University of Edinburgh
School of Social & Political Science
Social Anthropology
2016 – 2017

The Anthropology of Games and Play
SCAN10079
Semester 2, Year 3

Key Information

Course Organiser	Dr Tom Boylston Email: Tom.Boylston@ed.ac.uk Room 5.03 Chrystal Macmillan Building, 15A George Square Guidance & Feedback Hours: Tuesdays 13.00 – 15.00
Location	Room 1.204, 7 Bristo Square Thursdays 14.10-16.00
Course Secretary	Ewen Miller Email: Ewen.Miller@ed.ac.uk Undergraduate Teaching Office
Assessment Deadlines	• Short essay: tbd • Long essay: tbd

Aims and Objectives
The course argues for the central importance of play for understanding human society. Students will gain a deep understanding of a range of theoretical approaches to play, and a wide knowledge of ethnographic examples.

PLEASE NOTE THIS HANDBOOK IS STILL SUBJECT TO FURTHER UPDATES

Contents

Learning Outcomes

On completion of this course, the student will be able to:

1. Demonstrate extensive, detailed knowledge of the cross-cultural variety of forms of play and games.
2. Show critical understanding of the work of theorists of games and play, and evaluate their arguments.
3. Critically analyse particular games or game genres in terms of their design, cultural context, and social significance
4. Present their experiences of participation in games to advanced and professional audiences, with strong theoretical context.

Present their ideas on games and play in a clear, original manner, in written or oral form.

Teaching Methods

Teaching will be done through lectures and seminars, with students encouraged to bring their own experiences of games and play into class discussion. We will experiment with some game-like teaching methods. There will be a (non-mandatory) board game jam during Independent Learning Week, on Tuesday Feb 21. Details tbc.

The 'small group' support teaching will normally be concerned with one or more readings that illustrate, underpin or extend issues raised in the main sessions. *Students should note that participation in the small group support teaching sessions is compulsory and attendance will be recorded.*

You are also offered a selection of 'light readings', usually in the form of blog posts, that discuss issues relevant to the course. *These are not a substitute for course readings*, and while you may draw on their ideas, your written essyas should not depend too heavily on them. They are there to provide extra discussion material for class and to help us understand public debates around games and play.

Assessment

Students will be assessed by:

Assessment	Word count limit Do not exceed the word limit or penalties will be applied	Weighting	Submission date	Return of feedback
Book/Game Review	1500-words max (excluding bibliography)	40%	tbc	
Essay	3500 words max (excluding bibliography)	60%	tbc	

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find **here**.

Short Essay: Book/Game Review

Details forthcoming

Assessment Criteria

Tbd

Attendance

Attendance and participation in the lectures and discussion are essential for developing an understanding of the topics.

Communications and Feedback

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

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use 'private' email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Readings and Resource List

All students should read TWO Essential Readings for every week. These Readings are necessary to create a thorough understanding of the topic. Further readings listed for each topic are intended to allow students to explore and consolidate their knowledge of particular themes, especially for use in essays. I have given extensive references in order to help students explore the wider literature if they so wish; I would not expect any student to read all the references for all of these weeks. However, if you are intending to write an essay on a particular topic, you *must* demonstrate that you have read many, if not all, the different readings suggested for that topic.

Essential Readings can be obtained electronically via LEARN or the links in the main library catalogue. If you have any difficulty getting hold of any of the readings, contact the course organiser.

Lecture Summary

Week	Day	Date	Lecture
1	Thursday	19 January	What Counts as Play?
2	Thursday	26 January	Frames and Rules
3	Thursday	2 February	Playing Culture: Childhood, Pretend Play, and the Big Wide World
4	Thursday	9 February	Toys and Dolls
5	Thursday	16 February	Play, Games, and Ritual
20-24 February: Festival of Creative Learning (no lectures/seminars)			
6	Thursday	2 March	Roll the Bones: Gambling, Divination, and Fate
7	Thursday	9 March	Virtual and Imaginary Worlds
8	Thursday	16 March	The Critique of Gaming: Gender, Class, Race, and the Whole Mess
9	Thursday	23 March	Design and Power: Game Design, Gamification, and Governance
10	Thursday	30 March	March Sports and the State

Course Lectures and Readings

General Light Reading You Might Find Interesting

- Koster, Raph: *A Theory of Fun for Game Design*
- Salen, Katie, and Eric Zimmerman: *Rules of Play: Game Design Fundamentals*
- McGonigal, Jane. Reality is Broken: *Why Games Make us Better and How they can Change the World*

Week 1: What Counts as Play?

Essential Readings

- Huizinga, Johan. 1949. *Homo Ludens: A Study of the Play-Element in Culture*. Routledge & Kegan Paul. Available online: http://art.yale.edu/file_columns/0000/1474/homo_ludens_johan_huizinga_routledge_1949_.pdf **Read Chapter 1, pp.1-27: "Nature and Significance of Play as a Cultural Phenomenon"**
- Sutton-Smith, Brian 1997. *The Ambiguity of Play*. Harvard University Press. **Read Chapter 2, pp. 18-34: "Rhetorics of Animal Progress" or Chapter 4: "Rhetorics of Fate"**

Light Reading

- Graeber, David: "What's the Point if We Can't Have Fun?" *The Baffler* 24 http://thebaffler.com/salvos/whats-the-point-if-we-cant-have-fun

Further Readings

- Lewis Graham, Kerrie. et al. 2010. "Current Perspectives on the Biological Study of Play". *Quarterly Review of Biology* 85:4.
- Lewis, Kerrie. 2005. Social Play in the Great Apes. In P.K. Smith & A.D. Pellegrini (Eds.). *The Nature of Play: Great Apes and Humans*. Guilford: New York. Pp. 27-53.
- Sicart, Miguel. 2014. *Play Matters*. MIT Press. **Read Chapter 1, "Play Is"**

Week 2: Frames and Rules

Essential Readings

- Bateson, Gregory. 1972 [first published 1955]. "A Theory of Play and Fantasy". In *Steps to an Ecology of Mind*, pp. 183-198. Also available in *The Game Design Reader: A Rules of Play Anthrology* (Eds. Zimmerman and Salen) 2006, pp. 314-328.
- Goffman, Erving. 1986. *Frame Analysis: An Essay on the Organization of Experience*.
- Graeber, David. 2015. *The Utopia of Rules: On Technology, Stupidity, and the Secret Joys of Bureaucracy.* Available online: https://libcom.org/files/David_Graeber-The_Utopia_of_Rules_On_Technology_St.pdf **Read Chapter 3: "The Utopia of Rules, or Why We Really Love Bureaucracy After All"**

Light Readings

- http://blogs.scientificamerican.com/guest-blog/so-you-think-you-know-why-animals-play/
- Film: Class Wargames presents Guy Debord's *Game of War* *http://www.classwargames.net/?page_id=149#*

Further Readings

- Graeber, David. 2007. ON THE PHENOMENOLOGY OF GIANT PUPPETS: broken windows, imaginary jars of urine, and the cosmological role of the police in American culture https://libcom.org/files/puppets.pdf
- Lindtner, Sylvia and Paul Dourish. 2010. "The Promise of Play: A New Approach Towards Productive Play". *Games and Culture Journal* http://www.dourish.com/publications/2010/gc-promiseofplay-dist.pdf
- Allan, Robertson. 2012. "Games without Tears, Wars without Frontiers". in *War, Technology, Anthropology*, ed. Koen Stroeken. Berghahn.
- Peterson, Jon. 2012. *Playing at the World: A History of Simulating Wars, People, and Fantastic Adventures from Chess to Role Playing Games.* Unreason Press.

Week 3: Playing Culture: Childhood, Pretend Play, and the Big Wide World

Essential Readings

- Harris, Paul. 2000. *The Work of the Imagination*. Wiley. **Read Chapter 2, "Pretend Play", or Chapter 3 "Role Play", or both.**
- Schwartzman, Helen. 1978. *Transformations: The Anthropology of Children's Play*. Springer. **Reading Chapter tbc, if in doubt read Intro/Chapter 1**
- Argenti, Nicolas. 2001. 'Kesumbody and the places of the gods: the politics of children's masking and second-world realities in Oku (Cameroon).' Journal of the Royal Anthropological Institute 7 (1): 67-94

Light Reading

- Listen to podcast of Jerome Lewis's seminar paper, "Why do Bayaka pygmies sing so much?" https://podcasts.ox.ac.uk/dept-seminar-why-do-bayaka-pygmies-sing-so-much

Further Readings

- Briggs, Jean. 1991. "Expecting the Unexpected: Canadian Inuit Training for an Experimental Lifestyle" *Ethos* 19: 3.
- Rakoczy, H. 2007. Play, games and the development of collective intentionality. In *Conventionality in cognitive development*: *how children acquire representations in language thought and action* (eds C. Kalish & M. Sabbagh), pp. 53–67. New directions in child and adolescent development, no. 115. San Francisco: Jossey-Bass.
- Lewis, Jerome. 2009. "As Well as Words: Congo Pygmy Hunting, Mimicry and Play." In *Botha and Knight (eds) The Cradle of Language, Volume 2: African Perspectives*, Oxford University Press, pp 232 – 252. Available Online http://discovery.ucl.ac.uk/1317599/1/As%20well%20as%20words%20111207%20Jerome%20Lewis.pdf

Week 4: Toys and Dolls

Essential Readings

- Winnicott, Donald. 1971. *Playing and Reality*. Read Chapter 1, "Transitional Objects and Transitional Phenomena", available online http://web.mit.edu/allanmc/www/winnicott1.pdf
- Robertson, Sandy. 2004. *Life Like Dolls: The Collector Doll Phenomenon and the Lives of the Women Who Love Them*. Routledge. Chapter tbc.
  or
- Allison, Anne. 2006. *Millennial Monsters: Japanese Toys and the Global Imagination*. University of California Press. Read Chapter 7, "Pokémon: Getting Monsters and Communicating Capitalism" and/or Chapter 8, "Gotta Catch 'Em All": The Pokémonization of America (and the World)"

Light Reading

- Cooley, Nicole. 2016. *Dollhouses weren't invented for play*. *http://www.theatlantic.com/technology/archive/2016/07/dollhouses-werent-invented-for-play/492581/*

Further Readings

- Davy, Jack. 2015. "A Lego snowmobile and the elements of miniaturization." *Anthropology Today* 31: 6
- Borel, Anthony, et al. 2016. "Do Orangutans Share Early Human Interest in Odd Objects?" *Current Anthropology* 57: 6
- Daniels, Inge. 2009. "'Dolls are Scary': "'Dolls are Scary': The Locus of the Spiritual in Contemporary Japanese Homes." In *Religion and Material Culture: A Matter of Belief*. D. Morgan (ed.), p.153-170. Routledge: London.

Week 5: Play, Games, and Ritual

Essential Readings

- Selgiman, Adam, et. al. 2008. *Ritual and Its Consequences: An Essay on the Limits of Sincerity.* OUP*.* Read Chapter 3, "Ritual, Play, and Boundaries"
- Lévi-Strauss, Claude. 1966. *The Savage Mind.* University of Chicago Press. Read pp. 22-33 only
- Hamayon, Roberte. 2016. *Why We Play: An Anthropological Study.* Chicago/Hau Books. Read Chapters 3-5: "Play Defined in Negative Terms", "Buryat Play", "Lively rhythmical movements creating a fictional frame."

Further Readings

- Turton, David. 2002. "The Same Only Different: War and Duelling as Boundary Marking Rituals in Mursiland, Southwestern Ethiopia." in *War and Games*, ed. Cornell and Allen. Boydell Press, pp. 171-192
- Turner, Victor. 1982. *From Ritual to Theatre: The Human Seriousness of Play.* Performing Arts Journal Publications
- Clews, Elsie Parsons and Ralph L. Beals, "The Sacred Clowns of the Pueblo and Mayo-Yaqui Indians American Anthropologist", New Series, Vol. 36, No. 4 (October–December, 1934), pp. 491–514
- Shelton, A. A. 2002. "The Aztec Theatre State and the Dramatization of War." in *War and Games*, ed. Cornell and Allen. Boydell Press, pp. 17-27

Week 6: Roll the Bones: Gambling, Divination, and Fate

Essential Readings

- Caillois, Roger. 1961. *Man, Play, and Games*. Illinois. **Read Chapter 1, "The Definition of Play"**
- Malaby, Thomas. 2012. "*Our Present Misfortune*: Games and the Post-Bureaucratic Colonization of Contingency" *Social Analysis* 56: 2.
- Steinmüller, Hans. 2011. *"*The moving boundaries of social heat: gambling in rural China." *Journal of the Royal Anthropological Institute*, 17 (2). pp. 263-280

Light Readings

Let's read about African spider divination

- http://era.anthropology.ac.uk/Divination/Spider/index.html
- http://era.anthropology.ac.uk/Divination/Court/index.html

Further Readings

- Puett, Michael J. 2004. *To Become a God: Cosmology, Sacrifice, and Self-Divinization in Early China.* Harvard University Press. Read Chapter 1, "Anthropomorphizing the Spirits: Sacrifice and Divination in Late Bronze Age China"
- Cassidy, Rebecca. 2007. *Horse People: thoroughbred culture in Lexington and Newmarket.* Johns Hopkins University Press.
- Costikyan, Greg. 2013. *Uncertainty in Games*. MIT Press.
- Malaby, Thomas. 2003. *Gambling Life: Dealing in Contingency in a Greek City*. Illinois.
- Boeck, Filip de, and Réné Devisch. 1994. "Ndembu, Luunda and Yaka Divination Compared:From Representation and Social Engineering to Embodiment and Worldmaking" *Journal of Religion in Africa.* XXIV, 2 http://era.anthropology.ac.uk/Divination/boeck.html

Week 7: Virtual and Imaginary Worlds

Essential Readings

- Overing, Joanne. 1990. "The Shaman as a Maker of Worlds: Nelson Goodman in the Amazon" *Man* 25: 4
- Boellstorff, Tom. 2015. "Three Real Futures for Virtual Worlds." Journal of Virtual Worlds Research 8: 2
  or
- Boellstorff, Tom. 2008. *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*. Princeton. Choose any chapter and read it.

Light Reading

- Bogost, Ian. "Videogames Are a Mess"

Further Readings

- Wilf, Eitan. 2013. "Toward an Anthropology of Computer-Mediated, Algorithmic Forms of Sociality (Digital)" *Current Anthropology 54: 6*
- Golub, Alex. 2010. "Being in the World (Of Warcraft): Raiding, Realism and Knowledge Production in a Massively Multiplayer Online Game. *Anthropological Quarterly 83: 1.*

- Kendall, Lori. 2002. *Hanging Out in the Virtual Pub: Masculinities and Relationships Online*. California.
- Kidd, Stephen. 2012. "Herodotus and the New Historiography of Virtual Worlds" in *Greek and Roman Games in the Computer Age* ed. T. Thorsen.
- Nardi, Bonnie. 2010. *My Life as a Night Elf Priest: An Anthropological Account of World of Warcraft*. Michigan.
- Saler, Michael. 2012. *As If: Modern Enchantment and the Literary Prehistory of Virtual Reality*. OUP.

Week 8: The Critique of Gaming: Gender, Class, Race, and the Whole Mess

Essential Readings

- Shaw, Adrienne. 2015. "Circles, Charmed and Magic: Queering Game Studies." *QED: A Journal of GLBTQ Worldmaking.* 2: 2.
- Taylor, T. L. 200. *Play Between Worlds: Exploring Online Game Culture*. MIT Press. Read Chapter 3, "Beyond Fun : Instrumental Play and Power Gamers" **or Chapter 4, "Where the Women Are."**
- Nardi, Bonnie, and Yong Ming Kow. 2010. "Digital Imaginaries: How We Know What We (Think We) Know About Chinese Gold Farming." *First Monday* 15 http://firstmonday.org/ojs/index.php/fm/article/view/3035/2566

Light Reading

- Narcisse, Evan. "The Natural: The Trouble Portraying Blackness in Video Games" *Kotaku*
- Sarkeesian, Anita and Katherine Cross. "Your Humanity is in Another Castle: Terror Dreams and the Harassment of Women" in *State of Play: Creators and Critics on Videogame Culture* ed. Daniel Goldberg.
- Ge Jin. "Chinese Gold Farmers in the Game World" http://csrn.camden.rutgers.edu/newsletters/7-2/jin.htm

Further Readings

- Cassell, Justine and Henry Jenkins (eds.). 1998. *From Barbie to Mortal Kombat: Gender and Computer Games*. MIT Press.
- O'Donnell, Casey. 2014. *Developer's Dilemma: The Secret World of Videogame Creators*. MIT Press.
- Boulton, Eli and Colin Cremin. "The Sociology of Videogames" https://www.academia.edu/4889307/The_Sociology_of_Videogames
- Sundén, Jenny and Malin Sveningsson. 2012. *Gender and Sexuality in Online Game Cultures: Passionate Play*. Routledge.
- Dyer-Witheford, Nick and Greg de Peuter. 2009. *Games of Empire Global Capitalism and Video Games*. Minnesota.

Week 9: Design and Power: Game Design, Gamification, and Governance

Essential Readings

- Schull, Natasha D. 2012. *Addiction by Design: Machine Gambling in Las Vegas*. Princeton. **Chapter tbd.**
- O'Donnell, Casey. 2014. "Gamification, Bullshit, and the Rise of Algorithmic Surveillance." *Surveillance & Society* 12: 3.

- Golub, Alex and Kate Lingley. 2008. ""Just Like the Qing Empire": Internet Addiction, MMOGs, and Moral Crisis in Contemporary China." *Games and Culture* 3: 1.

Light Reading

- Koster, Raph. "AR is an MMO" http://www.raphkoster.com/2016/07/11/ar-is-an-mmo/
- Bogost, Ian. "Gamification is Bullshit" http://bogost.com/writing/blog/gamification_is_bullshit/
- Dibbell, Julian. "A Rape in Cyberspace"

Further Readings

- Castronova, Edward. 2005. *Synthetic Worlds*. Chicago. **Read Chapter 9, "Governance"**
- Stromberg, Peter. 2009. *Caught in Play: How Entertainment Works on You*. Stanford.
- Isbister, Katherine. 2016. *How Games Move Us*: *Emotion by Design*. MIT Press.
- Malaby, Thomas. 2013. "Digital Gaming, Game Design, and its Precursors." in *Digital Anthropology* ed. Horst and Miller.
- Fizek, Sonia. "Gamification." *Critical Keywords for the Digital Humanities.*
- Fizek, Sonia and Anne Dippel. 2016. "Ludification of Work or Labourisation of Play? On work/play interferences in the digital times."

Week 10: Sports and the State

- Walker, H. 2013. "State of Play: The Political Ontology of Sport in Amazonian Peru." *American Ethnologist* 40: 2
- Rollason, W. 2011. "We Are Playing Football: Seeing the Game on Panapompom, PNG." *Journal of the Royal Anthropological Institute* 17: 3.
- James, C.L.R. 1963. *Beyond a Boundary*

Light Reading

Film: *Trobriand Cricket: An Ingenious Response to Colonialism*
https://www.youtube.com/watch?v=SDgl5LhHBRc

Further Readings

- Ortega y Gasset, Jose. *The Sportive Origin of the State*
- Presterudstuen, Geir. 2010. "Of Mimicry and Men: Rugby and Masculinities in Post-Colonial Fiji". *Global Studies Journal* 3: 2.
- Calabro, Domenica G. 2016. "Once Were Warriors, Now Are Rugby Players? Control and Agency in the Historical Trajectory of the Māori Formulations of Masculinity in Rugby." *Asia Pacific Journal of Anthropology* 17: 3-4
- Brownell, Susan. 1995. *Training the Body for China: Sports in the Moral Order of the People's Republic.* Chicago.
- Harvey, Lincoln. 2014. *A Brief Theology of Sport.* SCM Press.

Appendix 1: General Information

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

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

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

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

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

Discussing Sensitive Topics

The discipline of Social Anthropology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide

carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

Guide to Using LEARN for Online Tutorial Sign-Up

The following is a guide to using LEARN to sign up for your tutorial. If you have any problems using the LEARN sign up, please contact the course secretary by email (Ewen.Miller@ed.ac.uk).

Tutorial sign up will open on Monday 16 January 2017 and will close on Friday 20 January 2017.

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

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

Step 3 – Signing up for your Tutorial
Clicking on Tutorial Sign Up will take you to the sign up page where all the available tutorial groups are listed along with the running time and location.

Once you have selected the group you would like to attend, click on the 'Sign up' button. A confirmation screen will display.

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

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until Monday 28 September 2015 so that everyone is registered to a group ahead of tutorials commencing in Week 2. If you have not yet signed up for a tutorial by this time you will be automatically assigned to a group which you will be expected to attend.

External Examiner

The External Examiner for the Social Anthropology Honours programme is: Dr Paolo Fortis, University of Durham.

Appendix 2: Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

There are three types of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Incorrect submission Penalty**
  When a piece of coursework is submitted to our Electronic Submission System (ELMA) that does not comply with our **submission guidance** (wrong format, incorrect document, no cover sheet etc.) a penalty of **5 marks** will be applied to students work.

- **Lateness Penalty**
  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 seven calendar days (35 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.

- **Word Count Penalty**
  The penalty for excessive word length in coursework is **one mark** deducted **for each additional 20 words over the limit**. If the limit is 1500 words then anything between 1501 and 1520 words will lose one point, and so on.

  Word limits vary across subject areas and submissions, so check your course handbook. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information.

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

ELMA: Submission and Return of Coursework

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

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

For details of how to submit your course work to ELMA, please see our webpages here. Remember, there is a 5 mark incorrect submission penalty, so read the guidance carefully and follow it to avoid receiving this.

Extensions: New policy-applicable for years 1 -4

From September 2016, there will be a new extensions policy that applies to all courses in the school from years one to four.

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- Extension requests must be submitted no later than 24 hours before the coursework deadline.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

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/academic-services/students/conduct/academic-misconduct/what-is-academic-misconduct

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents

Video games get a lot of bad press at times, but it appears gaming can alter the brain for the good. But it might come at a cost. Â Video games have been both demonized and praised in the media over the years. They tend to be one of the first things blamed for any acts of teenage violence , for example. But these kinds of accusations don't seem to hold up to rigid scientific examination. James Gee, an education professor at the University of Wisconsin, Madison says this is kind of accusation is not helpful for finding the underlying issue: "You get a group of teenage boys who shoot up a schoolâ€"of course they've played video games," Gee says. "Everyone does. It's like blaming food because we ha Games People Play. The psychology of human relationships. Table of contents. Â Pastimes and games are substitutes for the real living of real intimacy. Because of this they may be regarded as preliminary engagements rather than as unions, which is why they are characterized as poignant forms of play. Intimacy begins when individual (usually instinctual) programming becomes more intense, and both social patterning and ulterior restrictions and motives begin to give way. More recently, a few anthropologists have sought to examine games and play without falling prey to either the materialist or the represen- tationalist monism. For the most part, these works have criticized the work/play distinction or abandoned it entirely and have concentrated instead on situating the cultural form of games in specific cultural his- torical moments. (In this, they resemble those anthropologists through- out the twentieth century who examined the cultural form of ritual anthropology and play 209 without subjecting it in every case to a litmus test of whether it brought about t Indeed, anthropological work on games and play, respectively, has greatly helped to refine understandings of games. For example, Roger Caillois, one of the twentieth centuryâ€™s best-known theorists of games and play, emphasised the role of games as playful activities largely outside the sphere of economic productivity. Â Indeed, some of the most insightful discussions of games within anthropology emerge when particular games are described in contradistinction to related themes. For example, Arjun Appadurai has examined the enduring popularity of cricket in postcolonial India as an example of decolonization being a â€˜dialogue with the colonial pastâ€™ rather than a â€˜dismantling of colonial habits and modes of lifeâ€™ (Appadurai 1995).