## THE SCHOOL OF SOCIAL SCIENCE

## COURSE GUIDE

## 2019/2020

## DEPARTMENT OF SOCIOLOGY

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**SOCIOLOGY OF EVERYDAY LIFE I: THE EMBODIED SELF [SO2006]**

Welcome to the School of Social Science.

This course guide gives information about the social science course you have chosen to study.

**It must be read in conjunction with the School of Social Science Student Handbook, which is available on MyAberdeen. You should also look at the School of Social Science Information for Undergraduates page on MyAberdeen.**

**MyAberdeen** is the University of Aberdeen’s Virtual Learning Environment (VLE). This is where you will find learning materials and resources associated with the courses you are studying.

MyAberdeen also provides direct access to TurnitinUK, the online originality checking service, through which you may be asked to submit completed assignments.

You can log in to MyAberdeen by going to: [www.abdn.ac.uk/myaberdeen](http://www.abdn.ac.uk/myaberdeen) and entering your University username and password (which you use to access the University network).

Further information on MyAberdeen including Quick Guides and video tutorials, along with information about TurnitinUK, is available from the [Toolkit](https://www.abdn.ac.uk/toolkit/systems/myaberdeen-students/).

Course Co-ordinator and Team

The Course Co-ordinator for SO2006 is Dr Marta Trzebiatowska (m.k.trzebiatowska@abdn.ac.uk)

Dr Luisa Gandolfo (k.luisa.gandolfo@abdn.ac.uk) also lectures on the course.

### Departmental Support Assistant

**Dr Isabel Seidel**: isabel.seidel@abdn.ac.uk

**Please note that staff will respond to emails between 09.00-17.00, Monday to Friday.**

### External Examiner

The External Examiner for UG Sociology is Professor Tim Strangleman, University of Kent.

*This data has been provided for information purposes only. You should not, under any circumstances, contact the External Examiner.*

Credit Rating

This course is offered in the first semester. It has a rating of 30 credit points; that is, it is expected to take up 50% of the time of a full-time student.

Course Requirements and Assessment

Requirements

(a) Satisfactory attendance at, and participation in, tutorials

(b) Delivery of one tutorial presentation

(c) Submission of one essay by the relevant deadline

(d) Reading what is listed as essential (materials provided in the course reader/indicated as electronic resources) and those identified in lectures and tutorials

(e) Achieving in the final examination

Assessment

This course is assessed by:

1. One **2,500-word essay** (40%), and
2. A **two-hour examination** (60%) (*for a sample paper, see page 22 of this Guide*)

You will select one of two essay deadlines (5pm on **EITHER Monday, 21 October OR Monday, 18 November**) based on the topic you choose to write about. Please see the list of essay questions later in this guide.

Anonymous marking

There is an expectation within the University and the School that any assignment that contributes towards your overall course mark or programme award (e.g., in-course assignments, projects, dissertations, or presentations) will be marked anonymously. This means that the person marking your assignment will not know your identity when they do so. There are cases when this is not possible, practical, or beneficial. If you have questions about whether and why your assignments in a particular course are being marked anonymously, contact your course co-ordinator.

Feedback Deadlines: **3 weeks from submission**.

Please see submission instructions at the end of this guide.

**Course Aims and Learning Outcomes**

*A. Knowledge and Understanding*

Building upon the teachings of level-one sociology courses, this module is designed to increase your knowledge of:

* The historical development of sociology as a field of study, including the influence of other disciplines upon that development;
* The unique nature of a sociological perspective, its foundations in the classical sociological literature, and its expression in contemporary sociological work;
* The emergence and progression of alternative sociological viewpoints and the issues and concerns most central to each;
* How different sociological perspectives influence the identification and conceptualisation of sociological questions within the substantive areas of: the body, sex and gender, the emotions, health and illness, food and feeding, love and intimacy, addiction and abstinence, sexuality, narcissism and fame, and death and dying;
* How the nature and substantive focus of sociological questions shape the design and conduct of sociological research within these areas;
* The types of conclusions that can be drawn from alternative empirical approaches to these topics and the criteria for evaluating sociological findings;
* Sociological efforts to relate individuals’ everyday experiences (of the body, sex and gender, the emotions, health and illness, food and feeding, love and intimacy, addiction and abstinence, sexuality, fame and celebrity, and death and dying) to broader social phenomena, as well as the theoretical perspectives and empirical tools which inform that endeavour.

*B. Intellectual Skills*

This course aims to promote your knowledge of, and ability to evaluate, sociological perspectives, empirical techniques and findings, as well as your understanding of the relationship between theory and research in a range of substantive fields.

*C. General Skills*

In all sociology courses, we aim to improve your general skills. In particular, the module is designed to help you improve your ability to locate and assess relevant information; write concise and clear essays that draw on a range of sociological sources; evaluate competing ideas and empirical accounts; present structured and reasoned arguments to a small group and listen and respond to the arguments of others; and revise a large body of literature and select the material most relevant to a specific question under the pressure of time constraints.

These skills are promoted by essays, seminar presentations and discussions, and the end-of-course examination. The module is also intended to provide the opportunity for you to exercise your IT skills, to reflect critically upon the quality of your own work, to direct your own learning and to manage your time effectively.

**LECTURES**

The examination assesses your understanding of the whole course. *Failure to attend lectures will adversely affect your performance.*

Lectures for this course take place on Mondays in Meston MT4 at 13:00 and Tuesdays in the Regent Lecture Theatre at 13:00.

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| --- | --- | --- |
| **Week number** | **Week commencing** | **Lecture Title** |
| 1 | 9 Sept | **Introduction: Linking ‘Personal Troubles’ to ‘Public Issues’*** The personal as public: bodies and social change (MT\*, LG\*)
* Structure and agency: studying everyday life (MT)
 |
| 2 | 16 Sept | **Femininities and Masculinities*** Empowered femininity (MT)
* Hegemonic masculinity (MT)
 |
| 3 | 23 Sept | **Social Change and the Body** * Bodies and social change (LG)
* Food, gender, and identity (LG)
 |
| 4 | 30 Sept | **Society, Power, and Food** * Perspectives on food and feeding (LG)
* Food and social/cultural change (LG)
 |
| 5 | 7 Oct | **Health, Sickness, and the Self** * The social organisation of medicine (LG)
* Comparative health systems (LG)
 |
| 6 | 14 Oct | **Emotional Culture and Affect*** Sociology of the emotions (LG)
* Emotional culture (LG)
 |
| 7 | 21 Oct |  **Addiction and Abstinence*** Sociological perspectives on addiction (MT)
* Abstinence in the era of excess (MT)
 |
| 8 | 28 Oct | **Love and Intimacy*** The social history of love (MT)
* Intimate relationships in the 21st century (MT)
 |
| 9 | 4 Nov | **Sex and Monogamy*** Sexual selves: liberation and repression (MT)
* Monogamy as a social institution (MT)
 |
| 10 | 11 Nov | **The Self in the Age of Celebrity*** The social history of fame: from quality to degeneration? (MT)
* Celebrities, capitalism, and the individual (MT)
 |
| 11 | 18 Nov | **Death and Immortality*** Death and dying (MT)
* Human quest for immortality (MT)
 |
| 12 | 25 Nov | **Revision Week:*** Optional Lecture (MT, LG);
* Drop-In Q&A Session (F1 (MT) and F22 (LG), Block C, Edward Wright Building.
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\*MT = Marta Trzebiatowska; LG = Luisa Gandolfo

**Lecture Outlines**

In addition to the lectures, the readings provided below will advance your understanding of each week’s topic. The readings are split into three categories: *Essential*, *Recommended*, and *Quick* *Read(s)*.

The *Essential Readings* are compulsory and must be read in preparation for the tutorial discussions. These readings can be found in the *Course Reader*, too.

The *Recommended Readings* broaden the scope of the topic and can be read in addition to the Essential Readings in preparation for the tutorial, as well as providing sources for your assignments and exam revision.

The *Quick Read(s)* include additional material that demonstrates the theories in real world situations. The articles and clips are optional to view, and additional links will be added to our Facebook page as the semester proceeds.

**Week 1: (9 and 10 September) - Linking ‘Personal Troubles’ to ‘Public Issues’.**

In our opening lectures, we will discuss C. Wright Mills’s *Sociological Imagination*, which represents an important sociological effort to conceptualise the relationship between individuals and the broader social world. It also provides an example of sociological thought that has generated empirical research and further theoretical development. Mills argued that one of sociology’s strengths is that it enables us to understand our experiences as part of a much broader set of social forces, rather than as the product of just our own actions, fortune or chance. In effect, his work points to the ways that ‘personal troubles’ can be connected to ‘public issues’, a core endeavour of sociology and a main focus of this course.

In the second lecture, we move to a discussion of the structure/agency debate in sociology. This lecture will describe the theoretical underpinnings of both: sociology as a discipline, and the topics we will explore throughout the course. Doing sociology means applying a theoretical framework to the study of embodied lives, and in particular, to the relationship between individual and society. The framework we set up in this lecture will guide us through the course materials and help us make sense of the nexus between the private and the public.

Essential Readings

**pp. 12-19 and 57-58 in McCormack, M. et al. 2018. *Discovering Sociology*. London: Palgrave.**

**pp. 225-233 in Inglis, D. 2012. An Invitation to Social Theory. Cambridge: Polity Press.**

Recommended Reading

Mills, C.W. 2000. *The Sociological Imagination* (40th anniversary edition). New York: Oxford University Press.

O'Neill, J. 1992. *Sociology as a Skin Trade.* Aldershot: Gregg Revivals.

Giddens, A. 1984. *The Constitution of Society: Outline of the Theory of Structuration.* Cambridge: Polity.

King, A. 2009. ‘Overcoming Structure and Agency: Talcott Parsons, Ludwig Wittgenstein and the Theory of Social Action’, *Journal of Classical Sociology*, 9 (2): 362-83.

Ritzer, G. and Goodman, D.J. 2004. Sociological Theory (6th Edition). London: McGraw Hill.

**Week 2: (16 and 17 September) - Femininities and Masculinities**

In the first lecture we briefly review the social construction of gender but our main focus is on a new ‘empowered femininity’ model and its manifestations in public and private lives (Budgeon, 2014; McRobbie, 2015). In the second lecture we pay close attention to the concept of ‘hegemonic masculinity’ and its impact on the sociological study of men. How are men managing masculine identities both online and offline in the 21st century?

Essential Readings

**McRobbie, A. 2015. ‘Notes on the Perfect’. *Australian Feminist Studies*. 30: 83. 3-20.**

**Ging, D. 2017. ‘Alphas, Betas, and Incels: Theorizing the Masculinities of the Manosphere.’ *Men and Masculinities* 1-20.**

Recommended Reading

Archer, J. 2002. *Sex and gender*. New York: Cambridge University Press.

Adkins, L. 2002. *Revisions. Gender and Sexuality in Late Modernity*. Buckingham: Open University Press.

Arnold, J.H. and S. Brady (eds). 2011. *What is Masculinity?* Basingstoke: Palgrave Macmillan.

Barber, K. 2008. ‘The Well-Coiffed Man: Class, Race and Heterosexual Masculinity in the Hair Salon’, *Gender& Society* 22: 455-476.

Budgeon, S. 2014. ‘The Dynamics of Gender Hegemony: Femininities, Masculinities and Social Change’. *Sociology* 48 (2).

Butler, J. 1992. *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge.

Connell, R.W. 2002. *Gender*. Oxford: Polity.

Connell, R.W. and J. W. Messerschmidt. 2005. ‘Hegemonic Masculinity: Rethinking the Concept’, *Gender& Society* 19 (6). (Available electronically)

Cornwall, A., Kariosis, F.G., Lindesfarne, N. 2016. *Masculinities Under Neoliberalism*. London: Zed Books.

Fausto-Sterling, A. 1987. ‘Society Writes Biology/Biology Constructs Gender’. *Daedalus* 116 (4): 61-76.

Ezzell, M. B. 2012. ‘“I’m in Control”: Compensatory Manhood Acts in a Therapeutic Community’ in *Gender&Society* 26: 190-215.

Garfinkel, H. 1967. *Studies in Ethnomethodology*. Englewood Cliffs, NJ: Prentice- Hall. (CH. 5)

Foucault, M. 1980. *The History of Sexuality (Vol. 1 An Introduction)*. London: Penguin.

Hall, M. 2014. ‘Masculinities: Before and After’, in Hall, M., *Metrosexual Masculinities*, Basingstoke: Palgrave Macmillan.

Kimmel, M. 2005. *The History of Men*, Albany SUNY Press.

Kimmel, M. 2018. *Healing from Hate: How Young Men Get Into – and out of – Violent Extremism*. Oakland: University of California Press.

Kimmel, M. 2010. *Misframing Men: the Politics of Contemporary Masculinities*. New Brunswick, N.J.: Rutgers University Press.

Lorber, J. 1993. ‘Believing is seeing: biology as ideology’. *Gender and Society* 7(4): 568-581.

Messerschmidt, J. W. 2016. *Masculinities in the Making: from the Local to the Global.* Lanham; London: Rowman & Littlefield

Paechter, C. 2007. Being Boys; Being Girls: Learning Masculinities and Femininities. New York: Open University Press.

West, C. and D. Zimmerman. 1987. ‘Doing Gender’. *Gender & Society* 1 (2): 125-51.

**Week 3: (23 and 24 September) – Social Change and the Body.**

This week, we look at the key insights from sociological studies of bodies and embodiment in contemporary society. In the first lecture, we consider the efforts to contextualise bodily experiences and actions, historically and culturally. Drawing on Norbert Elias, who linked contemporary experiences of the body to broader social and cultural changes, and Pierre Bourdieu’s concept of capital, we will reflect on the ways that we interact with society, and how society shapes our sense of being and doing. Since much of Elias’s work focused on ‘the civilising process’ (1978), we will consider the ways that we engage in the civilizing process (through etiquette and social norms), as well as the critiques of Elias’ theory.

In the second lecture, we will explore Bourdieu and Elias’ concepts in the context of food, setting us up for week four, and consider the ways that eating, representing, and preparing food links to gender, bodily self-management, self-representation, identity, and community. Incorporating the work of Claude Fischler, we will look at the argument that food practices are becoming disorganised, and that this reflects a broader disruption in our social relations.

Essential Readings

**Ivana, Greti-Iulia. 2017. ‘Fake it till you make it: imagined social capital’, *The Sociological Review*, 65(1): 52–66.**

**Pepperell, Nicole. 2016. ‘The unease with civilization: Norbert Elias and the violence of the civilizing process’, *Thesis Eleven*, 137(1): 3–21.**

Recommended Reading

Elias, N. 1978. *The Civilising Process, Vol. 1: The History of Manners*. Oxford: Basil Blackwell. 72-107.

Bennett, J. 2013. ‘Chav-spotting in Britain: the representation of social class as private choice’, *Social Semiotics*, 23(1): 146-162.

Bourdieu, P. 1973. ‘Cultural Reproduction and Social Reproduction’, in Brown, R. (ed.) *Knowledge, Education, and Cultural Change: Papers in the Sociology of Education*. London: Tavistock Publications.

Bourdieu, P. 1984. *Distinction: A Social Critique of the Judgement of Taste*. London: Routledge. Chapters 1-3.

Bradley, Peri. 2016. ‘More Cake Please — We’re British! Locating British Identity in Contemporary TV Food Texts, The Great British Bake Off and Come Dine With Me’, in *Food, Media and Contemporary Culture: The Edible Image*, by Peri Bradley (London: Palgrave Macmillan) 9-26 [eBook]

Charles, N. and Kerr, M. 1988. *Women, Food and Families*. Manchester: Manchester University Press. (CH 2)

DeVault, M. 1991. *Feeding the Family: The Social Organization of Caring as Gendered Work*. Chicago: University of Chicago Press. (CH 6-7)

Ellis, R. 1983. ‘A Way to a Man’s Heart: Food in the Violent Home’, in Murcott, A. (ed.) *The Sociology of Food and Eating*. Swansea: Gower Press.

Lawson, J. 2011. ‘Food legacies: Playing the culinary feminine’, *Women & Performance: a journal of feminist theory*, 21(3): 337-366.

Mennell, S. 1991. ‘On the Civilising of Appetite’, in Featherstone, M., Hepworth, M. and Turner, B. (eds) *The Body: Social Process and Cultural Theory*. London: Sage.

Mintz, S. 1985. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Viking.

Monaghan, L. and H. Malson. 2013. ‘‘It’s worse for women and girls’: negotiating embodied masculinities through weight-related talk’, *Critical Public Health*, 23:3, 304-319

Monteath, S. A., and McCabe, M.P. 1997. 'The Influence of Societal Factors on Female Body Image', *The Journal of Social Psychology*, 137(6): 708-727.

Murcott, A. 1995. ‘Talking of Good Food: An Empirical Study of Women’s Conceptualisations’. *Food and Foodways* 40:305-18.

Murray, S. 2007. 'Corporeal Knowledges and Deviant Bodies: Perceiving the Fat Body', *Social Semiotics*, 17(3): 361-373.

Packham, Charley. 2016. ‘A Woman’s Place Is in the Kitchen?: The Relationship Between Gender, Food and Television’, in *Food, Media and Contemporary Culture: The Edible Image*, by Peri Bradley (London: Palgrave Macmillan) 83-102. [eBook]

Shilling, C. 2004. ‘Physical capital and situated action: a new direction for corporeal sociology’, *British Journal of Sociology of Education*, 25(4): 473-487.

Shilling, C. 2003. *The Body and Social Theory*, 2nd edition. London: Sage. (Chapter 2)

Skeggs, B. 1997. *Formations of Class and Gender: Becoming Respectable*. London: Sage. (Chapter 5)

Storr, M. 2002. ‘Classy Lingerie’. *Feminist Review* 71:18-36.

Valentine, G. 1999. ‘Eating in: Home, Consumption and Identity’. *The Sociological Review* 47(3):491-524. (Available electronically)

Warde, A. 1997. *Consumption, Food and Taste: Culinary Antinomies and Commodity Culture*. London: Sage. (Chapters 1-2)

Quick Read(s):

Machado, C. M. ‘Roxane Gay: Hunger Is a State of Being’, *Guernica*, June 26, 2017. Via: <https://www.guernicamag.com/roxane-gay-hunger-is-a-state-of-being/>

Twilley, N. ‘Freedom from food’, *aeon*, October 6, 2014. Via: <https://aeon.co/essays/how-many-of-us-would-opt-out-of-food-if-given-the-chance>

Vinnakota, Rajiv. ‘Social Media Builds Walls, Not Bridges’, *HuffPost*, January 24, 2018. Via: <https://www.huffingtonpost.com/rajiv-vinnakota/social-media-builds-walls_b_14343622.html>

**Week 4: (30 Sept and 1 October) – Society, Power, and Food.**

In this weeks’ lectures, we will consider the ways that food has shaped society and culture through globalization, power, and production methods. The ways that we produce and consume food provides an intersection between the individual and the social. In doing so, the act of eating reflects our personal choices, as well as our individual identity/ies; at the same time, it engages with national and global production and distribution structures that inform us about the nuances of social relations of power, inclusion, exclusion, and culturally-determined notions of taste, the body, and health.

The lectures this week will begin with a look at the alternative views on food choice, which was initially guided by anthropologists. Within this corpus, we will explore the discussions on food, including how we determine what is edible or inedible, and how food functions as a form of symbolic interaction. Over time, our food patterns have become homogenised, and in the second lecture, we will consider the benefits and challenges of our increasing desires for food, and whether the meeting of those desires is sustainable at a global level.

Essential Readings

**Gaytán, M. S. 2015. ‘Globalizing Resistance: Slow Food and New Local Imaginaries’, *Food, Culture & Society*, 7(2): 97-116.**

**Greenebaum, Jessica. 2012. ‘Veganism, Identity and the Quest for Authenticity’, *Food, Culture & Society*, 15(1): 129-144.**

Recommended Reading

Bardhi, F., Ostberg, J., and Bengtsson, A. 2010. ‘Negotiating cultural boundaries: Food, travel and consumer identities’, *Consumption Markets & Culture*, 13(2):133-157.

Beardsworth, A., and Keil, T. 1992. ‘The Vegetarian Option: Varieties, Conversions, Motives and Careers’. *Sociological Review* 40(2):252-93.

Clark, D. 2004. ‘The Raw and the Rotten: Punk Cuisine’. *Ethnology* 43(1): 19-31.

Cronin, James M., Mary B. McCarthy & Alan M. Collins, 2014. ‘Covert distinction: how hipsters practice food-based resistance strategies in the production of identity’, *Consumption Markets & Culture*, 17(1): 2-28.

Douglas, M. 1991 [1966]. *Purity and Danger: An Analysis of the Concepts of Pollution and Taboo*. London and New York: Routledge. (Chapter 3)

Earle, Megan, and Gordon Hodson. 2017. ‘What's your beef with vegetarians? Predicting anti-vegetarian prejudicefrom pro-beef attitudes across cultures’, *Personality and Individual Differences*, 119: 52-55.

Fantasia, R. 1995. ‘Fast Food in France’. *Theory and Society* 24:201-43. (Also available electronically)

Fischler, C. 1980. ‘Food Habits, Social Change and the Nature/Culture Dilemma’. *Social Science Information* 19:937-53.

Fischler, C. 1999. ‘The “Mad-Cow” Crisis: A Global Perspective’, in Grew, R. (ed.) *Food in Global History*. Boulder: Westview Press, 207-31.

Ghandour, Zeina B. 2013. ‘*Falafel* King: Culinary Customs and National Narratives in Palestine’, *Feminist Legal Studies*, 21(3): 281-301

Gross, Aeyal, and Tamar Feldman. 2015. ‘We Didn't Want to Hear the Word Calories: Rethinking Food Security, Food Power, and Food Sovereignty - Lessons from the Gaza’, *Berkeley Journal of International Law*, 33(2): 379-441.

Guthman, J. 2003. ‘Fast Food/Organic Food: Reflexive Tastes and the Making of “Yuppie Chow”’. *Social & Cultural Geography* 4(1): 45-58. (Also available electronically)

Inglis, D., and Gimlin, D. (eds.) 2009. *Globalization and Food*. Oxford: Berg.

Johnson, Michelle C. 2016. ‘“Nothing is sweet in my mouth”: Food, identity, and religion in African Lisbon’, *Food and Foodways*, 24(3-4): 232-254

Korsmeyer, C. and Sutton, D. 2011. ‘The Sensory Experience of Food’, *Food, Culture & Society*, 14(4): 461-475.

Levi-Strauss, C. 1965. ‘The Culinary Triangle’. *Partisan Review* 33: 586-95.

McPhail, D., Beagan, B. and Chapman, G. E. 2012. ‘“I Don't Want to be Sexist But…”: Denying and Re-Inscribing Gender Through Food’, *Food, Culture & Society*, 15(3): 473-489.

Meigs, A. 1997. ‘Food as Cultural Construction’, in Counihan, C. and Van Esterik, P. (eds), *Food and Culture: A Reader*. New York and London: Routledge, 95-105.

Montanari, Andrea. 2017. ‘The Stinky King: Western Attitudes toward the Durian in Colonial Southeast Asia’, *Food, Culture, & Society*, 20(3): 395-414.

Mycek, Mari Kate. 2018. ‘Meatless meals and masculinity: How veg\* men explain their plant-based diets’, *Food and Foodways*.

Neuman, N., and Fjellström, C., 2014. ‘Gendered and gendering practices of food and cooking: an inquiry into authorisation, legitimisation and androcentric dividends in three social fields’, *NORMA: International Journal for Masculinity Studies*, 9(4):269-285.

Piper, Nick. 2015. ‘Jamie Oliver and Cultural Intermediation’, *Food, Culture & Society*, 18(2): 245-264

Ranta, R. 2015. ‘Re-Arabizing Israeli Food Culture’. *Food, Culture & Society*, 18(4): 611-627.

Starr, A. 2010. ‘Local Food: A Social Movement?’ *Cultural Studies ↔ Critical Methodologies*, 10(6): 479–490.

Trauger, A. 2014. ‘Toward a political geography of food sovereignty: transforming territory, exchange and power in the liberal sovereign state’. *The Journal of Peasant Studies*, 41(6): 1131-1152.

Quick Read(s):

Assink, S. ‘Minimalist Food For a Streamlined Life’, *The Hedgehog Review*, May 16, 2014. Via: <http://iasc-culture.org/THR/channels/THR/2014/05/minimalist-food-for-a-streamlined-life/>

Dowie, M. ‘Food Among the Ruins’, *Guernica*, August 1, 2009. Via: <https://www.guernicamag.com/food_among_the_ruins/>

Weingarten, S. ‘Foodie localism loves farming in theory, but not in practice’, *aeon*, July 21, 2016. Via: <https://aeon.co/ideas/foodie-localism-loves-farming-in-theory-but-not-in-practice>

**Week 5: (7 and 8 October) – Health, Sickness, and the Self.**

This week, we will return to the link between the self and society through the lens of health, sickness, and medicine. In the first lecture, we will begin with a brief journey through the sociology of medicine and contrast theoretical and analytical approaches to the topic. Beginning with the social organisation of healthcare, we will explore the social dynamic of medicine as a profession and vocation, and consider the importance of the term ‘profession’ as a basis for understanding the practice of medicine from the past to the present day. In doing so, we will gain an insight into how society’s perception of the medical profession has shaped how healthcare is provided, as well as our expectations and engagements with the field.

In the second lecture, we will look at healthcare in practice, with a particular focus on cosmetic surgery. To do this, we will adopt a comparative approach by exploring the US and the UK systems. While the two countries have much in common (language, politics, and economics, to name but a few), they differ in terms of their approaches to healthcare provision. Based on this, we will look at their key features, before reflecting on the rise of cosmetic surgery from the aftermath of World War I and the hotel ballrooms of New York City, to the discussion surrounding NHS-funded cosmetic surgery and the role of social media in pursuing the ‘perfect’ face.

Essential Readings

**Burnham, John C.. 2012. ‘The Death of the Sick Role’, *Social History of Medicine*, 25(4): 761–776**

**Fahs, Breanne. 2017. ‘Mapping ‘Gross’ Bodies: The Regulatory Politics of Disgust’, in *Aesthetic Labour: Rethinking Beauty Politics in Neoliberalism*, by Ana Sofia Elias, Rosalind Gill, and Christina Scharff (eds), (London: Palgrave Macmillan), 83-99. [eBook]**

Recommended Reading

Annadale, E., M. Elston, and L. Prior. 2005. *Medical Work, Medical Knowledge and Health Care*. Oxford: Blackwell.

Atkinson, P. 1995. *Medical Talk and Medical Work: The Liturgy of the Clinic*. London: Sage.

Banet-Weiser, Sarah. 2017. ‘‘I’m Beautiful the Way I Am’: Empowerment, Beauty, and Aesthetic Labour’, in *Aesthetic Labour: Rethinking Beauty Politics in Neoliberalism*, by Ana Sofia Elias, Rosalind Gill, and Christina Scharff (eds), (London: Palgrave Macmillan), 265-282. [eBook]

Boyle, L. 2005. 'Flexing the Tensions of Female Muscularity: How Female Bodybuilders Negotiate Normative Femininity in Competitive Bodybuilding', *Women's Studies Quarterly*, 33(1-2): 134-149.

Bradby, H. 2012. ‘Institutional Racism in Mental Health Services: The consequences of compromised conceptualisation’, *Sociological Research Online*, 15 (3) 8.

Burnham, John C. 2013. ‘Why sociologists abandoned the sick role concept’, *History of the Human Sciences*,

27(1): 70–87

Coffey, J. 2013. 'Bodies, body work and gender: Exploring a Deleuzian approach', *Journal of Gender Studies*, 22(1):3-16.

Coffey, J. 2016. ‘‘What can I do next?’: Cosmetic Surgery, Femininities and Affect’. Women: A Cultural Review, 27(1): 79-95.

Conrad, P. 2005. ‘The Shifting Engines of Medicalization’. *Journal of Health and Social Behavior* 46:3-14.

Epstein, S. 1996. *Impure Science: AIDS, Activism, and the Politics of Knowledge*. Berkeley: University of California Press.

Gimlin, D. 2012. *Cosmetic Surgery Narratives: A Cross-Cultural Analysis of Women’s Accounts*. Basingstoke: Palgrave Macmillan. (Chapter 2)

Good, B., and DelVecchio Good, M. 1993. “‘Learning Medicine’: The Construction of Medical Knowledge at Harvard Medical School,” In Lindenbaum, S. and Lock, M. (eds.) *Knowledge, Power, & Practice: The Anthropology of Medicine and Everyday Life*. Berkeley: University of California Press.

Luo, W. 2012. ‘Selling Cosmetic Surgery and Beauty Ideals: The Female Body in the Web Sites of Chinese Hospitals’, *Women's Studies in Communication*, 35:1, 68-95

McKeown, T. 1979. *The Role of Medicine*. Oxford: Basil Blackwell.

Starr, P. 1982. *The Social Transformation of American Medicine*. New York: Basic Books. (Book I, Ch. 3 and Book II, Ch. 3)

Shilling, C., and Bunsell, T. 2014. 'From iron maiden to superwoman: The stochastic art of self-transformation and the deviant female sporting body', *Qualitative Research in Sport, Exercise and Health*, 6(4): 478-498.

Starr, P. 1982. *The Social Transformation of American Medicine*. New York: Basic Books. (Introduction)

Straus, A., Fagerhaugh, S., Suczek, B., and Wiener, C. 1985. *The Social Organization of Medical Work*. Chicago: University of Chicago Press.

Turner, B. S. 1995. *Medical Power and Social Knowledge,* 2nd edition. London: Sage.

Turner, B.S. 2004. *The New Medical Sociology.* New York: Norton.

Varul, Matthias Zick. 2010. ‘Talcott Parsons, the Sick Role and Chronic Illness’, *Body & Society*, 16(2): 72–94

Zola, I.K. 1972. ‘Medicine as an Institution of Social Control’. *Sociological Review* 20:487-504.

Quick Read(s):

Marx, P. ‘About Face’, *The New Yorker*, March 23, 2015. Via: <http://www.newyorker.com/magazine/2015/03/23/about-face>

Smith, Michelle. ‘The Ugly History of Cosmetic Surgery’, *The Conversation*, April 28, 2016. Via: <http://theconversation.com/friday-essay-the-ugly-history-of-cosmetic-surgery-56500>

**Week 6: (14 and 15 October) – Emotions and Affect**

This week we will look at the emotions and consider how emotions are expressed, used, and negotiated in multiple social contexts, including politics, film, and the media. In the first lecture, we will begin with a look at the theoretical approaches of Karl Marx, Émile Durkheim, and Max Weber, and the ways that emotions are experienced on an individual and collective level. Moving to the present, we will reflect on how contemporary politics draws on emotions to influence loyalty and practice inclusion and exclusion. On a personal level, we will explore the ways that we manage our emotions and how this determines our everyday interactions with friends, family members, and figures of authority.

In the second lecture, we will go deeper into emotion management and look at the gendered aspects of emotions. To do this, we will discuss Arlie Hochschild’s concepts (‘feeling rules’, ‘emotional management’, ‘emotion work’, and ‘emotional labour’), as well as Miliann Kang’s analysis of ‘therapeutic culture’, and reflect on how we use emotions in professional contexts and the implications that this holds of social relations and, ultimately, the self. Lastly, we will explore how apocalyptic cinema lends an insight into emotional determinism, and holds a mirror to the anxieties of society through themes such as greed, conflict, and the undead.

Essential Readings

**Gong, Rachel. 2015. ‘Indignation, Inspiration, and Interaction on the Internet: Emotion Work Online in the Anti-Human Trafficking Movement’, *Journal of Technology in Human Services*, 33(1): 87-103.**

**Kawale, Rani. 2004. ‘Inequalities of the heart: the performance of emotion work by lesbian and bisexual women in London, England’, *Social and Cultural Geography*, 5(4):565-581.**

**Hochschild, A.R. 1985. *The Managed Heart: Commercialisation of Human Feeling*. (Berkeley and London: University of California Press). Chapter 8. [eBook]**

Recommended Reading

Adkins, L. 2002. ‘Reflexivity and the politics of qualitative research’, in May, T. (ed.) *Qualitative Research in Action*. London: Sage.

Andrade, Daniel Pereira. 2014. 'Governing ‘emotional’ life: passions, moral sentiments and emotions', *International Review of Sociology*, 24(1): 110-129.

Barbalet, J. (ed.) 2002. *Emotions and Sociology*. London: Blackwell.

de Boise, Sam. 2014. 'Contesting ‘sex’ and ‘gender’ difference in emotions through music use in the UK', *Journal of Gender Studies*. pp. 1-18.

Bolton, Sharon. 2000. ‘Emotion Here, Emotion There, Emotional Organisations Everywhere’, *Critical Perspectives on Accounting*, 11: 155-171.

Freund, P. 1990. ‘The Expressive Body: A Common Ground for the Sociology of Emotions and Health and Illness’. *Sociology of Health & Illness* 12(4):454-77.

Furedi, F. 2003. Therapy Culture: Cultivating Vulnerability in an Uncertain Age. London: Routledge. (Chapter 1)

Holland, Janet. 2007. ‘Emotions and Research’, *International Journal of Social Research Methodology*, 10(3): 195-209.

Kang, M. 2003. ‘The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-owned Nail Salons’. *Gender & Society* 17(6):820-39.

Kleinman, S. 2002. ‘Emotions, Fieldwork and Professional Lives’, in May, T. (ed.) *Qualitative Research in Action*. London: Sage.

Leathwood, Carole, and Valerie Hey. 2009. 'Gender/ed discourses and emotional sub-texts: theorising emotion in UK higher education', *Teaching in Higher Education*, 14(4): 429-440.

Lövheim, Mia. 2013. ‘Negotiating Empathic Communication: Swedish female top-bloggers and their readers’, *Feminist Media Studies*, 13(4): 613-628.

Mardon, Rebecca, Mike Molesworth, and Georgiana Grigore. 2018. ‘YouTube Beauty Gurus and the emotional labour of tribal entrepreneurship’, *Journal of Business Research*.

Nunn, Heather, and Anita Biressi. 2010. ‘‘A trust betrayed’: celebrity and the work of emotion’, *Celebrity Studies*, 1(1): 49-64.

Schuschke, J., Tynes, B. M. 2016. ‘Online Community Empowerment, Emotional Connection, and Armed Love in the Black Lives Matter Movement’, in Tettegah, S. (ed.) *Emotions, Technology, and Social Media*, London: Academic Press. [eBook]

Sharma, U. and Black, P. 2001. ‘Look Good, Feel Better: Beauty Therapy as Emotional Labour’. *Sociology* 35(4):913-31.

Wainwright, D. and Calnan, M. 2002.*Work Stress: The Making of a Modern Epidemic.* Buckingham: OU Press.

Waterloo, S.F., Baumgartner, S. E, Peter, J, and Valkenburg P. M. 2017. ‘Norms of online expressions of emotion: Comparing Facebook, Twitter, Instagram, and WhatsApp’, *new media & society*, 1-19.

Wilton, Robert D. 2008. ‘Workers with disabilities and the challenges of emotional labour’, *Disability & Society*, 23(4): 361-373.

Wonser, Robert, and David Boyns. 2016. ‘Between the Living and Undead: How Zombie Cinema Reflects the Social Construction of Risk, the Anxious Self, and Disease Pandemic’, *The Sociological Quarterly*, 57(4): 628-653.

Quick Read(s):

Gershon, L. 2017. ‘The future is emotional’, *aeon*, June 2017. Via: <https://aeon.co/essays/the-key-to-jobs-in-the-future-is-not-college-but-compassion>

Konnikova, M. ‘Did Facebook Hurt People’s Feelings?’, *The New Yorker*, July 2, 2014. Via: <http://www.newyorker.com/science/maria-konnikova/did-facebook-hurt-peoples-feelings>

Stayner, M. ‘Donald Trump’s Raw Emotion’, *New Republic*, November 2, 2016. Via: <https://newrepublic.com/article/138312/donald-trumps-raw-emotion>

**Week 7: (21 and 22 October) – Addiction and Abstinence.**

This week we tackle two public and private issues at the extreme ends of the spectrum. Traditionally, addiction was considered predominantly from the medical and psychological point of view but there is a strong social dimension to the ‘addict’ label whereby the person’s life as an addict is mediated by external influences and informed by dominant cultural definitions, scripts, and legal rules. The first lecture examines sociological theories of addiction which prioritise the processual and contextual nature of addiction. What counts as addiction in social terms? Is addiction a form of deviance? And if so, what happens when a behaviour previously considered deviant becomes normalised?

In the second lecture we move on to abstinence. In most general sociological terms, abstinence is the opposite of ‘doing’. What we do as human beings plays an important part in how we develop our sense of self and define who we are. But what we do not do is equally important. As Jamie L. Mullaney suggests, abstinence implies ‘a voluntary refusal to perform acts one can and is expected to do’ (2006: 2). Therefore, some not-doings will be classed as abstinence, while others will not, depending on the overall cultural context. Similarly, abstinence for religious reasons is more socially acceptable than abstinence for reasons which fail to resonate with our immediate social group. We explore abstinence as a culturally constructed ‘not doing’ and the opposite of ‘overdoing’, i.e. addiction. Both tell us a lot about the normative rules of human social behaviour.

Essential Readings

**Weinberg, D. 2011. ‘Sociological Perspectives on Addiction.’ Sociology Compass 5/4: 298-310.**

**Banister, E., Piacentini, M.G., Grimes, A. 2019. ‘Identity Refusal: Distancing from Non-Drinking in a Drinking Culture’. Sociology 53 (4): 744-761.**

Recommended Reading

Becker, H. S. 1953. ‘Becoming a Marijuana User.’ *American Journal of Sociology* 59: 235–42.

Ferentzy, P. 2001. ‘From Sin to Disease: Differences and Similarities Between Past and Current Conceptions of Chronic Drunkenness.’ *Contemporary Drug Problems* 28: 363-90.

boyd, d. 2014. ‘Addiction: what makes teens obsessed with social media?’ in boyd, d*. It’s complicated: the social lives of networked teens*. New Haven, CT: Yale University Press.

Gardner, C.J. 2011. *Making Chastity Sexy: The Rhetoric of Evangelical Abstinence Campaigns*. Berkley: University of California Press. (e-book, Library Catalogue)

Griffin, C., Bengrey-Howell, A., Hackley, C., Mistral, W., and Szmigin, I. 2009. ‘Everytime I Do it, I Absolutely Annihilate Myself’: Loss of (Self-) Consciousness and Loss of Memory in Young People’s Drinking Narratives.’ *Sociology* 43 (3): 457-476.

Lindesmith, Alfred R. 1938. ‘A Sociological Theory of Drug Addiction.’ *American Journal of Sociology* 43: 593–609.

May, C. 2001. ‘Pathology, Identity and the Social Construction of Alcohol Dependence.’ Sociology 35 (2): 385-401.

Mills, C. Wright. 1940. ‘Situated Actions and Vocabularies of Motive.’ *American Sociological Review* 5: 904–13.

Mullaney, J.L. 2001. ‘Like a Virgin: Temptation, Resistance, and the Construction of Identities Based on ‘Not Doings.’ *Qualitative Sociology* 24: 3-24.

O’Malley, P. and Valverde, M. 2004. ‘Pleasure, Freedom and Drugs: The Uses of ‘Pleasure’ in Liberal Governance of Drug and Alcohol Consumption.’ Sociology 38 (1): 25-42.

Reinarman, Craig. 2005. ‘Addiction as Accomplishment: The Discursive Construction of Disease.’ *Addiction*

*Research and Theory* 13(4): 307–20.

Room, R. 1976. ‘Ambivalence as a Sociological Explanation: The Case of Cultural Explanations of Alcohol

Problems.’ *American Sociological Review* 41: 1047–65.

Sobo, E.J. and Bell, S. 2001. *Celibacy, Culture, and Society: the Anthropology of Sexual Abstinence*. Madison: University of Wisconsin Press.

Terry, G. 2012. ‘“I’m Putting a Lid on that Desire”: Celibacy, Choice and Control’, *Sexualities* 15 (7)

**Week 8: (28 October and 29 October) - Love and Intimacy**

The subject of love has received relatively little attention from sociologists. But even sociologists fall in love and love, like every other emotion, is shaped by the cultural context we find ourselves in. Far from being a private phenomenon, love is very much part of public culture. We are surrounded by images of love in art, literature, popular music and advertising. Moreover, ‘being in love’ and ‘finding love’ are both seen as highly desirable in modern western societies, which has profound consequences for our personal narratives of love and romance. In this week’s lecture we examine the concept of ‘love’ from a historical perspective and discuss the concept of ‘liquid love’ popularised by the sociologist Zygmunt Bauman. We then move on to explore intimate relationships in the context of the fast-moving and future-oriented society. Are modern relationships truly equal, democratic and flexible? How do heterosexual and same sex couples navigate the stormy waters of intimacy in the 21st century?

Essential Readings

**‘Personal Life’ Chapter 8 in McCormack, M. et al. 2018. *Discovering Sociology*. London: Palgrave. (pp. 207-214)**

**Jamieson, L. 1999. ‘Intimacy Transformed? A Critical Look at the ‘Pure Relationship’. *Sociology* 33 (3): 477-94. (Also available electronically)**

# Lamont, E. 2017. ‘We Can Write the Scripts Ourselves”: Queer Challenges to Heteronormative Courtship Practices.’ Gender & Society 31 (5): 624-646. (Also available electronically)

Recommended Reading

Bauman, Z. 2003. *Liquid Love. On the Frailty of Human Bonds*. Cambridge: Polity Press.

Beck, U. and Beck-Gernsheim, E. 1995. *The Normal Chaos of Love*. Cambridge: Polity Press.

Beck-Gernsheim, E. 1998, ‘On the Way to a Post-Familial Family: From a Community of Need to Elective Affinities’. *Theory, Culture and Society*, 15 (3-4).

Cancian, F. 1986. ‘The Feminization of Love’. *Signs* 11 (14): 692-709.

Carter, J. 2013. ‘The Curious Absence of Love Stories in Women’s Talk.’ *The Sociological Review* 61: 728-744.

Duncombe, J. and D. Marsden, 1993, ‘Love and Intimacy: The Gender Division of Emotion and Emotion Work’. *Sociology* 27(2): 221-41.

Evans, M. 1998, ‘“Falling in Love with Love is Falling for Make Believe”: Ideologies of Romance in Post-Enlightenment Culture’. *Theory, Culture & Society* 15(3): 256-75.

Featherstone, M. (ed.) 1999. *Love and Eroticism*. London and Thousand Oaks, CA: Sage

Gabb, J. 2001. ‘Querying the Discourses of Love: An Analysis of Contemporary Patterns of Love and the Stratification of Intimacy within Lesbian Families*’. European Journal of Women’s Studies* 8(3): 313-28.

Hockey, J., Robinson, V. And Meah, A. 2002. ‘For Better or Worse? Heterosexuality Reinvented. *Sociological Research Online*, 7 (2). Available electronically

Holmes, M. 2000, ‘Second-wave Feminism and the Politics of Relationships’, *Women’s Studies International Forum* 23 (2): 235–246.

Langford, W. 1999. ‘Government by Love’, Chapter 1 in *Revolutions of the Heart*. London: Routledge (also e-book Library Catalogue)

Van Hooff, J. 2011. ‘Rationalising Inequality: Heterosexual Couples’ Explanations and Justifications for the Division of Housework along Traditionally Gendered Lines’. *Journal of Gender Studies* 20(1): 19-30.

Van Hooff, J. 2011. ‘What’s Love Got to Do with It? Doing Intimacy’. Chapter 6 in *Modern Couples? Continuity and Change in Heterosexual Relationships*. Farnham: Ashgate. (e-book Library Catalogue)

Giddens, A. 1992. *The Transformation of Intimacy. Sexuality, Love and Eroticism in Modern Societies*. London: Polity Press.

Giddens, A. 2002. ‘Intimacy as Democracy’, in William, C. and Stein, A. (eds.) *Sexuality and Gender*. Oxford: Blackwell

Ilouz, E. 2007. ‘Romantic Love’, in Seidman, S, Fisher, N. and Meeks, R. (eds.) *Introducing the New Sexuality Studies.* London: Routledge.

Illouz, E. (2012). Why Love Hurts. Cambridge: Polity Press.

Jackson, S. 1993. ‘Even Sociologists Fall in Love’*. Sociology* 27(4): 201-20. Available electronically

Jamieson, L., 1998. *Intimacy: Personal Relationships in Modern Societies.* Cambridge: Polity Press.

Jamieson, L. 2011. ‘Intimacy as a Concept: Explaining Social Change in the Context of Globalisation or Another Form of Ethnocentrism? *Sociological Research Online, 16 (4).* Available electronically

Ketokivi, K. 2012. ‘The Intimate Couple, Family and the Relational Organisation of Close Relationships.’ *Sociology* 46(3): 473-89.

Langford, W. 1999. *Revolutions of the Heart: Power and Delusions of Love*. London: Routledge.

Lewis, J. 2001. *The End of Marriage? Individualism and Intimate Relations*. Northampton, MA: E. Elgar Pub.

Luhmann, N. 1986. *Love as Passion: the Codification of Intimacy*. Cambridge, Mass: Harvard University Press.

Radway, J. 1994. *Reading the Romance: Women, Patriarchy and Popular Literature*. London: Verso.

Simmel, G. 1911/1971*. On Individuality and Social Forms.* In D.N. Levine(Ed.). Chicago, IL: University of Chicago Press. (via: <http://condor.depaul.edu/dweinste/theory/adventure.html>)

Smart, C. 2007. *Personal Life: New Directions in Sociological Thinking*. Cambridge: Polity Press.

Smart, C. and B. Shipman. 2004. ‘Visions in Monochrome: Families, Marriage and the Individualization Thesis’ *British Journal of Sociology*, 55(4): 491 – 509. Available electronically

**Week 9: (4 and 5 November) – Sex and Monogamy**

Why is sex so complicated? This week we look at the ways in which sex and sexuality have been conceptualised historically and culturally. Human sexuality is not solely driven by biology. It is symbolic and meaningful, as well as embedded in a web of power relations. This means that sexual identity and expression both form an integral part of what it means to be a ‘private’ gendered being in the ‘public’ world. We analyse the cultural meaning of sexual acts. In the second lecture, our focus is monogamy as a social institution and a tool for controlling female sexuality. Are men naturally promiscuous and women naturally monogamous? How is monogamy promoted and enforced by religious and legal institutions?

Essential Readings

**‘Personal Life’ Chapter 8 in McCormack, M. et al. 2018. Discovering Sociology. London: Palgrave. (pp: 199-207 and 214-220)**

**Plante, R. 2015. ‘Studying the Sexual’. In Plante, R. *Sexualities in Context: a Social Perspective*. NY: Routledge.**

**Van Hooff, J. 2017. An Everyday Affair: deciphering the sociological significance of women’s attitudes towards infidelity. The Sociological Review 65 (4): 850-864.**

You can also read: <http://thesocietypages.org/socimages/2013/12/02/compulsory-monogamy-in-the-hunger-games-catching-fire/>, as a basis for tutorial discussion.

See also this interview with the authors of *Sex at Dawn***:** <http://www.salon.com/2010/06/27/sex_at_dawn_interview/>

And this short video: <https://www.theatlantic.com/video/index/556988/open-relationship-nonmonogamy/>

Recommended Reading

Adkins, L. 1996. Sexualizing the Social: power and the organization of sexuality. Basingstoke: Macmillan.

Anderson, E. 2012. The Monogamy Gap: Men, Love, and the Reality of Cheating. OUP USA

Barker, M. and D. Langdridge. 2010. Whatever happened to non-monogamies? Critical reflections on recent research and theory? Sexualities, 13 (6): 748-772. Available electronically

Duncombe, J., Harrison, K., Allan, G., and Marsden, D. 2004. The State of Affairs: Explorations in Infidelity and Commitment. New York: Routledge.

Ericksen, J.A. 1999. *Kiss and tell: surveying sex in the twentieth century*. Cambridge, MA and London: Harvard University Press.

Foucault, M. 1980. *The History of Sexuality* (Vol. 1 An Introduction). London: Penguin.

Hawkes, G. 2002. *A Sociology of Sex and Sexuality.* Buckingham: Open University Press.

Jackson, S. 1996 'The Social Construction of Female Sexuality' in S. Jackson and S. Scott Eds. (1996) *Feminism and Sexuality: A Reader* Edinburgh: Edinburgh University Press.

Jackson, S., & Scott, S. (2004b). Sexual antinomies in late modernity. Sexualities, 7, 233–248.

Klesse, C. 2014. ‘Polyamory: Intimate Practice, Identity, or Sexual Orientation?’, *Sexualities*, vol. 17 (1/2): 81-99.

Martin, K.A. 2009. ‘Hetero-Romantic Love and Heterosexiness in Children’s G-Rated Films.’ Gender& Society 23 (3): 315-336. Available electronically

Seidman, S. et al.2011 (2007) *Introducing the New Sexuality Studies* (2nd edition). London: Routledge.

Lawrence, D.H. 1960 [1928] Lady Chatterley’s Lover. London: Penguin.

Plummer, K. 1995. *Telling Sexual Stories: Power, Change, and Social Worlds*. London: Routledge.

Pascoe, C.J. 2005 “Dude, you’re a fag’: adolescent masculinity and the fag discourse. *Sexualities* 8(3): 329-46. Available electronically

Plante, R.F. 2015. *Sexualities in Context: a Social Perspective*. New York: Routledge (Chapter 1)

Ritchie, A. and Barker, M. 2006. ‘”There Aren’t Words for What We Do or How We Feel So We Have To Make Them Up”: Constructing Polyamorous Languages in a Culture of Compulsory Monogamy.’ *Sexualities* 9 (5): 584-601.

Ryan, C. and C. Jetha (2010) *Sex at Dawn: How We Mate, Why We Stray and What it Means for Modern Relationships*. New York: Harper Collins.

Robinson, V. 1997 My Baby Just Cares for Me: Feminism, Heterosexuality and Non-Monogamy. Journal of Gender Studies, vol.6 Issue 2: 143 – 157 Available electronically

Weeks, J. 2003. *Sexuality*. London: Routledge. (CH 1-2)

Weeks, J. 2007. *The World We Have Won: the Remaking of Erotic and Intimate Life since 1945*. London: Routledge.

Shumway, D.R. 2003. *Modern Love: Romance, Intimacy, and the Marriage Crisis*. New York: New York Press. (e-book Library Catalogue) (Introduction)

Tolstoy, L. 2003 [1878]. *Anna Karenina*. London: Penguin.

Wilkins, A. C. and C. Dalessandro, 2013. ‘Monogamy Lite: Cheating, College and Women.’ *Gender& Society*, 27 (5): 728 – 751. Available electronically

**Week 10: (11 and 12 November) - The Self in the Age of Celebrity**

According to Boorstin’s apt definition to be a celebrity is to be ‘known for [one’s] well-knownness’ (1962:57). This week we take a closer look at the interaction between the public and the private through the phenomenon of celebrity and fame. Sociologists have taken a keen interest in this growing cultural transformation and their reactions could be divided in two camps: the view that celebrity is a vehicle for promoting endless consumption and thus fuelling capitalism and mass marketing; and the outright dismissal of celebrity culture as too insignificant and trivial for the social scientific enterprise. In the first lecture we track the history of celebrity to demonstrate the blurred boundaries between the personal and the public evident in the millennial western culture suffused with breathless pursuit of fame. The second lecture explores various types of fame: the rise of ‘pointless celebrity’, the curious detachment of fame from deserved respect, the social media influencers, and reality TV contestants amongst others. What does it mean for our understanding of quality, success, and the public/private divide?

Essential Readings

**Ferris. K.O. 2007. ‘The Sociology of Celebrity.’ *Sociology Compass* 1(1): 371-384.**

**Khamis, S., Ang, L., and Welling, R. 2016. ‘Self-branding, ‘micro-celebrity’ and the rise of Social Media Influencers’. *Celebrity Studies* 8(2): 191-208.**

**Marwick, A. 2013. The Fabulous Lives of Micro-Celebrities. Ch3 in Status Update**

Recommended Reading

Adorno, Theodor and Max Horkheimer 1993. ‘The Culture Industry: Enlightenment as Mass Deception.’ Pp.31–41 in The Cultural Studies Reader. Edited by Simon During. London: Routledge.

Adler, Patricia A. and Adler, Peter "The Glorified Self: The Aggrandizement and the Constriction of Self." Social Psychology Quarterly, 52:4 (Dec. 1989), 299-310.

Boorstin, D. J. 1962. *The Image, or What Happened to the American Dream*. New York: Atheneum.

Deflem, Mathieu. 2012. "The Presentation of Fame in Everyday Life: The Case of Lady Gaga." *Margin*, The Divas Issue, Volume 1: 58-68.

Holmes, S. and Redomnd, S. (eds), 2006. *Framing Celebrity: New Directions in Celebrity Culture*. London: Routledge.

Hookway, N. 2012. ‘Emotions, Body and Self: Critiquing Moral Decline Sociology.’ *Sociology* 47(4): 841-857.

Kurzman, C. et al.2007. ‘Celebrity Status.’ *Sociological Theory* 25 (4).

Lasch, Christopher.1982. *The Culture of Narcissism*. London: Abacus.

Marshall, D.P. 2010. ‘The Promotion and Presentation of the Self: Celebrity as Marker of Presentational.’ *Celebrity Studies 1 (1)* Available electronically.

Marshall, D.P. 2014. *Celebrity and Power: Fame and Contemporary Culture*. Minneapolis: University of Minnesota Press.

Marshall, D.P. (ed.) 2006. *The Celebrity Culture Reader*. London: Routledge.

Marwick, A. 2013.*Status Update: Celebrity, Publicity, and Branding in the Social Media Age.* New Haven & London: Yale University Press.

Rojek, C. 2016. *Presumed Intimacy: para-social relationships in media, society and celebrity culture*. Cambridge: Polity.

Sastre, A. (2014) ‘Hottentot in the age of reality TV: sexuality, race, and Kim Kardashian’s visible body’. *Celebrity Studies*, (5)1-2, pp. 123-137

Turner, G. 2004. Understanding Celebrity. London: SAGE.

Weber, Max 1966. ‘Class, Status and Party.’ Pp. 21–28. In Class, Status and Power: Social Stratification in Comparative Perspective. Edited by Reinhard Bendix and Seymour Martin Lipset. New York, NY: The Free Press.

Williamson, M. 2016. *Celebrity: Capitalism and the Making of Fame*. Cambridge; Polity

**Week 11: (18 and 19 November) – Death and Immortality**

These lectures will address the social management of death and the place of death in our fast-moving, future-oriented culture. Dying has become increasingly privatized, medicalized and institutionalized, which has largely removed it from public consciousness. Natural death now happens behind closed doors, but violent and gruesome deaths are depicted in horror movies and thrillers, while corpses feature heavily in crime and forensic dramas. We glorify death but we lack the emotional tools for comprehending the realities of loss. Has death replaced sex as the modern taboo?

Since the advent of human societies, we have been fascinated with the concept of immortality. Eternal life has featured as a bargaining chip in Greek, Roman and Nordic mythology, as well as in the Western and non-western literary canon. Death has now become one of the final frontiers in scientific terms but nobody has conquered it yet. Meanwhile, we find other ways of prolonging our lives and ensuring our immortality physically and symbolically. In this lecture, we discuss various strategies employed to prolong life, from different forms of legacy, through online and offline obituaries, cryogenics, AI, and transhumanism. We finish by evaluating the pros and cons of infinite existence, and the wider implications of immortality for human societies.

Essential Readings

**McManus, R. 2013. ‘The Social Organization of Death and Dying’ in McManus, R. 2013. Death in a Global Age. Basingstoke: Palgrave Macmillan.**

**Huberman, J. 2018. ‘Immortality Transformed: Mind Cloning, Transhumanism and the Quest for Digital Immortality.’ *Mortality* 23 (1)**

Recommended Reading

Ariès, P. 1983. *The Hour of Our Death*. London: Peregrine.

Bauman, Z. 1992. *Mortality, Immortality and Other Life Strategies*. Cambridge: Polity Press.

Bostrom, N. 2005. 'A History of Transhumanist Thought', *Journal of Evolution and Technology* 14 (1)

Bostrom, N. 2003. 'Human Genetic Enhancements: A Transhumanist Perspective'. *Journal of Value Inquiry* 37(4).

Coombs, R.H. and Powers, P.S. 1976. 'Socialization for Death', in Lofland. L.H. (ed.) *Toward a Sociology of Death and Dying*. London: Sage, 15-36.

Douglas, M. 1996. *Purity and Danger: An Analysis of the Concepts of Pollution and Taboo*. London: Routledge and Kegan Paul.

Elias, N. 1985. *The Loneliness of the Dying*. Oxford: Basil Blackwell.

Exley, C. 1999. ‘Testaments and Memories: Negotiating After-death Identities’, *Mortality* 4(3).

Fukuyama, F. 2002*. Our Posthuman Future*. London: Profile Books.

Glover, J. 2006 *Choosing Children*. Oxford: Clarendon Press.

Hallam, E., Hockey, J. and Howarth, G. 1999. *Beyond the Body: Death and Social Identity*. London: Routledge.

Hearsum, P. 2012. ‘A Musical Matter of Life and Death: the Morality of Mortality and the Coverage of Amy Winehouse’s Death in the UK Press’, Mortality 17 (2).

Hockey, J. and James, A. 1993. *Growing Up and Growing Old: Ageing and Dependency in the Life Course*. London: Sage.

Hockey, J., Katz, J. and Small, N. (eds) 2001. *Grief, Mourning and Death Ritual*. Buckingham: Open University Press.

Hockey, J. and James, A. 1993. *Growing Up and Growing Old: Ageing and Dependency in the Life Course*. London: Sage.

Howarth, G. 2007. *Death and Dying: A Sociological Introduction.* Cambridge: Polity Press.

Kellehear, A. 2007. A Social History of Dying: Cambridge: Cambridge University Press.

Kearl, M.C. 2010. ‘The Proliferation of Postselves in American Civic and Popular Cultures, *Mortality* 15 (1)

Mellor, P.A. and Shilling, C. 1993. ‘Modernity, Self-Identity and the Sequestration of Death.’ *Sociology* 27 (3): 411-31

Meese, J. et al. 2015. ‘Posthumous personhood and the affordances of digital media.’ *Mortality* 20(4): 408-420.

Prior, L. 1989. *The Social Organization of Death*. London: Macmillan.

Seale, C.F. 1998. *Constructing Death: The Sociology of Dying and Bereavement*. Cambridge: Cambridge University Press.

Seale, C.F. 1995. ‘Heroic Death.’ *Sociology* 29: 597-613.

Timmermans, S. 2005. ‘Death Brokering: Constructing Culturally Appropriate Deaths’. *Sociology of Health and Illness* 27(7): 993-1013.

Turner, B. 1995. ‘Ageing and Identity: Some Reflections on the Somatization of the Self’, in Featherstone, M. and Wernick, A. (eds) *Images of Aging: Cultural Representations of Later Life*. London: Routledge.

Vincent, J. 2006. ‘Ageing Contested: Anti-Ageing Science and the Cultural Construction of Old Age’, *Sociology* 40 (4)

Walter, T. 1991. 'Modern death: taboo or not taboo?' *Sociology* 25 (2): 293‑310.

Walter, T. 1994. *The Revival of Death*. London: Routledge.

**Week 12: (26 and 27 November) – Revision and Drop-in Sessions**

In the final week, we will hold an optional revision lecture and give you some useful tips on sitting the exam. On the Tuesday, we invite you to attend a drop-in Q&A session (F1 and F22, Edward Wright Building). This is an opportunity to have a one-to-one meeting with us to discuss particular topics, readings, or specific issues you may have with regard to the exam.

**TUTORIALS.**

You should go to: [**https://www.abdn.ac.uk/MyCourses**](https://www.abdn.ac.uk/MyCourses) to book your tutorial place. Tutorials for this course will be held on the following weeks and attendance is compulsory.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week Number** | **Tutorial topic** | **Week Commencing** | **Tutorial number** |
| **1** | *NO Tutorials* | 9/09/2019 | -- |
| **2** | *NO Tutorials* | 16/09/2019 | -- |
| **3** | No Tutorials | 23/09/2019 |  -- |
| **4** | Introduction to the course, assignment of tutorial discussion topics. | 30/09/2019 | 1 |
| **5** | Outline and explain the key changes in the social construction of femininities and masculinities in the new millennium. | 7/09/2019 | 2 |
| **6** | In what ways is food gendered? Discuss with reference to two of the following: the media, health, identity, and/or social media. | 14/10/2019 | 3 |
| **7** | How does food shape social relations on a micro and/or macro level? Discuss with reference to two examples. | 21/10/2019 | 4 |
| **8** | In what ways have our perceptions of cosmetic surgery changed, and why? | 28/10/2019 | 5 |
| **9** | How can we study addiction and abstinence sociologically?  | 4/11/2019 | 6 |
| **10** | How does the ideology of love shape intimate relationships in the 21st century?  | 11/11/2019 | 7 |
| **11** | Why would sociologists argue that monogamy is a social institution? Discuss in relation to the scientific study of sex. | 18/11/2019 | 8 |
| **12** | *NO Tutorials* | 25/11/2019 | -- |

**PLEASE NOTE:** Once signed up for a tutorial group, you have to stay in that group. Changes will be allowed only in exceptional circumstances, and must be approved in advance by your tutor. The School Office has copies of the form which must be used to request permission to attend an alternative tutorial, even if it is only for one week.

**How many classes can I miss before it hurts my grade/degree?**

Set criteria are used to determine when a student should be reported in the monitoring system. You will be warned that your class certificate is ‘at risk’ if:

1. You are absent from **two** tutorial meetings and/or
2. You fail to submit a piece of in-course assessment by the stated deadline without a medical certificate or an agreed extension.

Please speak to Dr Trzebiatowska or your tutor if either situation seems likely.

If you do not attend 70% or more of the tutorials for this course, even if the absence is for medical or other good cause, then you cannot be deemed to have fulfilled the requirements of the course and your class certificate will be withdrawn. This means that you cannot sit the exam or the resit.

Full details about certifying absences are available at: [www.abdn.ac.uk/registry/quality/appendix7x5.pdf](http://www.abdn.ac.uk/registry/quality/appendix7x5.pdf)

If you lose your class certificate and wish to appeal, you should contact sssmonitoring@abdn.ac.uk in the first instance.

*Again, if you are having trouble meeting our requirements, please speak to Dr Trzebiatowska or your tutor as soon as possible.*

**EXTRA INFO: READING**

Reading is at the core of our teaching delivery. Lectures are designed as general introductions to a topic which we expect you to explore further through your private reading.

**What are the core texts for this course?**

There is no single course textbook; however, several books are central to topics covered throughout the semester and are listed below. Copies have been placed in the Library’s Heavy Demand section and, where possible, paperback editions have been made available for purchase at Blackwell's Bookshop, 99 High Street, Old Aberdeen. Required readings that are available electronically are listed as such. These include:

* Mills, C.W. 2000. *The Sociological Imagination* (40th anniversary edition). New York: Oxford University Press.
* O'Neill, J. 1992. *Sociology as a Skin Trade.* Aldershot: Gregg Revivals.
* Shilling, C. 2003. *The Body and Social Theory*, 2nd edition. London: Sage.
* Counihan, C. and Van Esterik, P. (eds) 1997. *Food and Culture*. New York and London: Routledge.
* Weeks, J. 2003. *Sexuality*. London: Routledge (Key Ideas series).
* Gimlin, D. 2012. *Cosmetic Surgery Narratives: A Cross-cultural Analysis of Women’s Accounts*. Basingstoke: Palgrave.
* Hochschild, A.R. 1985. *The Managed Heart: Commercialisation of Human Feeling*. Berkeley, CA: University of CA Press.
* Giddens, A. 1992, The Transformation of Intimacy. Sexuality, Love and Eroticism in Modern Societies. London: Polity Press.
* Howarth, G. 2007. *Death and Dying: A Sociological Introduction.* Cambridge: Polity Press.
* McCormack, M. et al. 2018. *Discovering Sociology*. London: Palgrave.

In addition, there is a course pack of required readings, available for purchase via the University’s Online Store and then for pickup from the School of Social Science office in F50, Edward Wright Building.

**What are the Quick Reads?**

These are online editorials that focus on the topic covered that week, and locates the subject in real world events. The pieces provide quick insights that link the theory to practice, and are optional additions to your reading.

PLEASE SEE *MYABERDEEN* FOR A LIST OF Supplementary Readings

This list contains readings that you will find useful in your revision and essay writing. Because some of the topics overlap, you should examine not only the sections dealing explicitly with your area of interest, but related sections as well. See your tutor or lecturer if you have trouble identifying relevant materials.

**Essay Titles and Deadlines**

Choose one title from Group A ***or*** Group B. Make certain to provide the title of your question and include a detailed bibliography at the end of your essay. Marks will be deducted for failing to comply with these requirements. The essay should be approximately 2,500 words in length.

**Group A** (due 17.00 on Monday, 21 October):

1. In what ways is food gendered? Discuss with reference to two of the following: the media, health, identity, and/or social media.
2. Outline and explain the key changes in the social construction of femininities and masculinities in the new millennium.
3. How does food shape social relations on a micro and/or macro level? Discuss with reference to two examples.
4. In what ways have our perceptions of cosmetic surgery changed, and why?

**Group B** (due 17.00 on Monday, 18 November):

1. How can we study addiction and abstinence sociologically?
2. How does the ideology of love shape intimate relationships in the 21st century?
3. Why would sociologists argue that monogamy is a social institution? Discuss in relation to the scientific study of sex.
4. To what extent are celebrities a product of capitalist societies?
5. Outline and critically discuss the ways in which death is socially organized in modern societies.

**SAMPLE EXAM PAPER**

**TWO** hours. Answer **THREE** questions.

1. In what ways might Elias’ work contribute to a sociological understanding of the body?
2. Why is eating a public, as well as a private, issue?
3. Citing two scholarly texts discussed this semester, evaluate the claim that human emotions are largely social.
4. To what extent can we re-shape our gender identities?
5. Assess the body’s potential as a site of resistance.
6. Compare and contrast the social organization of cosmetic surgery in the US and the UK.
7. Why are both addiction and abstinence ‘deviant’?
8. Discuss the ways in which society controls our sexual lives.
9. What do you understand by the claim that romantic love is an ideological construct?
10. How do humans cope with death anxiety? Your answer should draw on examples of immortality strategies.

What you need to do now:

* Book a place in a tutorial group via [MyTimetable](https://www.abdn.ac.uk/mytimetable/session/login) and note the day/week numbers/time and room.
* Note your lecture times – day/week numbers/time and room.
* Note your assignment deadlines.
* Read the Student Handbook.
* Start the prescribed reading.
* Familiarise yourself with the information on key institutional policies available within MyAberdeen: <https://abdn.blackboard.com/bbcswebdav/institution/Policies>

These policies are relevant to all students and will be useful to you throughout your studies. They contain important information and address issues such as what to do if you are absent, how to raise an appeal or a complaint, and how seriously the University takes your feedback.

These institutional policies should be read in conjunction with this course guide, in which School specific policies are detailed. Further information can be found on the [University’s Infohub webpage](http://www.abdn.ac.uk/infohub/) or by visiting the Infohub.

The information included in the institutional area for 2019/20 includes the following:

* Absence
* Appeals & Complaints
* Student Discipline
* Class Certificates
* MyAberdeen
* Originality Checking
* Feedback
* Communication
* Graduate Attributes
* The Co-Curriculum

Week numbers for 2019/20 can be found here: <https://www.abdn.ac.uk/infohub/study/week-numbers-634.php>

### What else do you need to know about?

#### Attendance and Progress Monitoring

Set criteria are used to determine when a student should be reported in the monitoring system. You will be warned that your class certificate is ‘at risk’ if:

1. you are absent from **TWO** tutorial meetings;

**and/or**

1. you fail to submit a piece of in-course assessment by the stated deadline without a medical certificate or an agreed extension.

Tutorial attendance is compulsory. If you do not **attend 70%** or more of the tutorials for this course, even if the absence is for medical or other good cause, then you cannot be deemed to have fulfilled the requirements of the course and your class certificate will be withdrawn. This means that you cannot sit the exam or the resit.

Full details about certification of absence are available on the web at:

<https://www.abdn.ac.uk/students/academic-life/assessment-exams-3377.php#panel1957>

If you are having trouble meeting our requirements, you must talk to your tutor or Course Co-ordinator.

**If you lose your class certificate and wish to appeal, you should contact** sssmonitoring@abdn.ac.uk **in the first instance.**

Students are personally responsible for signing attendance registers at lectures/tutorials. Given this, please do not be tempted to sign in on behalf of a friend as this is considered a form of misconduct.

#### Submission of Assignments

**Please submit your assignment electronically** through TurnitinUK (go to MyAberdeen at: [www.abdn.ac.uk/myaberdeen](http://www.abdn.ac.uk/myaberdeen)). The submission date is that logged on TurnitinUK. Use your student ID number only as the title of the document that you upload to Turnitin.

Your course work must be **properly referenced**. Please note all books, articles, websites, etc. that are referenced in essays need to have been directly consulted before they are referenced. Instructions are noted in the Student Handbook and on the web at: [www.abdn.ac.uk/sls/online-resources/avoiding-plagiarism](http://www.abdn.ac.uk/sls/online-resources/avoiding-plagiarism) and details will also be provided in the tutorials.

#### Anonymous Marking

There is an expectation within the University and the School that any assignment that contributes towards your overall course mark or programme award (e.g. in-course assignments, projects, dissertations, or presentations) will be marked anonymously. This means that the person marking your assignment will not know your identity when they do so. There are cases when this is not possible, practical, or beneficial. If you have questions about whether and why your assignments in a particular course are being marked anonymously, contact your course co-ordinator.

#### Extensions

Any student who thinks that they will be unable to submit an assignment by the deadline due to illness or personal difficulties may request an extension from their tutor or course co-ordinator before the due date. They must give supporting evidence of the medical condition or personal circumstance. No extensions will be granted for submission after the Monday at the start of the relevant exam diet (December or May annually).

#### Late Submission

Any work submitted beyond the due date without an approved extension will be penalised. Late assignments, without *bona fide* extensions, will be accepted up to 21 days/3 weeks after the deadline but will receive a CGS mark no greater than D3. Work received after the 21 day/3 week cut off will receive a zero. **Students who fail to submit work by the deadline will be reported C6.**

#### Plagiarism and Referencing

We expect what you submit as course work to be your own work. One way we try to ensure this is by requiring that essays be submitted to TurnitinUK via MyAberdeen.

TurnitinUK is an online service which compares student assignments with online sources including web-pages, databases of reference material, and content previously submitted by other users across the UK. The software makes no decision as to whether plagiarism has occurred; it is simply a tool which highlights sections of text that have been found in other sources, thereby helping academic staff decide whether plagiarism has occurred.

TurnitinUK will be accessed directly through MyAberdeen. Advice about avoiding plagiarism, the University’s Definition of Plagiarism, a Checklist for Students, Referencing and Citing guidance, and instructions for TurnitinUK can be found in the following area of the Student Learning service website: [www.abdn.ac.uk/sls/online-resources/avoiding-plagiarism](http://www.abdn.ac.uk/sls/online-resources/avoiding-plagiarism)

We distinguish between bad practice and cheating. We do not tolerate students’ deliberately passing off the work of others as their own, and will investigate any suspected cases. You must make sure you understand the rules and follow the instructions given to you.

#### Self-Plagiarism

While it is entirely legitimate for you to pursue a particular interest through the levels and courses of your degree, you should not recycle assessed coursework from one course to another or from a taught course to a dissertation. Such recycling is likely to attract a poor grade because:

* Unless the questions are identical, work that answers one essay question well is likely to be poorly fitted or even irrelevant to another;
* Work that fits well within the requirements of one exercise (a short Level 1 essay for example) will fail to meet the standard or level of detail required for a different exercise (a Level 4 essay or a dissertation for example);
* We expect students to progress through their years of study. A level of understanding that attracts a good grade at Level 1 will be much less impressive at Level 3.

Guidance on approved referencing techniques can be found in the Good Writing Guides on MyAberdeen.

The University regards plagiarism as a serious offence. In extreme cases it can result in the student being removed from the course.

#### Feedback

We provide feedback that aims to be timely, constructive, clear, detailed and helpful.

Staff offer feedback through a combination of the following:

Oral and written comments on assessed work, class presentations, multiple choice tests, dissertation presentations and guidance on exam techniques.

#### Student/Staff Liaison Committee Meetings (feedback)

There are two Student/Staff Liaison Committee (SSLC) meetings per half-session, attended by Academic Representatives and School Representatives. Mid-term meetings will take place during weeks commencing 30th September or 7th October 2019 and end-of-term meetings during week commencing 13th January 2020.

#### Toolkit

The Toolkit was created to help students and staff at the University of Aberdeen learn new digital skills, understand how to use University software, discover useful apps and explore University services. This digital companion includes walkthroughs, tutorials, course overviews, introductions, software and much more: <https://www.abdn.ac.uk/toolkit/>

#### Blackboard Ally on MyAberdeen

Launched in August 2018, Ally starts a new era of improving accessibility of documents for students on MyAberdeen.  Ally processes Word/PPT/PDF documents and provides students with a range of Alternative Formats to download. Quick Guides outlining the expectations and limitations of Ally are available on the Toolkit for [students](https://abdn.blackboard.com/bbcswebdav/xid-10484336_1).

#### Further Information

* If you would like help with your study, such as essay writing techniques, contact the Student Learning Service: <http://www.abdn.ac.uk/sls/>
* If you need additional help during your course or at exam time, contact the Student Advice and Support Office: <http://www.abdn.ac.uk/infohub/support/advice-and-support-office.php>

#### If I have any other questions then who can I ask?

* Your tutor (contact details will be given to you at your first tutorial meeting)
* The course co-ordinator (see front of guide)
* At the School Office, room F50 Edward Wright Building, email: socsci@abdn.ac.uk
* Your departmental support assistant (see front of guide)

**Please do remember to check your university email account regularly. If you decide to contact staff by email, please write the message carefully so that it is immediately clear who the message is from and what the issue is.**