday 1st November: National identities in the UK: 'sub-state' identities**

We now build on our earlier observation that many states are multi-national by examining sub-state national identities in the UK. More specifically, we consider English and Scottish identities (additional reading lists will be posted on WebCT for those of you who might be interested in learning more about identities in Wales and Northern Ireland). We look at the different ways in which these identities appear to relate to Britishness and explore the reasons why Scottish identity seems to be expressed more prominently than English identity. We will also look at the kind of identity 'markers' that are important to Scottishness, an issue we will develop further in the final lecture.

### **Key reading**

Kumar, K. 2003 'The Moment of Englishness', chapter 7 in *The Making of English National Identity*, pp. 175-225, Cambridge: Cambridge UP. **(WebCT)**

Condor, S. and Abell, J. 2006 'Vernacular Constructions of 'National Identity' in Post-devolution Scotland and England', chapter 3 in J. Wilson and K. Stapleton (eds.) *Devolution and Identity*, pp. 51-75, Aldershot: Ashgate. **(WebCT)**

McCrone, D. 2001 'Roots and routes: Seeking Scottish identity', chapter 7 in *Understanding Scotland: The Sociology of a Nation* (2<sup>nd</sup> edition), pp. 149-174, London: Routledge. **(available on-line as an e-book)**

### **Additional reading**

Condor, S. 1996 'Unimagined Community? Some Social Psychological Issues Concerning English National Identity', chapter 4 in G. M. Breakwell and E. Lyons (eds.), *Changing European Identities: Social Psychological Analyses of Social Change*, pp. 41-67, Oxford: Butterworth-Heinemann. **(WebCT)**

Kiely, R., McCrone, D. and Bechhofer, F. 2005 'Birth, blood and belonging: identity claims in post-devolution Scotland', *The Sociological Review*, 53 (1): 150-171. **(E-Journal)**

Fenton, S. 2007 'Indifference towards national identity: what young adults think about being English and British', *Nations and Nationalism*, 13 (2): 321-339. **(E-Journal)**

McCrone, D. (2001) 'What is Scotland?', chapter 2 in *Understanding Scotland: The Sociology of a Nation* (2<sup>nd</sup> edition), pp. 31-53, London: Routledge. **(available on-line as an e-book)**

Abell, J. et al 2007 'Who Ate All the Pride? Patriotic sentiment and the English national football support', *Nations and Nationalism*, 13 (1): 97-116. **(E-Journal)**

Bond, R. 2000 'Squaring the Circles: Demonstrating and Explaining the Political 'Non-Alignment' of Scottish National Identity', *Scottish Affairs*, 32, 15-35. **(on-line at: [www.scottishaffairs.org/backissues.html](http://www.scottishaffairs.org/backissues.html))**

### **Thursday 4<sup>th</sup> November: National identities in the UK: minorities**

Studying national identities among minority groups can be particularly profitable sociologically, because it is among such people that national identities tend to be less 'taken for granted'. This is because they usually possess some but not all of the relevant 'markers' of national identity. In this final lecture we will examine how various minorities – ethnic, religious, and national – may include themselves, or be included by others, within British and sub-state national identities.

### **Key reading**

Hussain, A. and Miller, W. 2006 'Identity and Identifying', chapter 8 in *Multicultural Nationalism: Islamophobia, Anglophobia, and Devolution*, pp. 146-169, Oxford: OUP. **(available on-line as an e-book)**

McCrone, D. and Bechhofer, F. 2010 'Claiming National Identity', *Ethnic and Racial Studies*, 33 (6): 921-948. **(E-Journal)**

Condor, S. et al 2006 'English identity and ethnic diversity in the context of UK constitutional change', *Ethnicities*, 6 (2): 123-158. **(E-Journal)**

Bond, R., Charsley, K. and Grundy, S. 2010 'An Audible Minority: migration, settlement and identity among English graduates in Scotland', *Journal of Ethnic and Migration Studies*, 36 (3): 483-499. **(E-Journal)**

### **Additional reading**

Hall, K. 1995 ‘“There’s a Time to Act English and a Time to Act Indian”’: The Politics of Identity among British-Sikh Teenagers’ chapter 8 in S. Stephens (ed.) *Children and the Politics of Culture*, pp. 243-264, Princeton: Princeton UP. **(WebCT)**

Eade, J. 1997 ‘Identity, Nation and Religion: Educated Young Bangladeshi Muslims in London’s East End’, chapter 9 in J. Eade (ed.) *Living the Global City*, pp. 146-162, London: Routledge. **(WebCT)**

Ballard, R. 1994 ‘Introduction: The Emergence of *Desb Pardesh*’, in Ballard (ed.) *Desb Pardesh: The South Asian Presence in Britain*, pp. 1-34, London: Hurst. **(available on-line via Google books)**

Gilroy, P. 1987 ‘“The whisper wakes, the shudder plays”: ‘race’, nation and ethnic absolutism’, chapter 2 in *There Ain’t No Black in the Union Jack*, pp. 43-71, London: Unwin Hyman. **(WebCT)**

Jacobson, J. 1997 ‘Perceptions of Britishness’, *Nations and Nationalism*, 3 (2), 181-199. **(E-Journal)**

Hopkins, P. 2008 ‘Politics, Race and Nation: The Difference that Scotland Makes’, chapter 9 in C. Dwyer and C. Bressey (eds.) *New Geographies of Race and Racism*, pp. 113-124, Aldershot: Ashgate. **(WebCT)**

Hopkins, P. 2007 ‘‘Blue Squares’, ‘Proper’ Muslims and Transnational Networks: Narratives of national and religious identities amongst young Muslim men living in Scotland’, *Ethnicities*, 7 (1): 61-81. **(E-Journal)**

Bond, R. 2006 ‘Becoming and Belonging: national identity and exclusion’, *Sociology*, 40 (4): 609-626. **(E-Journal)**

Kyriakides, C., Virdee, S. and Modood, T. 2009 ‘Racism, Muslims and the National Imagination’, *Journal of Ethnic and Migration Studies*, 35 (2): 289-308. **(E-Journal)**

McIntosh, I., Sim, D. and Robertson, D. 2004 ‘‘We Hate the English, Except for You, Cos You’re Our Pal’: Identification of the ‘English’ in Scotland’, *Sociology*, 38 (1), 43-59. **(E-Journal)**

<b>WEEK 8</b>
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### **8.4 UNIT 3: ENVIRONMENT, ENERGY, AND EPISTEMOLOGY (Claire Haggett)**

This Unit considers transformations in the relationships between people and the environment, nature, and natural resources. It builds on the work in Unit 1 to think about society has adjusted in response to environmental problems, how behaviour has changed,

and how people interact with the natural world. We start by thinking about the social construction of nature, of the environment, and of environmental problems. This Unit considers how 'nature' and 'natural resources' are defined and categorised, how the 'rural' and the 'urban' are differentiated, and how different knowledges about nature emerge. We think about the role of experience, perception, and localised knowledge, and what happens when different knowledges clash over appropriate use of the nature and natural resources. The Unit considers where our knowledge about the environment and environmental problems comes from, how we know who and what to trust, and which knowledges are deemed to be legitimate and authoritative. In this section we also focus on the role and operation of the media in shaping knowledge and information, with some examples of very different framings of the 'same' issue, and we think about the effect that these may have.

We build on this to think about how people respond to information about environmental problems, and the relationship between information, values, and behaviour. We focus on the context in which people make decisions about their environmental behaviours, and how being 'green' isn't simply about being educated or well informed about environmental issues. The Unit then focuses on one particular natural resource: energy. We think about energy generation from renewable sources, and the impacts on people and communities living nearby. We explore what seems to be anti-green behaviour, protesting against wind farms, and different explanations for this. Again, we focus on the local social context, and also the disjuncture between local and global issues and the engagement that people have with decision-making processes to try and understand this opposition. This topic is used to think more broadly about power, governance and disenfranchisement from authority.

Finally, we think about micro-scale behaviours, domestic energy generation and consumption, and how people interact with new technologies. Sociological work on the way that technology is designed to encourage people to behave in certain ways is drawn on here, and we use this to explore the use (and apparent mis-use) of solar panels. We conclude by re-emphasising the changing interactions with and understandings that people have of natural resources; the importance of localised knowledge and the social context in which people make their decisions; and the critical role of the media in determining what we know about the environment.

### **Monday 8th November: The social construction of the natural world**

The Unit starts by thinking about broad level issues, before focusing on households and individuals later on. This lecture discusses how what we might think of as the 'natural' world is either the result of human intervention, or of categorisation and description as natural. It is argued that the line between the human or the social world, and the natural world is not easily demarcated. We use the example of 'wilderness', often seen as the last preserve of the untouched natural world, to examine differing social perceptions, experiences, and categorisations of nature. We examine the contention that there can be no one 'nature', no universally true and objective meaning, and that what nature is varies between different groups, times, and places. If, then, there are various meanings about what is natural, we explore the role of power in both foregrounding the dominant meaning, and in masking the processes of doing so. We then briefly examine the role of 'claims-making' in persuading us about particular versions of nature and natural resources.

**Key readings:**

Burningham, K. and Cooper, G. (1999) 'Being constructive: social constructionism and the Environment', *Sociology*, 33: 297-316. **(E-Journal)**

Greider, T., and Garkovich, L. (1994) 'Landscapes: The social construction of nature and the environment', *Rural Sociology*, 59, 1, pp1-14 **(available in Library serials)**

**Additional readings:**

Burningham, K. (1998) A noisy road or noisy residents? A demonstration of the utility of social constructionism for analysing environmental problems, *The Sociological Review*, 46, 3: 536-563 **(E-Journal)**

Demeritt, D., 2006, Science studies, climate change, and the prospects for constructivist critique, *Economy and Society*, 35, 3, 453-479 **(E-Journal)**

Hannigan, J. (2006) 'Social construction of environmental problems and risks', chapter 5 in *Environmental Sociology* (second edition) London: Routledge pp 63-78 **(available in library on short and standard loan)**

Martell, L. (1994) 'Rethinking relations between society and nature', chapter 6 in *Ecology and Society*, pp164-183 **(available in library on short and standard loan)**

**Thursday 11th November: The Urban and the Rural**

Following on from the last lecture, if the distinction between a social and natural world is both blurred and the result of human categorisation, then the differences between rural and urban worlds are similarly difficult to define. We quickly move beyond functional definitions of the 'rural' to focus on conceptual understandings that are based on perceptions, beliefs, and experiences. We explore the notion of rural places as contested spaces, with definitions based on experience and values incorporating tensions and conflicts. This includes disagreement over what counts as rural, how the rural should be used and protected, and what are deemed to be 'appropriate' activities. We then think in particular about clashes over knowledge in the rural environment, and the contrast between local knowledge and lived experience, and universal 'expertise'.

**Key readings:**

Wynne, B. (1996), 'May the sheep safely graze? A reflexive view of the expert-lay knowledge divide', in Lash, S., Szerszynski, B. and Wynne, B. (eds.), *Risk, environment and modernity: towards a new ecology*, Chapter 2, pp. 44-83, Sage Publications, London **(e-book)**

Habron, D. (1998) Visual perception of wild land in Scotland, *Landscape and Urban Planning*, 42: 45-56 **(E-Journal)**

**Additional readings:**

Cronon, W. (1996) The trouble with wilderness; or, getting back to the wrong nature, in W. Cronon (ed.) *Uncommon Ground: Rethinking the Human Place in Nature*, New York: W.W. Norton and Company, pp. 69-90 **(Hub short loan)**

Coeterier, J. (1996) Dominant attributes in the perception and evaluation of the Dutch landscape, *Landscape and Urban Planning*, 34: 27-44 (**E-Journal**)

Mace, B.L., Bell, P.A., and Loomis, R.J. (1999) Aesthetic, affective, and cognitive effects of noise on natural landscape assessment, *Society and Natural Resources*, 12, 3: 225-242 (**E-Journal**)

Shultis, J. (1999) The Duality of wilderness: Comparing popular and political conceptions of wilderness in New Zealand, *Society and Natural Resources* 12: 389-404 (**E-Journal**)

Tovey, H., and Mooney, R. (2006) *Citizens and Governance in a Knowledge Based Society: A cognitive approach to rural sustainable development - the dynamics of expert and lay knowledges*, Final Report for the CORASON project, available from [http://www.corason.hu/download/final\\_report.pdf](http://www.corason.hu/download/final_report.pdf) (EU project on sustainable rural development, discussed in lecture, **available online**) pp7-12

## WEEK 9

### **Monday 15th November: Post-materialism and environmental justice**

Building on the idea of multiple meanings of environment, nature and rurality, in this lecture we focus on varying responses to environmental issues. What makes us care, and why don't we care more? We explore theory of post-materialism as an explanation for environmental concern; that is, the idea that we care about environmental issues only after our primary needs have been met, such as housing, food, security and so on. We consider the validity of this theory, and use contrasting ideas from the environmental justice movement to highlight areas of inadequacy. Examining this movement suggests that even when people don't have their 'basic needs' met, they still care about their environments – particularly as they are more likely to suffer from degraded and polluted environments, and disproportionately suffer the consequences of development.

#### **Key readings:**

Inglehart, R. (2008) 'Changing Values among Western Publics from 1970 to 2006'. *West European Politics* 31:1-2 130-46 (**E-Journal**)

Walker, G. P., Mitchell, G., Fairburn, J., and Smith, G. (2005) 'Industrial pollution and social deprivation: evidence and complexity in evaluating and responding to environmental inequality' *Local Environment*, 10, 4, pp. 361-377 (**available online** at: [http://eprints.lancs.ac.uk/441/2/IPC\\_and\\_social\\_deprivation\\_IGU\\_paper\\_2004\\_v3\\_final.pdf](http://eprints.lancs.ac.uk/441/2/IPC_and_social_deprivation_IGU_paper_2004_v3_final.pdf))

#### **Additional readings:**

Capek, S.M. (1993) 'The "environmental justice" frame: A conceptual discussion and an application' *Social Problems*, 40, 1, Special Issue on Environmental Justice pp. 5-24 (**E-Journal**)

Inglehart, R. (1971) 'The Silent Revolution in Europe: Intergenerational Change in Post-Industrial Societies', *American Political Science Review*, 65:4, 991-1017 (**E-Journal**)

Kollmuss, A. and J. Agyeman (2002) 'Mind the Gap: why do people act environmentally and what are the barriers to pro-environmental behaviour?' *Environmental Education Research* 8, 3: 239-260 (**E-Journal**)

Krieg, E. J. (1995) 'A socio-historical interpretation of toxic waste sites: The case of Greater Boston', *American Journal of Economics and Sociology*, 54, 1 pp. 1-14 (**E-Journal**)

Thornton, A (2009). Public attitudes and behaviours towards the environment - tracker survey: A report to the Department for Environment, Food and Rural Affairs. Defra, London (**available online at:**  
<http://www.defra.gov.uk/evidence/statistics/environment/pubatt/download/090923stats-release-pubatt.pdf>)

Walker, G. P., and Bulkeley, H. (2006) Geographies of Environmental Justice. *Geoforum*, 37,5, pp 655-659 (**E-Journal**) (note – this issue of Geoforum contains a collection of international case studies on environmental justice, so is worth a look)

#### **Thursday 18th November: Media, knowledge and information**

In this lecture, we build on the ideas of green behaviour to think we know what we know about the environment. Environmental problems, risks and issues are not often things that we can see for ourselves – global warming or a hole in the ozone layer are very far removed from our everyday lives in many ways – so we are dependant on the knowledge of others, passed on to us in a mediated form. We'll spend a bit of time thinking about who and where we get our knowledge about the environment from, how this knowledge is shaped, and what impact this has. In doing so, we focus on the role and operation of the media in determining the agenda and detail of the information we receive, and in directing how we should interpret it. We then think about the way that interest groups interact with the media, and campaign to get their issue into the public eye.

#### **Key readings:**

Hilgartner, S., and Bosk, C. (1988) The rise and fall of social problems: A public arenas model, *Sociology*, 29, 2: 203-220 (**E-Journal**)

Bignell, J. (2005) *Media Semiotics* (second edition) University of Manchester Press – particularly chapter 5 'Television news', pp105-130 (**HUB Reserve**)

#### **Additional readings:**

Gamson, W.A. and A. Modigliani (1989) 'Media Discourse and Public Opinion on Nuclear Power: A Constructionist Approach,' *American Journal of Sociology* 95, 1: 1-37 (**E-Journal**)

Mazur, A & Lee, J (1993) Sounding the global alarm: environmental issues in the US national news *Social Studies of Science*, 23, 681-720 (**E-Journal**)

Miller, M. M., and Riechart, B.P. (2005) 'Interest group strategies and journalistic norms: news media framing of environmental issues', chapter 2 in Allan, S., Adam, B., and Carter, C.

(eds) *Environmental Risks and The Media*, London: Routledge, pp45-54 (**available in New College Library**)

Stallings, R, (1990) 'Media discourse and the social construction of risk' *Sociology*, 37: 80-95 (**available online**)

Schoenfeld, A.C., Meier, R. F., Griffin, R. J. (1979) Constructing a social problem: The press and the environment, *Social Problems*, 27, 1:38-61 (**available online**) (classic text!)

## WEEK 10

### Monday 22<sup>nd</sup> November: Energy

In the next lectures, we move from a broad focus on nature and environmental concern and knowledge, to think about the relationships that people have with one particular natural resource: energy. We will think about energy supply, demand, consumption, and efficiency. In this lecture we think particularly about renewable energy generation. We build on the ideas from previous lectures about local knowledge and lived experience to understand why people protest against renewable energy developments, particularly wind farms. The oft-used 'NIMBY' theory is discussed, its assumptions unpacked, and the value of such a pejorative and opaque term debated. Alternative explanations are posited, based on attachment to place, the disjuncture between local and global priorities, and people's disengagement and disenfranchisement from decision making processes.

#### Key readings:

Burningham, K. (2000). Using the Language of NIMBY: A topic for Research not an activity for researchers, *Local Environment* 5 (1) pp. 55-67

Wolsink, M. (2007b) 'Wind power implementation: The nature of public attitudes: Equity and fairness instead of "backyard motives"', *Renewable and Sustainable Energy Reviews*, 11, pp1188-1207 (**E-Journal**)

#### Additional readings:

Bell, D., Gray, T., and Haggett, C. (2005) Policy, participation and the social gap in wind farm siting decisions, *Environmental Politics* 14, (4) pp. 460-477 (**E-Journal**)

Gross, C. (2007) Community perspectives of wind energy in Australia: The application of a justice and fairness framework to increase social acceptance, *Energy Policy*, 35, pp.2727-2736 (**E-Journal**)

Devine-Wright, P. (2005a) Beyond NIMBYism: towards an integrated framework for understanding public perceptions of wind energy, *Wind Energy*, 8, (2) pp.125-139

**Haggett, C.** (2009) 'Implications of alternative mitigation responses: renewable energy', chapter 26 in *Handbook of Climate Change and Society*, London: Routledge (**WebCT**)

### **Thursday 25th November: : Domestic energy use, practice, and comfort**

Finally, in this lecture, we turn to the very micro scale, and think about how people use energy within their homes and day to day lives. We think too about the way that people interact with new technology, and bring these two ideas together by exploring the case of solar energy panels. This example demonstrates that designers often encourage people to use new technology in a very particular way, and discourage any other form of use. We discuss the way that people adopt or subvert these ideas. The social context in which they live determines how they people use the technology, and in this case, use or save energy. We therefore move beyond rationalist ideas of consumerism, and towards varieties of socially embedded use. We think about what services energy provides, and how comfort may be more important than cost. This lecture ends with a summary of this Unit, emphasising the importance the experience, context, and agency in determining people's relationships with nature, the environment, and a variety of natural resources.

#### **Key readings:**

Abi-Ghanem, D. and Haggett, C. (2009) Shaping people's engagement with microgeneration technology: the case of solar photovoltaics in UK homes, in P. Devine-Wright (ed.) *Renewable Energy and the Public*, London: Earthscan (**available on WebCT**)

Chappells, H., and Shove, E. (2005) 'Debating the future of comfort: environmental sustainability, energy consumption and the indoor environment' *Building Research and Information* 33(1): 32-40 (**E-Journal**)

#### **Additional readings:**

Aune, M. (2007) 'Energy comes home', *Energy Policy*, 35, pp5457-5465 (**E-Journal**)

Bijker, W. E. (1995) 'Sociohistorical technology studies', in Jasanoff, S., Markle, G. E., Peterson, J. C. & Pinch, T. (Eds.) *Handbook of Science and Technology Studies*. Thousand Oaks, Sage Publications (**Standard and Hub short loan**)

Keirstead, J. (2007) 'Behavioural responses to photovoltaic systems in the UK domestic sector', *Energy Policy*, 35, pp4128-4141 (**E-Journal**)

Shove, E., Chappells, H. and Lutzenhiser, L. (2008) 'Comfort in a Low Carbon Society', guest editorship and editorial of a special issue of *Building Research and Information*; 36, 4, pp 307-311 (**E-Journal**)

Shove, E. (2004) 'Efficiency and Consumption: Technology and Practice', *Energy and Environment*, 15(6): 1053-1065 (**E-Journal**)

<b>WEEK 11</b>
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**READING WEEK – No classes**

## 9. TUTORIAL SCHEDULE AND TOPICS

The table below lists the tutorial topic that is set for each week.

Week	Date	Tutorial Topic
1	Sep 20-24	<b>No Tutorial</b>
2	Sep 27-Oct 1	Risk and Late Modernity 1
3	Oct 4-8	Risk and Late Modernity 2
4	Oct 11-15	Risk and Late Modernity 3
5	Oct 18-22	Nations, Nationalism and National Identity 1
6	Oct 25-29	Nations, Nationalism and National Identity 2
7	Nov 1-5	Nations, Nationalism and National Identity 3
8	Nov 8-12	Environment, Energy and Epistemology 1
9	Nov 15-19	Environment, Energy and Epistemology 2
10	Nov 22-26	Environment, Energy and Epistemology 3
11	Nov 29-Dec 3	<b>No Tutorial</b>

Details of the tutorial topic for each unit can be found below.

### TUTORIAL TOPICS FOR UNIT 1

#### RISK AND LATE MODERNITY

**1) What is risk? Are there differences in the way that sociologists and psychologists tend to analyse it?**

Finucane, M. et al. (2000) 'Gender, Race and Perceived Risk: The 'White Male' Effect' in *Health, Risk and Society*, 2(2): 159-172 (**E-journal**)

Donohew, L. et al. (2000) 'Sensation Seeking, Impulsive Decision-Making and Risky Sex: Implications for Risk-Taking and Design of Interventions', *Personality and Individual Differences*, 28(6): 1079-1091 (**E-journal**)

**2) Does Beck or Furedi offer a more convincing account of the extent and significance of risk in late modern societies?**

**Readings:**

Giddens, A. 1997 'Risk Society: The Context of British Politics', in Jane Franklin (ed.) *The Politics of Risk Society*, London: Polity: 23-34 (**WebCT**)

Beck, U. 1992 'From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment', *Theory, Culture and Society*, 9 (1): 97-123 (**WebCT**)

Furedi, F. 2002 'Who Can You Trust?', in *Culture of Fear: Risk-Taking and the Morality of Low Expectation*, London: Continuum, pp. 127-145 (**WebCT**)

**3) Is there a gender difference in risk-seeking orientation?**

**Readings:**

Green, J. 1997 'Risk and the Construction of Social Identity: Children's Talk About Accidents', *Sociology of Health and Illness*, 19(4): 457-479 (**WebCT**)

Batchelor, Susan A. (2007) "'Getting mad wi' it": Risk Seeking by Young Women' in K. Hannah-Moffatt and P. O'Malley (eds.) *Gendered Risks*, Abingdon: Routledge-Cavendish, pp 205-227 (**WebCT**)

Chan, W. and Rigakos, G. 2002 'Risk, Crime and Gender', *British Journal of Criminology*, 42: 743-761 (**Available Online**)

<p><b>TUTORIAL TOPICS FOR UNIT 2</b> <b>NATIONS, NATIONALISM AND NATIONAL IDENTITIES</b></p>
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**1) To what extent and in what ways are nations and nationalism specifically modern phenomena?**

**Readings:**

Anderson, B. 1991 'Introduction' (chapter 1) and 'The Origins of National Consciousness' (chapter 3), in *Imagined Communities* (2nd edition), pp. 1-7; 37-46, London: Verso. (**WebCT**)

Gellner, E. 1983 'The Transition to an Age of Nationalism', chapter 4 in *Nations and Nationalism*, pp. 39-52, Oxford: Blackwell. (**WebCT**)

Smith, A. D. 2004 'Introduction: Paradigms of Nationalism', in *The Antiquity of Nations*, pp. 1-30, Cambridge: Polity. (**WebCT**)

**2) What are ‘civic’ and ‘ethnic’ types of nationalism? How helpful are these concepts in understanding how people understand their own and others’ national identities?**

**Readings:**

Brubaker, R. 2004 ‘“Civic” and “Ethnic” Nationalism’, chapter 6 in *Ethnicity without Groups*, pp. 132-146, London: Harvard UP. **(WebCT)**

Brown, D. 1999 ‘Are There Good and Bad Nationalisms?’, *Nations and Nationalism*, 5 (2), 281-302. **(E-journal)**

Kiely, R., McCrone, D. and Bechhofer, F. 2005 ‘Birth, blood and belonging: identity claims in post-devolution Scotland’, *The Sociological Review*, 53 (1): 150-171. **(E-journal)**

**3) What features would you highlight in comparing English and Scottish national identities?**

**Readings:**

Kumar, K. 2003 ‘The Moment of Englishness’, chapter 7 in *The Making of English National Identity*, pp. 175-225, Cambridge: Cambridge UP. **(WebCT)**

Condor, S. and Abell, J. 2006 ‘Vernacular Constructions of ‘National Identity’ in Post-devolution Scotland and England’, chapter 3 in J. Wilson and K. Stapleton (eds.) *Devolution and Identity*, pp. 51-75, Aldershot: Ashgate. **(WebCT)**

McCrone, D. 2001 ‘Roots and routes: Seeking Scottish identity’, chapter 7 in *Understanding Scotland: The Sociology of a Nation* (2<sup>nd</sup> edition), pp. 149-174, London: Routledge. **(e-book)**

<b>TUTORIAL TOPICS FOR UNIT 3</b>
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<b>ENVIRONMENT, ENERGY AND EPISTEMOLOGY</b>
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**1) What factors influence our experience of nature? What implications does this have for trying to define nature?**

**Is the idea that nature is socially constructed helpful for sociologists?**

**Key readings:**

Burningham, K. and Cooper, G. (1999) ‘Being constructive: social constructionism and the Environment’, *Sociology*, 33: pp. 297-316. **(e-journal)**

Habron, D. (1998) Visual perception of wild land in Scotland, *Landscape and Urban Planning*,

42(1): pp. 45-56 (**e-journal**)

Shultis, J. (1999) The Duality of wilderness: Comparing popular and political conceptions of wilderness in New Zealand, *Society and Natural Resources* 12(5): pp. 389-404 (**e-journal**)

**Additional readings:**

Burningham, K. (1998) A noisy road or noisy residents? A demonstration of the utility of social constructionism for analysing environmental problems, *The Sociological Review*, 46(3): pp. 536-563 (**e-journal**)

Coetier, J. (1996) Dominant attributes in the perception and evaluation of the Dutch landscape, *Landscape and Urban Planning*, 34(1): pp. 27-44 (**e-journal**)

Greider, T., and Garkovich, L. (1994) 'Landscapes: The social construction of nature and the environment', *Rural Sociology*, 59(1): pp. 1-14

Hannigan, J. (2006) 'Social construction of environmental problems and risks', chapter 5 in *Environmental Sociology* (second edition) London: Routledge pp 63-78 (**standard loan**)

Mace, B.L., Bell, P.A., and Loomis, R.J. (1999) Aesthetic, affective, and cognitive effects of noise on natural landscape assessment, *Society and Natural Resources*, 12(3): pp. 225-242 (**e-journal**)

**2) Is post-materialism a good way of understanding environmental concern and protest? Or are other factors important too?**

**Key readings:**

Inglehart, R. (2008) 'Changing Values among Western Publics from 1970 to 2006'. *West European Politics* 31 (1-2): pp. 130-46 (**e-journal**)

Kollmuss, A. and J. Agyeman (2002) 'Mind the Gap: why do people act environmentally and what are the barriers to pro-environmental behaviour?' *Environmental Education Research* 8 (3): pp. 239-260 (**e-journal**)

Walker, G. P., Mitchell, G., Fairburn, J., and Smith, G. (2005) 'Industrial pollution and social deprivation: evidence and complexity in evaluating and responding to environmental inequality' *Local Environment*, 10 (4): pp. 361-377 (**available online** at: [http://eprints.lancs.ac.uk/441/2/IPC\\_and\\_social\\_deprivation\\_IGU\\_paper\\_2004\\_v3\\_final.pdf](http://eprints.lancs.ac.uk/441/2/IPC_and_social_deprivation_IGU_paper_2004_v3_final.pdf) and on **WebCT**)

**Additional readings:**

Capek, S.M. (1993) 'The "environmental justice" frame: A conceptual discussion and an application' *Social Problems*, 40(1): pp. 5-24 (Special Issue on Environmental Justice) (**e-journal**)

Haggett, C. (2009) 'Implications of alternative mitigation responses: renewable energy', chapter 26 in *Handbook of Climate Change and Society*, London: Routledge (**WebCT**)

Inglehart, R. (1971) 'The Silent Revolution in Europe: Intergenerational Change in Post-Industrial Societies', *American Political Science Review*, 65(4): pp.991–1017 (**e-journal**)

Krieg, E. J. (1995) 'A socio-historical interpretation of toxic waste sites: The case of Greater Boston', *American Journal of Economics and Sociology*, 54 (1): pp.1-14 (**e-journal**)

Slater, A-M., and Pedersen, O. W. (2009) 'Environmental justice: lessons on definition and delivery from Scotland', *Journal of Environmental Planning and Management*, 52(6): pp. 797-812 (**e-journal**)

Thornton, A (2009). Public attitudes and behaviours towards the environment - tracker survey: A report to the Department for Environment, Food and Rural Affairs. Defra, London (**available online from:** <http://www.defra.gov.uk/evidence/statistics/environment/pubatt/download/report-attitudes-behaviours2009.pdf>)

Walker, G. P., and Bulkeley, H. (2006) Geographies of Environmental Justice. *Geoforum*, 37(5): pp 655-659 (**e-journal**) (note – this issue of Geoforum contains a collection of international case studies on environmental justice, so is worth a look)

**3) Bring along a media article about an environmental issue or problem of your choice (could be an international crisis, a national disaster or a local issue) and be prepared to discuss at least some of the following:**

- What are the main points that the article conveys? Is there anything missing that you might have expected to see?
- How is the story presented? How is the issue 'framed'?
- Whose opinions or voices are represented? Is anyone missing? How are the different sides or groups mentioned presented?
- Are opinions reported first hand or paraphrased?
- How is the text laid out, how are images used, and what impression do you get from a quick glance at the text?
- How is it made to seem interesting? How is the reader drawn in and encouraged to read? (or if the reader isn't, why not?)
- What do you think the writer's expectations of the reader are?

You can find articles every week in all local and national newspapers, or from their online versions (for example, by searching at <http://www.guardian.co.uk/> or <http://edinburghnews.scotsman.com/> or <http://www.thesun.co.uk/sol/homepage/> - or

the homepage of any local or national newspaper)

**Key readings:**

Gamson, W.A. and A. Modigliani (1989) 'Media Discourse and Public Opinion on Nuclear Power: A Constructionist Approach,' *American Journal of Sociology* 95(1): pp. 1-37 (**e-journal**)

Stallings, R, (1990) 'Media discourse and the social construction of risk' *Social Problems*, 37(1): pp. 80-95 (**e-journal**)

**Additional readings:**

Bignell, J. (2005) *Media Semiotics* (second edition) University of Manchester Press – particularly chapter 6 'Newspapers', pp79-104 (**Standard and HUB short loan**)

Hilgartner, S., and Bosk, C. (1988) The rise and fall of social problems: A public arenas model, *Sociology*, 29 (2): pp. 203-220 (**e-journal**)

Mazur, A & Lee, J (1993) Sounding the global alarm: environmental issues in the US national news *Social Studies of Science*, 23: pp. 681-720 (**e-journal**)

Miller, M. M., and Riechart, B.P. (2005) 'Interest group strategies and journalistic norms: news media framing of environmental issues', chapter 2 in Allan, S., Adam, B., and Carter, C. (eds) *Environmental Risks and The Media*, London: Routledge, pp45-54 (**available in New College Library**)

Schoenfeld, A.C., Meier, R. F., Griffin, R. J. (1979) Constructing a social problem: The press and the environment, *Social Problems*, 27(1): pp. 38-61 (**e-journal**) (classic text!)

**10. ESSAY TOPICS**

**The essay is due by 12pm (noon) Tuesday 2nd November**

Please see section 6 of this Handbook, and the relevant entries in the School Handbook for conditions surrounding extensions and late submission penalties. They can be found on the web here:

[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)

**1. What do Beck and Furedi have to say about the place of risk in contemporary Western societies? How convincing are their arguments?**

**Indicative Reading:**

Beck, U. 1992 'From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment', *Theory, Culture and Society*, 9 (1) pp.97-123 (**WebCT**)

- Furedi, F. 2002 'Who Can You Trust?', in *Culture of Fear: Risk-Taking and the Morality of Low Expectation*, London: Continuum, pp. 127-145 (**WebCT**)
- Mythen, Gabe (2007) 'Reappraising the Risk Society Thesis: Telescopic Sight or Myopic Vision?', *Current Sociology*, 55(6) pp.793-813 (**E-journal**)
- Galloway, J. (1998) 'Worried to Death?', *Nature*, 391 (6665): 350 (**E-journal**)
- Tudor, A. (2003) 'A (macro) sociology of fear?', *The Sociological Review*, 51(2): 238-256 (see especially pp 244-246 on Furedi) (**E-journal**)
- Dingwall, R. 1999 "'Risk society": The cult of theory and the millennium?', *Social Policy and Administration*, 33(4): 474-491 (**E-journal**)
- Law, A. and McNeish, W. (2007) 'Contesting the New Irrational Actor Model: A Case Study of Mobile Phone Mast Protest', *Sociology*, 41(3): 439-456 (see especially pp. 442-444) (**E-Journal**)
- Beck, U. 1992 'On the Logic of Wealth Distribution and Risk Distribution' in *Risk Society: Towards a New Modernity*, London: Sage pp.19-50 (**E-book**)
- Goldblatt, D. 1996 'The Sociology of Risk: Ulrich Beck' in *Social Theory and the Environment*, Cambridge: Polity, pp154-187 (**Standard Loan and Hub Reserve**)
- Giddens, A. 1997 'Risk Society: The Context of British Politics', in Jane Franklin (ed.) *The Politics of Risk Society*, London: Polity, pp. 23-34 (**WebCT**)
- Beck, U. 2002 'The Terrorist Threat: World Risk Society Revisited', *Theory, Culture and Society*, 19(4) pp.39-55 (**E-journal**)

## **2. Lay actors sometimes disregard the risk-assessments and advice given by risk experts and scientists. Might they have good reasons for doing so?**

### **Indicative Reading:**

- Graham, H. 1987 'Women's Smoking and Family Health', *Social Science and Medicine*, 25 (1): pp.47-56 (**E-journal**)
- Davison, A., Frankel, S. and Smith, G. 1992 'The Limits of Lifestyle: Re-assessing 'Fatalism' in the Popular Culture of Illness Prevention', *Social Science and Medicine*, 34 (6): pp.675-685 (**E-journal**)
- Keane, A. 1997 'Too Hard to Swallow? The Palatability of Healthy Eating Advice' in P. Caplan (ed. *Food, Health and Identity*, London: Routledge (**E-book**)
- enscombe, M. 2001 'Uncertain Identities and Health-Risking Behaviour: The Case of Young People and Smoking in Late Modernity', *British Journal of Sociology*, 52(1): pp.157-177 (**E-journal**)
- Wynne, B. 1996 'May the Sheep Safely Graze? A Reflexive View of the Expert-Lay Knowledge Divide', in S. Lash, B Szerszynski and B. Wynne (eds.) *Risk, Environment and Modernity: Towards a New Ecology*, London: Sage (**E-book**)
- Adams, J. 1995 'Road Safety 1: Seat Belts', in *Risk*, London: UCL Press: pp113-134 (**E-book – through Aquabrowser**)
- Wynne, B. 1989 'Frameworks of Rationality in Risk Management' in J. Brown (ed.)

*Environmental Threats*, London: Belhaven (**Hub Reserve**)

Caplan, P. 2000 "Eating British Beef with Confidence": A Consideration of Consumers' Responses to BSE in Britain', in P. Caplan (ed.) *Risk Revisited*, London: Pluto (**Hub Reserve**)

Brownlie, J. and Howson, A. 2005 "Leaps of Faith" and MMR: An Empirical Study of Trust', *Sociology*, 39(2): 221-240 (**E-journal**)

### **3. Are there gender differences in risk-seeking behaviour in late modern societies? Or are apparent differences a matter of appearance rather than reality?**

#### **Indicative Reading:**

Chan, W. and Rigakos, G. 2002 'Risk, Crime and Gender', *British Journal of Criminology*, 42: pp.743-761 (**E-Journal**)

Green, J. 1997 'Risk and the Construction of Social Identity: Children's Talk About Accidents', *Sociology of Health and Illness*, 19(4): pp.457-479 (**WebCT**)

Lupton, D. 2004 'Pleasure, Aggression and Fear', in W. Mitchell, R. Bunton and E. Green (eds.) *Young People, Risk and Leisure*, Houndmills: Palgrave Macmillan (**WebCT**)

Finucane, M. et al. (2000) 'Gender, Race and Perceived Risk: The 'White Male' Effect' in *Health, Risk and Society*, 2(2): 159-172 (**E-journal**)

Batchelor, Susan A. (2007) "'Getting mad wi' it": Risk Seeking by Young Women' in K. Hannah-Moffatt and P. O'Malley (eds.) *Gendered Risks*, Abingdon: Routledge-Cavendish, pp 205-227 (**WebCT**)

Miller, E. 1991, 'Assessing the Risk of Inattention to Class, Race/Ethnicity, and Gender: Comment on Lyng', *American Journal of Sociology*, 96(6): 1530-1534 (**E-journal**)

Lyng, S. 1991, 'Edgework Revisited: Reply to Miller', in *American Journal of Sociology*, 96(6): 1534-9 (**E-journal**)

Collison, M. 1996 'In Search of the High Life: Drugs, Crime, Masculinities and Consumption', *British Journal of Criminology*, 36(3): 428-444 (**E-Journal**)

Morrongiello, B. and Dawber, T. 1999 'Parental Influences on Toddlers' Injury-Risk Behaviors: Are Sons and Daughters Socialized Differently?', *Journal of Applied Developmental Psychology*, 20(2): pp.227-251 (**E-journal**)

Hargreaves, J. 1997 'Women's Boxing and Related Activities: Introducing Images and Meanings', *Body and Society*, 3(4): 33-49 (**Main Library Periodicals**)

## APPENDIX 1: 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 prefer 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:

'Marx and Freud are the two great heroes of the radicalized Enlightenment' (Callinicos, 1989: 172).

### Book entry in bibliography:

Callinicos, A. 1989. *Against Postmodernism: A Marxist Critique*. Cambridge: Polity 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:

Callinicos (1989: 162-5) argues that postmodernism is more a symptom of 'Good Times' than of 'New Times.'

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: <http://.www.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](http://www.asem.org)). ASEM Resource Centre. Child Welfare Initiative. 23 Oct, 2001.

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

## APPENDIX 2: ELECTRONIC ESSAY SUBMISSION

### 'Turnitin'

The School is now using the 'Turnitin' system to check that essays submitted do not contain plagiarised material. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. In order for your essay to be checked on this program you must submit an electronic copy **in addition** to your hard copy as per these instructions.

### INSTRUCTIONS FOR SUBMITTING YOUR ESSAY

**You must submit one paper copy of your essay with cover sheet to the appropriate essay pod outside the Undergraduate Teaching Office (G04/05, CMB) by 12pm (noon) on the day of deadline.** You will find the cover sheets outside the UTO. Staple a completed cover sheet to your essay and drop it into the Sociology essay box (situated under the Sociology notice board). Your essay should have your **exam number as a header** on the front page of each essay. If you have not created this electronically please write it on before submission.

**You must submit an electronic version** via WebCT **by the same deadline.** Do not submit your bibliography separately from the essay as our internal checks make sure the bibliography will not count as 'plagiarised' material. Do not attach any other documents with your essay i.e. sources your essay may be based on as they will be read as plagiarised and we cannot accept more than 1 document per student.

**Make sure that you have saved your essay with your exam number as the file name,** e.g. 1234567.doc. You will find your exam number on your matriculation card, separate from your matric number. You must save your essay with this number so that we can identify your essay once it has been downloaded from WebCT. Do not include your name anywhere on the essay – use your exam number as a header.

**Format:** Files must be in **Word (.doc), rich text (.rtf), text (.txt) or PDF format ONLY.** Microsoft Publisher, iWork, Open Office and Microsoft Works files are *not* be accepted by the plagiarism software. If you are using one of these programmes, use the 'Save As...' function to save the document in one of the above formats. Failure to do this will cause delays in getting your essay back to you and may result in penalties.

#### **The instructions for electronic submission are as follows:**

- Open WebCT through your MyEd portal then open the Sociology 2 course (under the 'Courses' tab). Click on the **Essay Submission** icon on the Course Content page. This will take you straight into the submission page for your assignment.

-Click on 'add attachment' – this will take you to the 'My Files' section of WebCT **which will be empty.** To the left of this table you should see a **'My Computer' icon.** Click on this to browse the files on your computer and select your essay file to upload. **DO NOT** cut and paste your essay as this causes problems when uploading to the plagiarism software. If you see a red cross where the My Computer icon should be you may need to adjust the Java settings on your computer. Check WebCT for announcements on how to do this.

-Click on **Submit** when you are ready.

**APPENDIX 3: SOCIOLOGY 2: ESSAY ASSESSMENT FORM 2010/2011**

<b>Exam number</b>	
<b>Course</b>	
<b>Essay title</b>	
<b>Marker's name</b>	

<b>Initial Mark</b>	
<b>Penalties</b>	
<b>Adjusted Mark</b>	

**Overview**

<b>Aspect of performance</b>	<b>+</b>		<b>Avg</b>		<b>-</b>
<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**

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

**Specific advice/comments**

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

## APPENDIX 4: INFORMATION FOR DISABLED STUDENTS

The School welcomes students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses accessible. If you have special needs which may require adjustments to be made to ensure access to such settings as lectures, tutorials or exams, you should discuss these with your Director of Studies who will advise on the appropriate procedures.

You can also contact the Disability Office, 6-8 South College Street, (telephone 650 6828) and an Advisor will be happy to meet with you. The Advisor can discuss possible adjustments and specific examination arrangements with you, assist you with an application for Disabled Students' Allowance, give you information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile for your School which outlines recommended adjustments. You will be expected to provide the Disability Office with evidence of disability - either a letter from your GP or specialist, or evidence of specific learning difficulty. For dyslexia or dyspraxia this evidence must be a recent Chartered Educational Psychologist's assessment. If you do not have this, the Disability Office can put you in touch with an independent Educational Psychologist.

## APPENDIX 5: 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 course secretary in the UTO.

### 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 folders available, including one called 'Tutorial Stuff'. Please click on this icon and then the icon for tutorial sign up.

### 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](mailto:june.e.connor@ed.ac.uk)) who will be able to reassign you. Reassignments will only be made in exceptional circumstances.

**Tutorials have restricted numbers so sign up as soon as possible to make sure your preferred timeslot. Swaps cannot be made once groups are full.**

## APPENDIX 6: 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.