The Social Life of Food

SCIL10081
2015-2016

Fridays, 9:00-10:50
Seminar Room 2, Chrystal Macmillan Building

Course Convenors:
Dr Niamh Moore and Dr Isabelle Darmon

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A warm welcome to The Social Life of Food

This is a brand new course in Sociology developed by Niamh and Isabelle, and we are both excited to have the opportunity to co-convene this course, which draws on our own research and long standing interest in food. We will also be joined in the course by Isabel Fletcher who works on food and public health and Christine Knight who is researching identity and food, focusing on the deep fried mars bar and Scottishness at the moment.

Hello also from Mary Hanlon, the course tutor.

Food Researchers In Edinburgh network (FRIED)

Niamh, Isabelle, Isabel, Christine and Mary are all members of the Food Researchers In Edinburgh network (FRIED), which is enthusiastically supporting the development of this course. FRIED run regular seminars and events for those of you interested in further food activities. For more information on the activities of the network, for current seminars and to subscribe to the mailing list, please see http://www.sps.ed.ac.uk/research/research_centres/cross_school_research_clusters/food_researchers_in_edinburgh_fried

About The Social Life of Food

We focus on food in this course, because food has long been, and will continue to be, an intense socio-cultural, material, ethical and political issue. Taking sustainability as a specific lens for examining food issues, the course examines what we eat, how we eat, where that food comes from, and goes, what food is wasted, and who gets to eat and grow food, how does food bring us together and how does food divide us, who is excluded or disadvantaged at different points in the process of producing, consuming and wasting food. Sustainability is introduced as not only an ecological issue but also a social and economic issue.

Food appears in the course:
- as good to think (and act) with;
- as an area of debate and inquiry in its own right;
- as a force which acts on us and on the world;
- as a site where we can explore the use of, and apply, key concepts in social science study – these include, but are not limited to: globalization; industrialization; colonialism; sustainability; standardisation and measurement; normalisation; inequalities and social justice; family relations and sociability; identity; the body; gender and feminism; illness, health and well-being; naturalisation, nature/culture dualisms and posthumanism. We will not address all of these in equal depth each year; our focus will depend on what comes up in different sessions.
Two interrelated cross-cutting themes of the course are: the social life of food and sustainability: while food is an ‘object’ of much discussion and debate, this course brings attention to what we call the social life of food. Here we mean food’s ability to act on and move us. In drawing attention to how food moves us, as well as to how we move food in various ways, across the world, from the ground or laboratory to shops and to our homes and our bodies and our lives, the course also extends many debates about sustainability through bringing them into dialogue with discussions of anti-dualistic and agentic accounts of naturecultures.

This course aims to introduce students to key debates about food practices through a range of different case studies each week, and thus to build towards a set of analytic and critical skills which students will be able to continue to apply to emerging food issues. Case studies will be systematically introduced through historical, theoretical and comparative spotlights, so as to introduce students to the diversity and complexity of current questions, controversies and initiatives around food. The course is designed to provide students with key critical analytic skills and to enable them to continue to apply them as new theories, practices and controversies over food, and how to transform, the current food system, emerge. Readings include a range of academic texts (theory; methodology; ethnographic case studies; different disciplines etc.) as well as policy documents, food industry and alternative food movement literature, blogs, websites and other literature from a range of food activists.

**Aims, Objectives and Outcomes**

By the end of the course you will have an understanding of key concepts and contemporary debates about food, and be able to critically evaluate how past, current and future issues are framed and dealt with locally and globally. You will be able to analyse how food emerges as a key social issue, and identify and evaluate major debates within the study of food.

More specifically you will be able to:

1. Demonstrate knowledge of some of the main terminologies, theories and disciplinary boundaries in the study of food, including through the lens of sustainability
2. Apply the newly acquired knowledge by using methodological and theoretical skills to make sense of historical, contemporary and newly emerging food debates
3. Apply the acquired methodological and theoretical skills to critically identify, define, conceptualise and analyse complex problems around food
4. Apply the acquired methodological and theoretical skills to assess currently debated ‘solutions’ to issues of food sustainability
5. Present and convey information about contemporary debates around food to informed audiences.
Participation

The course involves one two-hour participatory session every week. Each session will vary in structure and throughout the course activities might include lectures and mini-lectures, discussions, working alone, in pairs, in groups, and as a whole class, games, impromptu presentations, film and video, quiet time and some noise, writing, making notes, summarising, synthesising, drawing, playing, thinking, debating, and even some eating! So please come prepared for active participation each week, and please do readings in advance, so we are all prepared for discussions during the weekly sessions.

To support learning in the course we will organise students into study groups of 5 or 6, and students will remain with that group throughout the course. The purposes of the study groups are:
- To help each other with the readings: whilst everybody is expected to do the required readings, recommended readings can be distributed among the members of the group – for example each member might be in charge of one additional reading and make sure that they brief their peers on the purpose of the reading, its structure, key arguments and points of discussion.
- To take charge of reporting for one session: each group is in charge of writing up a brief 1 or 2 pages report on a particular session which will be posted on LEARN, summarizing the key points of the class in their view, and reporting on what has been learnt by them and their peers.
- To support each other for the assignments: members of each group will pair up with another member, read each other’s draft mid-term essays and hold a work session outside of class time to discuss each other’s drafts, make suggestions etc.

Office Hours

Please discuss with us as soon as possible if you have any suggestions for the course, or questions, or if are having any problems with the course, if you would find it helpful to have an individual chat about group work or essays, or if there are any other aspects of the course you would like to chat about. We are always happy to discuss ideas, questions or problems with any students.

Niamh’s office hours are Thursdays 1:00-3:00pm, or by appointment. Her office is Room 3.09, on the third floor of 18 Buccleuch Place.

Isabelle’s office hours are Tuesdays 3:00-5:00pm. Her office is 6.27 on the 6th floor of the Chrystal MacMillan building.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Main lecturers in charge</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>15 January</td>
<td>Introduction to the course. Knowing food: what is food and where has it come from?</td>
<td>Niamh Moore (NM), Isabelle Darmon (ID)</td>
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<td>22 Jan</td>
<td>Theorizing food: thinking with, through and about food</td>
<td>ID</td>
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<td>3</td>
<td>29 Jan</td>
<td>Re-imagining food: how could food be different?</td>
<td>NM</td>
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<td>4</td>
<td>5 February</td>
<td>Provisioning food, food security and biopolitics</td>
<td>ID</td>
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<td>5</td>
<td>12 Feb</td>
<td>Measuring food: calories, food pyramids, food miles</td>
<td>NM</td>
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Innovative Learning Week, 15-19 February 2016

**SHORT ESSAY DUE BY THURSDAY 25**th **OF FEBRUARY, 12 NOON**

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>6</td>
<td>26 Feb</td>
<td>Governance of food</td>
<td>Isabel Fletcher (IF)</td>
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<td></td>
<td>4 March</td>
<td>Food as medicine?</td>
<td>IF</td>
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<td></td>
<td>11 March</td>
<td>Sharing food</td>
<td>ID</td>
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<td></td>
<td>18 March</td>
<td>Food and identity: eating the self?</td>
<td>Christine Knight</td>
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<td></td>
<td>25 March</td>
<td>Sustaining food and food fights</td>
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**FINAL ESSAY DUE BY THURSDAY 21**st **OF APRIL, 12 NOON**
Indicative General Readings


**Relevant journals** include *Agriculture and Human Values; Appetite; Food and Foodways; Food, Culture and Society; Gastronomica; The Anthropology of Food; and the British Food Journal*. Also see *Ecology of Food & Nutrition, Food Policy, Food & History*, and *Petits Propos Culinaires*. 
Detailed Course Outline

Week 1: Knowing food: what is food and where has it come from?

Niamh Moore and Isabelle Darmon

This first session introduces the course through the case study of the histories and movements of sugar, from Sidney Mintz’s account of sugar, plantations, and slavery, to transformations in what counts as sugar and how we think of sugar, from ‘artificial sweeteners’ to the politics of stevia, and how the ‘sweetness’ of food, including vegetables, has changed over time.


To go further:

Cook, I., & Harrison, M. (2007) Follow the Thing: "West Indian Hot Pepper Sauce". Space and Culture, 10 (1), 40-63.

Week 2: Theorising food: thinking with, through and about food

Isabelle Darmon

This session introduces formalisations of food and cooking by three of the many key theorists who have classically written and reflected on food: Claude Lévi-Strauss’ ‘culinary triangle’; Jack Goody’s ‘processes, phases and locus’ of food production and consumption; and Pierre Bourdieu’s ‘food space’. Not that we’ll stop referring to ‘social thought’ on food after that, but rather to have a few key references helping us throughout this journey! To make things a bit lighter, we ‘pair up’ each of the classical thinkers with recent papers discussing or drawing, more or less freely, on their thought.


Critiques and engagements:

**To go further:**


**Week 3: Re-imagining food: how could food be different?**

Niamh Moore

This session focuses on different ways of re-imagining food. Examples to be drawn on include Starhawk’s ecofeminist utopian vision of a world ‘where no one goes hungry’ in her novel *The Fifth Sacred Thing*, where food is reimagined as a commons to be shared amongst all; to efforts to grow ‘in vitro meat’; to questions over whether GM crops will be able to feed the world.


To go further


YouTube: The Young Women’s Group Allotment ‘I love you allot,’ at http://www.likt.org.uk/activities/allotment/

Week 4: Provisioning food, food security and biopolitics

Isabelle Darmon

This session traces the history of the provisioning of grain and how it was always bound up with politics, from the so-called ‘revolts of the belly’ to the forcing of ‘free’ circulation of grain which heralded the liberal era – a politics of the economy (political economy against moral economy) and a politics of knowledge (applied scientific knowledge against local knowledge). Today too there is a (bio)politics of seeds. Great historical surveys by E.P. Thompson, Foucault and more contemporary authors will help us unravel the notion of food security, its political unsaid and new forms of resistance (seed sovereignty movement).


To go further


Week 5: Measuring food: calories, food pyramids, food miles

Niamh Moore

Food is commonly measured in calories – but what is a calorie and is a calorie always the same? We also explore other ways of measuring food, such as the food pyramid, and the notion of a balanced diet. Food activists have also created new measurements, such as the concept of the food mile, to point to the environmental impact of such food travels. The concepts of measurement, standardisation and normalisation are key to our debates about food, and also crop up in accounts of ‘balance’, ‘moderation’ and ‘greed’ in our talk about food.


To go further


INNOVATIVE LEARNING WEEK

Innovative Learning Week (ILW) runs from 15-19 February 2016. There is no class scheduled for this week. Some ILW food-related events to check out (not a course requirement) during ILW, however, include: ‘Let's Make Low Carbon Pizza,’ Creating and Enjoying a Sustainable Supper: Combining an Expedition around Edinburgh on Foot or Bicycle, Designing a Low-Carbon Menu, Shopping, Cooking and Community Eating,’ ‘Rootmap Tour and Taster,’ and ‘The Big ILW Physics Lecture.’ For information on ILW events, visit http://www.innovativelearning.ed.ac.uk/

Week 6: Governance of food

Isabel Fletcher

Food governance is increasingly complex with many actors – including governments, civil society organisations and corporations – operating at regional, national and international levels. Such complexity is seen as an important cause of problems in the contemporary food system. This
lecture will outline critiques of existing food governance structures, including questioning the value of alternative forms of production such as organic agriculture.


To go further


Week 7: Food as medicine?

Isabel Fletcher

Interest in the health-promoting potential of particular foods has given rise to new categories such as functional foods, nutraceuticals, pharmafoods and superfoods which seem to blur the distinction between food and medicine. But the ideas that food can be medicine, and medicine can be food, have a very long history. This history can used to critically examine the ways in which we currently understand the relationship between food and health.


To go further

Week 8: Sharing food. Conviviality and boundaries: who is (not) at the table?

Isabelle Darmon

Food is a social act, food brings people together and divides people, yet food sociability is still an understudied theme. In this class we reflect on limits, boundaries, inclusions and exclusions at the table and the differentiated role of drinks and food to that end as well as the issue of table manners.


Week 9: Food and identity: eating the self?

Christine Knight

Food is intimately linked with identity, whether we consider individuals, families, or ethnic groups; gender and class dimensions; or local, regional, and national food cultures. In this lecture we will explore how food – what we cook, eat, tweet, aspire to, or avoid – contributes to and expresses our sense of self. A focus will be on diet and national identity, drawing from Christine’s research on stereotypes of the Scottish diet. Through this example and others we will consider the complex and sometimes conflicting relationships between identity, culture, representation, and practice in relation to food.

To go further


Week 10: Sustaining food and food fights

Niamh Moore and Isabelle Darmon

While the alternative food movement is sometimes accused of being elitist, expensive and exclusionary, it is also the case that the food movement is itself constantly in movement, reflecting on its own practices and continuing to innovate and develop new concepts and ways of thinking about food. The range of food movements includes: organic food, fair trade, food security, food sovereignty, food banks, slow food, permaculture, guerrilla gardening, as well as ‘healthy at every size’, and fat activism. This session explores tensions between different movements as well as reasons for the ongoing proliferation of alternative food movements.


Course Assessment

Undergraduates and visiting students are assessed via:

(1) A mid-term Short Essay which makes up 25% of your marks for the course.

You must submit your Short Essay through ELMA (see below) no later than 12 noon on Thursday 25th February 2016 (Week 6). Penalties apply for late submission.

Word Count/Penalties

• Your short essay should be between 1500-1700 words.
• This word count includes any footnotes or endnotes, but excludes the bibliography.
• Essays above 1,700 words will be penalized using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 1,701 and 1,720 words will lose one point, between 1,721 and 1,740 two points, and so on.
• Note that the lower 1500 figure is a guideline for students which you will not be penalized for going below. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.
• Please also state a precise word count.
• Essays submitted on time will be returned to you through ELMA on the 18th of March.

(2) A Long Essay which makes up 75% of your marks for the course.

Word Count/ Penalties

Long essays must be submitted through ELMA no later than 12 noon on Thursday 21st April 2016. Penalties apply for late submission.
• Your long essay should be between 3,500 and 4,000 words.
• This word count includes any footnotes or endnotes, but excludes the bibliography.
• Essays above 4,000 words will be penalized using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 4,001 and 4,020 words will lose one point, between 4,021 and 4,040 two points, and so on.
• Note that the lower 3,500 figure is a guideline for students which you will not be penalized for going below. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.
• Please also state a precise word count.
• Essays submitted on time will be returned to you through ELMA on the 12th of May.
The short essay

You have the choice between two types of essays:

1) Choose a food product and sketch a historical and social analysis of that product, drawing out one or two aspects which reveal the construction of particular aspects of contemporary food systems – in the manner of Sydney Mintz for sugar. Examples of products include: wheat, dairy, meat, cornflakes, curry, avocados, potatoes, pasta, quinoa, kale, deep fried mars bar, probiotic yoghurt, chocolate.

2) Illustrate and discuss the contemporary relevance of:

Long essays

Topics for long essays will be provided in week 3, and will be made available on LEARN. You are also free to generate your own topic after these have been announced. If you choose to generate your own topic, you must have it approved by one of the course convenors no later than 12 February.

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.
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.**

**Important note to students**
To ensure your course work is submitted successfully, students should aim to upload their submissions at least 1 hour before the deadline.
Students are responsible for ensuring they have sufficient internet access and connection to submit their course work electronically. Technical difficulties and poor internet connection are not acceptable reasons for submitting work late.
You should 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.

**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. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin 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:
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).

Consequences for Handing in Work Late

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 any time after 12 noon will be marked as one day late, work submitted at any time after 12 noon 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

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.

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

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>
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<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 1.05, Chrystal 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 1.05, Chrystal MacMillan Building</td>
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<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, Chrystal 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, Chrystal MacMillan Building</td>
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<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, Chrystal MacMillan Building</td>
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<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, Chrystal MacMillan Building</td>
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<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, Chrystal 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, Karen Dargo

**Students with Disabilities**

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library. You can find their details as well as information on all of the support they can offer at: [http://www.ed.ac.uk/student-disability-service](http://www.ed.ac.uk/student-disability-service)