University of Edinburgh
School of Social & Political Science
Social Anthropology
2015-2016

Kinship: Structure & Process
(SCAN10021)

Key Information

Course Organisers
Dr Koreen Reece
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Room 5.01
Chrystal Macmillan Building, George Square

Professor Anthony Good
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Location
Semester 2
Wednesdays, 11.10 – 13.00
Lecture Theatre LG11, David Hume Tower, George Square

Course Secretary
Lauren Ayre
Email: Lauren.Ayre@ed.ac.uk
Undergraduate Teaching Office, Ground Floor, Chrystal Macmillan Building

Assessment deadlines
- Short Essay: 12 noon Thursday 25 February 2016
- Exam – date and time to be confirmed

Aims and Objectives
This course examines some of the ways in which people in different societies conceptualise and live out relatedness. It shows how notions of relatedness are linked to ideas about gender, theories of procreation (which are themselves changing under the impact of new reproductive technologies), and understandings of bodily substance, as well as having profound emotional, economic, and political salience.

Kinship was long regarded as the core of the anthropological discipline, and although the extent to which this should still be the case has come under question, recent years have seen a marked revival. The course will consider the history of kinship studies, looking at some central debates in the subject and assessing their implications for other anthropological subdisciplines and anthropological theory more generally; and it will examine the relevance of kinship studies to understanding ourselves, our families, and our contemporary world as well.
Learning Outcomes
By the end of the course, students should have a grasp of the ways in which anthropologists have approached kinship in both classic non-Western cases and, more recently, in Western cultures too. They will have an understanding of the economic, legal and political salience of kinship, the history of kinship within anthropology, and of the significance of key debates about what kinship is, and how it might be studied.

Teaching Methods
The course involves one two-hour session a week for the whole class, together with weekly tutorials (small group support teaching) in separate one-hour sessions. In the main session, most weeks will involve a mixture of a lecture and some discussion and group work. The small group tutorials will normally be concerned with one or more readings that illustrate, underpin or extend issues raised in the main sessions. Students should note that participation in these tutorials is compulsory and attendance will be recorded and assessed. Please refer to the ‘Tutorial Participation’ information on the next page.

ASSESSMENT
All students will be assessed by:

1. Assessed course work in the form of a short essay (1500 words), due on Thursday 25 February 2016. This carries a weighting of 20% towards the final overall mark for the course.
2. An examination at the end of the Semester. Exam times will be announced by Registry later in the Semester. The exam carries a weighting of 70% towards the final overall mark for the course.
3. Tutorial participation, which carries a weighting of 10% of your final mark for the course.

Course work
Short essay titles will be put up on Learn. The mark awarded will be an overall assessment of quality, based on the following criteria:

• Quality and appropriateness of ethnographic evidence
• Analysis (original ideas, and awareness of relevant theoretical debates)
• Linkage between ethnography and theory
• Critical assessment of theoretical positions
• Use of relevant literature (evidence of independent literature search)
• Structure of argument
• Intelligent use of argument, criticism and debate
• Readability, style and presentation; and correct citation of references.

It is important to remember however, that the overall mark is the result of a holistic assessment. For example, brilliance in one criterion cannot override weakness in other criteria.
Tutorial participation
A system of written assessment, the “personal response”, will form the backbone of students’ tutorial participation mark. Each week you will be required to submit a short piece of written work, about 100-200 words long. You will write a short paragraph on your own response to the tutorial readings for that week. The response should not be just a summary of the reading, but rather your reaction to it: What did you like or not like about the piece, and why? What questions did it answer or leave unanswered?

You will be required to submit your personal response to your tutor by noon on the day before your tutorial. You will not receive a mark or feedback for each individual response, but these responses will feed into the final tutorial participation mark awarded. The rationale behind this system is: to make class discussion more focused, to help students formulate their own opinions, to give more opportunities to practice writing skills, and to provide a basis for awarding a grade for tutorial participation at the end of the course.

Exam
In assessing your answers we will be looking especially for evidence of breadth of knowledge on different sections of the course and depth of understanding of particular topics.

The following are the criteria by which each exam answer will be marked. However, it is important to note that the overall mark is a result of a holistic assessment of the answer as a whole.

- Does the answer address the question set, and with sufficient focus?
- Does the answer show a grasp of the relevant concepts and knowledge?
- Does the answer demonstrate a logical and effective pattern of argument?
- Does the answer, if appropriate, support arguments with relevant, accurate and effective forms of evidence?
- Does the answer demonstrate critical thinking in relation to arguments and evidence?
- Does the answer attempt to make a point that is original?
- Is the answer adequately presented in terms of spelling, grammar and style.

Please refer to Appendix 1 for additional information about assessment and submission procedures.

Communications
You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use ‘private’ email addresses (such as Yahoo or Hotmail). It is therefore essential that you check your university email regularly, preferably each day.
LECTURE SUMMARY

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
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<td>Week 1</td>
<td>13 January</td>
<td>What Is Kinship? (AG, with KR)</td>
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<td>Week 2</td>
<td>20 January</td>
<td>Descent Groups and Descent Categories (AG)</td>
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<td>Week 3</td>
<td>27 January</td>
<td>(Elementary) Structures and Sentiments (AG)</td>
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<td>Week 4</td>
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<td>Week 5</td>
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<td>15 – 19 February: No Lecture: Innovative Learning Week</td>
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<td>Week 6</td>
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<td>Week 7</td>
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<td>Nanny States, Family Politics: Reconnecting the Domestic and the Political (KR)</td>
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<td>Week 8</td>
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<td>The Kids are Alright: How Children Make Families (KR)</td>
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<td>Week 9</td>
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<td>Kinship, Economics and Law (AG)</td>
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<tr>
<td>Week 10</td>
<td>23 March</td>
<td>What Kinship Is: Course Review (KR, with AG)</td>
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CLASSES, READING LIST & BEYOND

Each week’s readings and activities are organized under three headings. Journal articles will be available through the library e-journal list. Copies of book chapters will (as far as possible) be available on Learn. You are expected to do a minimum of three readings per week. At least one in advance of the lecture (see starred reading), one for the discussion following the lecture, and at least one in preparation for the tutorial. Students are expected to demonstrate a broad range of reading in examination and essay answers.

It is essential to read as you go along: reading cannot be left until the rather brief revision period!

Lecture readings. These are the readings that will be directly discussed in the lecture itself. Everyone should try to read AT LEAST ONE in preparation for each week’s lecture. If you cannot decide, we recommend the starred reading. Good answers to the exam and the short essay will draw on a wide range of these readings.

Discussion readings. For the second hour each week, students will be asked to engage with specific questions based on the discussion readings listed. It is essential to read AT LEAST ONE of the allocated discussion readings before the lecture.

Tutorial readings. Again you must read the allocated tutorial reading before attending the tutorial (or at least one, if two are listed). You are also expected to submit a short written "personal response" to the reading to your tutor before class (see under 'Tutorial participation’ on the previous page of this course guide).
General texts on kinship
These will help in defining terms and summarising theoretical issues in the study of kinship:

Dumont, Louis 2006[1971]. An Introduction to Two Theories of Social Anthropology
Schneider, David M. 1984. A Critique of the Study of Kinship
Holy, Ladislav 1996. Anthropological Perspectives on Kinship
Carsten, Janet 2004. After Kinship

Readers on kinship
The following collections provide overviews of anthropological approaches to kinship. Several of the weekly group readings are taken from these collections, and if you plan to buy any books for this course these are likely to be the most useful.


Ethnographies
In addition to the weekly readings, you are strongly advised to read from the following ethnographies (listed alphabetically, not in order of priority!) which focus on kinship:

Astuti, Rita 1995. People of the Sea: Identity and Descent Among the Vezo of Madagascar
Beatty, Andrew 2015. After the Ancestors: An Anthropologist’s Story.
Busby, Cecilia 2000. The Performance of Gender: an Anthropology of Everyday Life in a South Indian Fishing Community
Campbell, J.K. 1964. Honour, Family and Patronage; a Study of Institutions and Moral Values in a Greek Mountain Community
Evans-Pritchard, E.E. 1951. Kinship and Marriage Among the Nuer
Han, Clara 2012. Life in Debt: Times of Care and Violence in Neoliberal Chile
Kapadia, Karin 1995. Siva & her Sisters: Gender, Caste, & Class in Rural South India
Mayblin, Maya 2010. Gender, Catholicism, and Morality in Brazil: Virtuous Husbands, Powerful Wives
Parry, Jonathan 1979. Caste and Kinship in Kangra
Stack, Carol 1970. All Our Kin: Strategies for Survival in a Black Community.
Stasch, Rupert 2009. Society of Others: Kinship and Mourning in a West Papuan Place
Strathern, Marilyn 1992. After Nature: English Kinship in the Late Twentieth Century
Yanagisako, Sylvia Junko 2002. Producing Culture and Capital: Family Firms in Italy
WEEK 1: What is Kinship? (AG with KR)
Can we define something called ‘kinship’? This may seem an odd question, given that according to Robin Fox, ‘Kinship is to anthropology what logic is to philosophy... it is the basic discipline of the subject’. Yet anthropologists have always disagreed over what kinship is, and from the 1970s onwards many even disagreed that kinship was as central as Fox claimed. Recently, however, the topic has undergone a revival, in a new guise. We will look at some different anthropological approaches to kinship and their analytic implications, including an introduction to the mid-twentieth century paradigm of unilineal descent groups.


Fortes, Meyer 1953 ‘The structure of unilineal descent groups.’ American Anthropologist 55: 17-41 [also in his Time and Social Structure, and Other Essays].

Class discussion:
We will use some recent media accounts to discuss the significance of kinship in contemporary life.

Tutorial reading:
‘What’s happened to kinship?’

Carsten, Janet 2004 After Kinship, Introduction.

WEEK 2: Descent Groups and Descent Categories (AG) [B & G pp 76-87]
‘Descent’ refers to the structuring of society around relationships between parents and children or, more generally, between ancestors and descendants. But is it better seen as an empirical property displayed by real social groups ‘out there’, or as an indigenous ideology used by certain people around the world in order to make sense of complex social situations?


Fortes, Meyer 1959. Descent, filiation and affinity: a rejoinder to Dr. Leach: Parts I & II. Man 59: 193-97; 206-12 [also in Fortes, Time and social structure]


Class discussion

‘The ideals of common descent are more or less fiction’ (Sahlins, p. 104). What is the link, if any, between group composition and descent ideology?


Tutorial readings:

Does an approach based on ‘relatedness’ – rather than on the formal characteristics of the ‘kinship system’ – broaden our understanding of the nature of ‘descent’?


WEEK 3: (Elementary) Structures and Sentiments (AG) [B & G pp 89-104]

This lecture considers Lévi-Strauss’s notion that certain societies have ‘elementary structures’ of kinship, whereby particular forms of marriage exchange are repeated generation after generation. It examines crucial differences in perspective between anthropologists focusing on marriage practices, those analysing marriage preferences, and those seeking to explicate Lévi-Strauss’s much-misunderstood (even by him!) notion of ‘prescription’.


*Needham, Rodney 1962 Structure and sentiment, pp 23-52


Leach, Edmund R 1970 Lévi-Strauss, ch. 6

Homans, George C & David M Schneider, 1955 Marriage, authority and final causes, pp 3-31 [also pp 202-26 in Homans, 1962 Sentiments and activities]


Class discussion

Why does Bourdieu describe parallel cousin marriage as ‘the worst or the best of marriages’ (p. 176)?


Tutorial reading: How, if at all, do marriage prescriptions differ from marriage rules and marriage preferences?

**WEEK 4: In the House: Family, Memory, Work (KR)**

How do houses shape, enact, and materialise family relations over time? This lecture will explore the role of houses in producing, sustaining, and containing kinship – and especially as repositories and objects of memory. How might anthropological thought on the ‘the house’ be useful for discussing a comparable nexus of sentiments, labour, and intergenerational relations: the family business?

* Carsten, Janet & Hugh-Jones, Stephen 1995. ‘Introduction’ to *About the House: Lévi-Strauss and Beyond*.
* Bourdieu, Pierre 1990 ‘The Kabyle house or the world reversed.’ Appendix in *The Logic of Practice*, pp. 271-283.


**Class discussion: The house in the diaspora**

1. In what ways can houses come to structure familial memory?
2. How does dislocation impact on the symbolism of houses?


**Tutorial reading: Disruption and the problem of continuity**

Carsten, Janet 2000. ‘“Knowing where you’ve come from”: ruptures and continuities of time and kinship in narratives of adoption reunions.’ *Journal of the Royal Anthropological Institute* (N.S.) 6: 687-703.

**WEEK 5: Procreation and Relatedness (AG)**

Where do babies come from? Can we take procreation for granted as a universal fact of life? Does relatedness have to be based upon biology, and what are implications of our answer to our understanding of ‘what kinship is’?
INNOVATIVE LEARNING WEEK

No Lecture

WEEK 6: Reproductive Technologies and Gay Kinship (AG)

With the advent of assisted conception, the possibility has arisen for infertile people, single and gay parents to have children ‘of their own’. What moral problems do these new technologies raise? Over this same period social and legal attitudes towards sexuality and sexual identity have been transformed. How have these changes impacted on kinship in the 21st century?

*Carsten, Janet 2004 After Kinship, ch. 7

*Weston, Kay 1995. ‘Forever is a long time: romancing the real in gay kinship ideologies.’ In S. Yanagisako & C. Delaney (eds) Naturalizing Power: Essays in Feminist Cultural Analysis
Class discussion

1. In what ways does gay kinship raise particular questions for anthropologists?
2. How are ideas about biology deployed in the cases below?

WEEK 7: Nanny States, Family Politics: Reconnecting the Domestic and the Political (KR)

Early anthropological work tended to assume a proper separation between family and state, the domestic and the political – except in ‘small scale’, ‘pre-political’ societies, where kinship stood in for politics. And yet we are accustomed to speaking of nation states in the idiom of family, and family dynasties are evident in ‘modern’ democratic states around the world. How do kinship and politics relate? How do national histories intertwine with family histories? How and why do the state and its agents intervene in the intimate spaces of the family – and how do families recruit the state into positions of relatedness? To what extent might contemporary politics in ‘modern’ states be understood as fundamentally familial?


Han, Clara 2012. Life in Debt: Times of Care and Violence in Neoliberal Chile.


Stack, Carol 1970. All Our Kin: Strategies for Survival in a Black Community.
Class Discussion:
How might we understand the links between kinship and the contemporary nation state? Are they metaphorical, practical, or something else altogether?

Thelen, Tatjana, Andre Thiemann and Duska Roth. 2014. ‘State kinning and kinning the state in Serbian elder care programmes.’ Social Analysis 58(3): 107-123.

Tutorial reading:

WEEK 8: The Kids are Alright: how Children make Families (KR)
Over the course of the semester, we have discussed descent, procreation, reproductive technologies, and parenthood – all of which frame kinship in terms of producing children. But how do children produce kinship? This lecture will explore the ways in which children actively shape kinship, and the unique role they play in adapting kinship to socio-political change. We will also examine the contradictions that arise between children’s agency in kinship, and humanitarian discourses around children’s vulnerability and their need for protection. What do anthropological perspectives on children and kinship suggest for our understanding of children’s ‘best interests’? And what can they tell us about how contemporary interventions to secure children’s welfare are reshaping kinship?


Stack, Carol 1970. All Our Kin: Strategies for Survival in a Black Community, ch. 5.

Class discussion: Children, families, and ‘best interests’
What do anthropological perspectives on kinship and children suggest about understanding children’s ‘best interests’? What ought the role of humanitarian interventions that seek to help children be?

Mayblin, Maya 2010. ‘Learning courage: child labour as moral practice in Northeast

**Tutorial reading: Children and the dangers of kinship**

**WEEK 9: Kinship, Economics and Law (AG)**
This session examines how kinship inter-relates with economics and law. How do relatives divide up, share, and pass on their communal or individual property? How and why do the state and its agents intervene legally in the intimate spaces of marriage, family, and sexual identity?


**Class discussion**
How do legal régimes regulating kinship vary across Europe? What conclusions can we draw from this?


**Tutorial reading:**
Can the law deal effectively with relationships rather than individual persons?


**WEEK 10: What Kinship Is (AG, with KR)**
Is Sahlins’ recent definition of kinship as ‘mutuality of being’ a persuasive contribution to anthropological debates about kinship?
For discussion: Course review

A review of the course, and of different ways in which anthropologists and those they study have understood the nature of kinship, and its social, political and emotional power. Feel free to raise issues or questions that intrigue or puzzle you. Other sources you might wish to consider, in addition to those listed in earlier classes, include:

APPENDIX 1 – SUBMISSION & ASSESSMENT INFORMATION

Word Count Penalties
Short Essay:
Your short essay should be a maximum of 1500 words (excluding bibliography). Essays above 1500 words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 1500 and 1520 words will lose one mark, between 1500 and 1540 two marks, and so on.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and return of coursework
Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

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

Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.

Occasionally, there can be technical problems with a submission. We request that you monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser’s responsibility to inform you of the reasons.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.

Return of Feedback:
Feedback for coursework will be returned online via ELMA the following dates:

Short Essay = 17th March 2016
Exam= TBC
Procedure for Viewing Marked Exam Scripts:
If you would like to see your exam script after the final marks have been published then you should contact the course secretary by email to arrange a time to do this. Please note that there will be no feedback comments written on the scripts, but you may find it useful to look at what you wrote, and see the marks achieved for each individual question. You will not be permitted to keep the exam script but you are welcome to take it away to read over or make photocopies. If you wish to do this please bring a form of ID that can be left at the office until you return the script. Please note that scripts cannot be taken away overnight.

The Operation of Lateness Penalties
Unlike in Years 1 and 2, NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK AT HONOURS LEVEL.

Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours. Timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility at this stage in your university career. Unexcused lateness can put at risk your prospects of proceeding to Senior Honours and can damage your final degree grade.

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at 12.01pm will be marked as one day late, work submitted at 12.01pm on Wednesday will be marked as two days late, and so on.

Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.

Please be aware that all work submitted is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on ELMA is therefore subject to change following the consideration of the Lateness Penalty Waiver Panel (please see below for further information) and the Board of Examiners.

How to Submit a Lateness Penalty Waiver Form (LPW)
If there are extenuating circumstances beyond your control which make it essential for you to submit work after the deadline you must fill in a ‘Lateness Penalty Waiver’ (LPW) form to state the reason for your lateness. This is a request for any applicable penalties to be removed and will be considered by the Lateness Penalty Waiver Panel.

Before submitting an LPW, please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Such circumstances should be serious and exceptional (e.g. not a common cold or a heavy workload). Computer failures are not regarded as justifiable reason for late submission. You are expected to regularly back-up your work and allow sufficient time for uploading it to ELMA.
How to Submit a Lateness Penalty Waiver Form (LPW) continued

You should submit the LPW form and supply an expected date of submission as soon as you are able to do so, and preferably before the deadline. Depending on the circumstances, supporting documentation may be required, so please be prepared to provide this where possible.

LPW forms can be found in a folder outside your SSO’s office, on online at: [http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours](http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours)

Forms should be returned by email or, if possible, in person to your SSO. They will sign the form to indicate receipt and will be able to advise you if you would like further guidance or support.

Please Note: Signing the LPW form by either your SSO or Personal Tutor only indicates acknowledgment of the request, not the waiving of lateness penalties. Final decisions on all marks rest with Examination Boards.

There is a dedicated SSO for students in each subject area in SPS. To find out who your SSO is, and how to contact them, please find your home subject area on the table below:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Name of SSO</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics</td>
<td>Alex Solomon</td>
<td><a href="mailto:Alex.Solomon@ed.ac.uk">Alex.Solomon@ed.ac.uk</a></td>
<td>0131 650 4253</td>
<td>Room 1.11, Chrystall Macmillan Building</td>
</tr>
<tr>
<td>International Relations</td>
<td>Rebecca Shade</td>
<td><a href="mailto:Rebecca.Shade@ed.ac.uk">Rebecca.Shade@ed.ac.uk</a></td>
<td>0131 651 3896</td>
<td>Room 1.10, Chrystall Macmillan Building</td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>Vanessa Feldberg</td>
<td><a href="mailto:Vanessa.Feldberg@ed.ac.uk">Vanessa.Feldberg@ed.ac.uk</a></td>
<td>0131 650 3933</td>
<td>Room 1.04, Chrystall Macmillan Building</td>
</tr>
<tr>
<td>Social Policy</td>
<td>Louise Angus</td>
<td><a href="mailto:L.Angus@ed.ac.uk">L.Angus@ed.ac.uk</a></td>
<td>0131 650 3923</td>
<td>Room 1.08, Chrystall Macmillan Building</td>
</tr>
<tr>
<td>Social Work</td>
<td>Jane Marshall</td>
<td><a href="mailto:Jane.Marshall@ed.ac.uk">Jane.Marshall@ed.ac.uk</a></td>
<td>0131 650 3912</td>
<td>Room 1.07, Chrystall Macmillan Building</td>
</tr>
<tr>
<td>Sociology</td>
<td>Karen Dargo</td>
<td><a href="mailto:Karen.Dargo@ed.ac.uk">Karen.Dargo@ed.ac.uk</a></td>
<td>0131 651 1306</td>
<td>Room 1.03, Chrystall Macmillan Building</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>Sue Renton</td>
<td><a href="mailto:Sue.Renton@ed.ac.uk">Sue.Renton@ed.ac.uk</a></td>
<td>0131 650 6958</td>
<td>Room 1.09, Chrystall Macmillan Building</td>
</tr>
</tbody>
</table>

If you are a student from another School, you should submit your LPW to the SSO for the subject area of the course, Vanessa Feldberg.
Plagiarism Guidance for Students: 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.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. ELMA automatically runs all submissions through ‘Turnitin’, our plagiarism detection software, and compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record.

For further details on plagiarism see the Academic Services’ website:
http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

Data Protection Guidance for Students:
In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:
http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents
APPENDIX 2 – GENERAL INFORMATION

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

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

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

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

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students’ work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).

Discussing Sensitive Topics:
The discipline of Social Anthropology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this handbook carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling
Guide to Using LEARN for Online Tutorial Sign-Up:
The following is a guide to using LEARN to sign up for your tutorial. If you have any
problems using the LEARN sign up, please contact the course secretary, Lauren
Ayre, by email (Lauren.Ayre@ed.ac.uk).

Tutorial sign up will open after the first lecture has taken place, and will normally
close at 12 noon on the Friday of Week 1 (15 January 2016).

Step 1 – Accessing LEARN course pages
Access to LEARN is through the MyEd Portal. You will be given a log-in and
password during Freshers’ Week. Once you are logged into MyEd, you should see a
tab called ‘Courses’ which will list the active LEARN pages for your courses under
‘myLEARN’.

Step 2 – Welcome to LEARN
Once you have clicked on the relevant course from the list, you will see the Course
Content page. There will be icons for the different resources available, including one
called ‘Tutorial Sign Up’. Please take note of any instructions there.

Step 3 – Signing up for your tutorial
Clicking on Tutorial Sign Up will take you to the sign up page where all the available
tutorial groups are listed along with the running time and location.
Once you have selected the group you would like to attend, click on the ‘Sign up’
button. A confirmation screen will display.

IMPORTANT: If you change your mind after having chosen a tutorial you
cannot go back and change it and you will need to email the course secretary.
Reassignments once tutorials are full or after the sign-up period has closed
will only be made in exceptional circumstances.

Tutorials have restricted numbers and it is important to sign up as soon as
possible. The tutorial sign up will only be available until 12 noon on the Friday
of Week 1 (15.01.2016) so that everyone is registered to a group ahead of
tutorials commencing in Week 2. If you have not yet signed up for a tutorial by
this time you will be automatically assigned to a group which you will be
expected to attend.

External Examiner
The External Examiner for the Social Anthropology Honours programme is:

Dr Matei Candea
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