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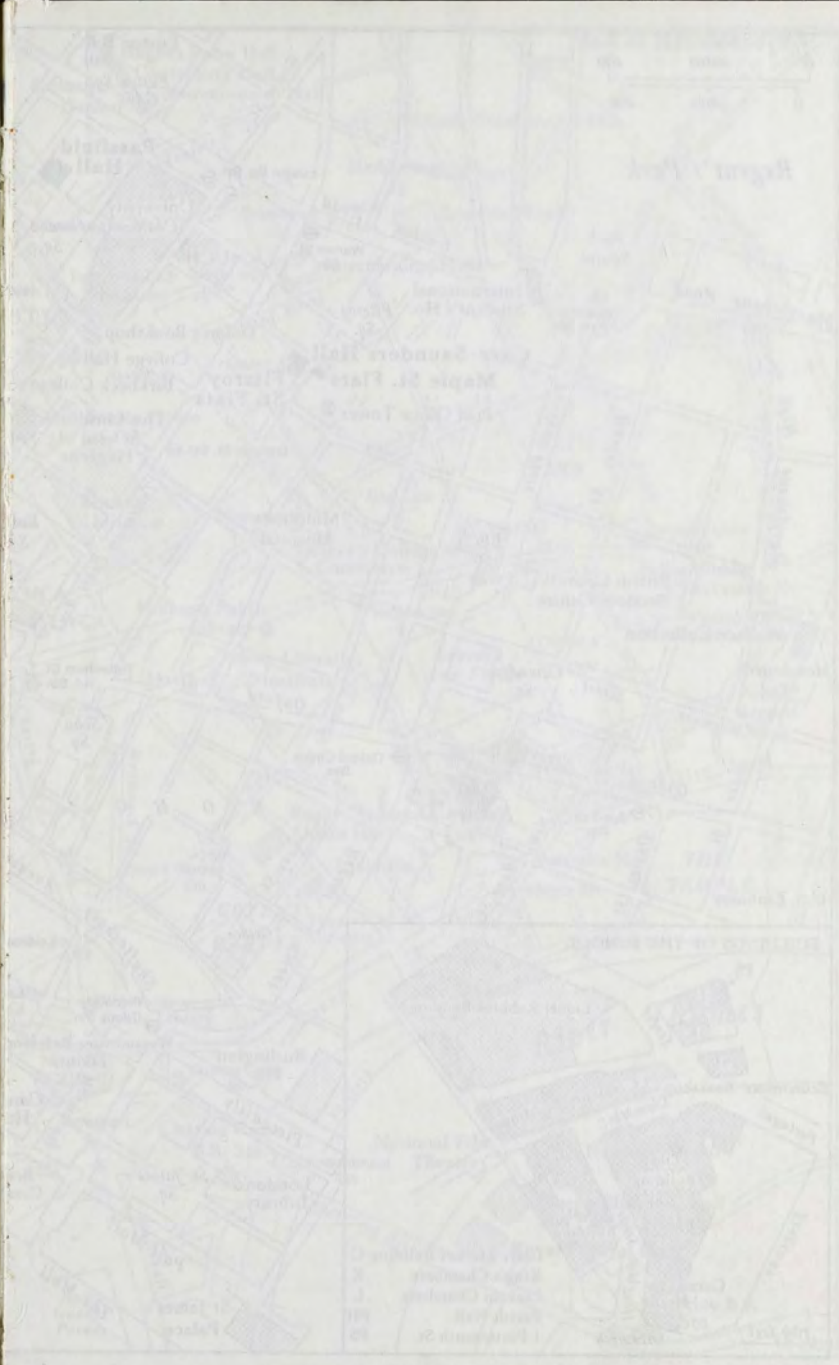
The London School of Economics and Political Science

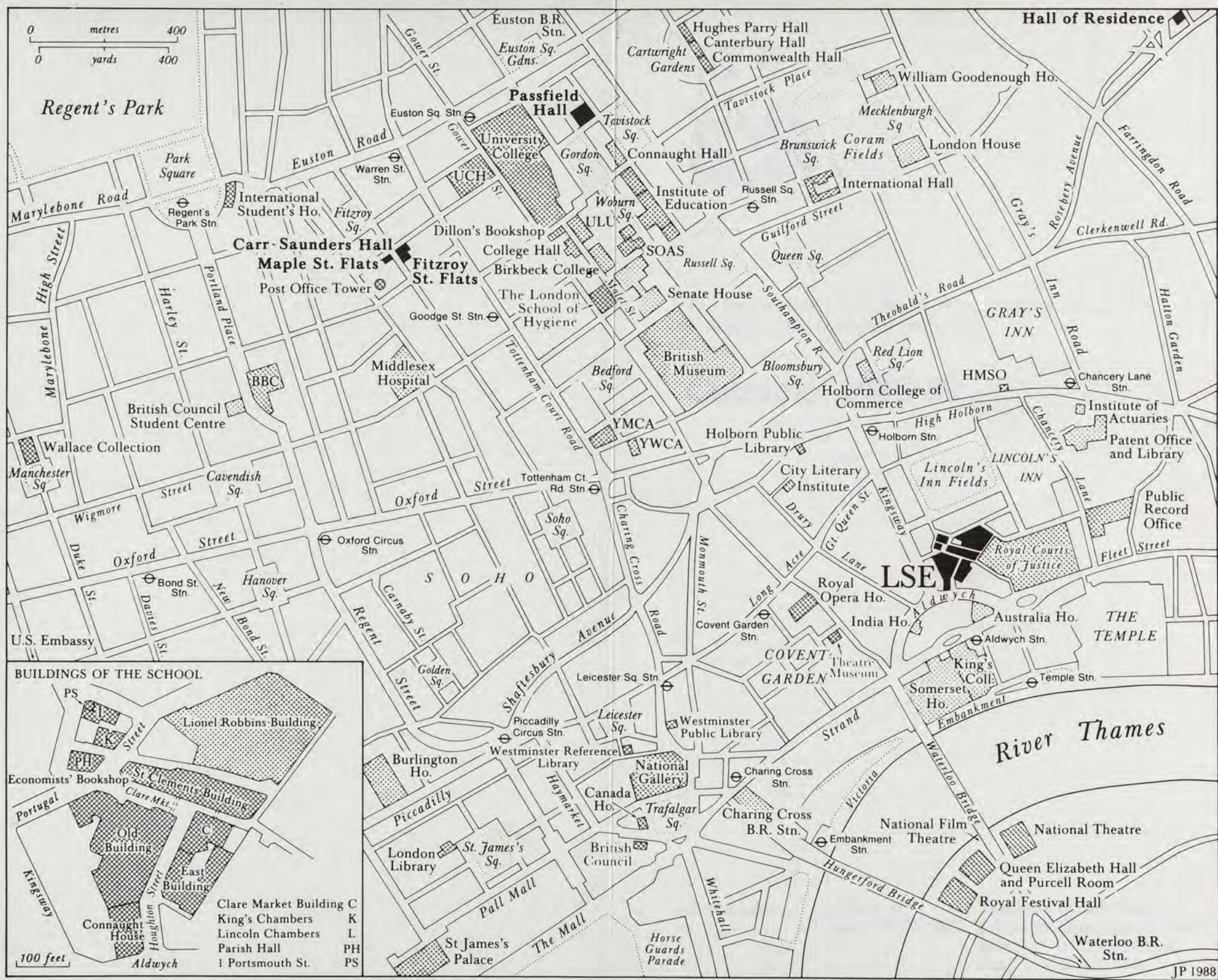


Calendar 1988-89

LSE/UNREGISTERED

27/5/12





BUILDINGS OF THE SCHOOL

PS
K
L
PH
C

Economists' Bookshop
St Clements Building
Old Building
East Building
Connaught House

Clare Mkt. Bldg.
Houghton Street
Aldwych

Clare Market Building C
King's Chambers K
Lincoln Chambers L
Parish Hall PH
1 Portsmouth St. PS

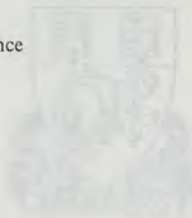
100 feet



The London School of Economics and Political Science
 A School of the University of London

Calendar 1988-89

- 10 University Library
 - 11 University Museum
 - 12 Open to the Public on Wednesdays 1988-89
 - 13 Scholarships and Stipends (subject to 1988-89)
 - 14 Fees (subject to 1988-89)
 - 15 Fees (subject to 1988-89)
 - 16 Student Grants Awarded 1988-89
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 - 25 University Library
 - 26 The Economics' Building
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 - 28 Conditions of Use
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 - 30 Career Advisory Service
 - 31 The Chaplaincy
 - 32 Student Union and Athletic Union
 - 33 Financial Administration
 - 34 The London School of Economics Building
 - 35 Overseas Access Centre
 - 36 Private Academic Staff of the LSE Society
 - 37 Regulations as to Tenancy Rules
- Postal address: Houghton St.
 London WC2A 2AE
- Telephone: 01-405 7686
 Telegrams: Poleconics, London
 Telex: 24655 BLPES G
 Fax: 01-242 0392



Calendar 1988-89

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- Sociology
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- Sea-Use
- Subject Index for Course Guides
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810 General Index

818 Books, Journals, Economists' Bookshop

Academic Officers

Director: Dr. I. G. Patel

Pro-Director: Professor D. J. Bartholomew

Vice-Chairman of the Academic Board: Professor D. R. Diamond

Vice-Chairman of the Appointments Committee: Professor W. R. Cornish

Dean of the Graduate School: Dr. T. J. Nossiter

Dean of Undergraduate Studies: Dr. Celia M. Phillips

Chairman of the Graduate School Committee: Professor G. R. Smith

Chairman of the Academic Studies Committee: Dr. P. Earle

Chairman of the Research Committee: Professor R. J. Bennett

Chairman of the Admissions Committee: Mr. A. J. Beattie

Adviser to Women Students: Dr. Janet E. Stockdale

Adviser to Disabled Students: Mr. D. B. Cornish

Dates of Terms

Session 1988-89

Michaelmas Term: Thursday, 29 September 1988 to Friday, 9 December 1988

(Teaching begins Monday, 3 October 1988)

Lent Term: Monday, 9 January 1989 to Friday, 17 March 1989

Summer Term: Monday, 24 April 1989 to Friday, 30 June 1989

Session 1989-90

Michaelmas Term: Thursday, 28 September 1989 to Friday, 8 December 1989

(Teaching begins Monday, 2 October 1989)

Lent Term: Monday, 8 January 1990 to Friday, 16 March 1990

Summer Term: Monday, 23 April 1990 to Friday, 29 June 1990

Opening Times of the School Buildings

The School buildings are normally open as follows:

In term: Mondays to Fridays - 9.30 a.m. to 9.30 p.m.
 Saturdays - 9.30 a.m. to 1.00 p.m.

In vacation: Mondays to Fridays - 9.30 a.m. to 6.00 p.m.

Calendar of Events 1988-89

(University functions in Italics)

September 1988

1	Th	
2	F	
3	S	
4	S	
5	M	
6	T	
7	W	
8	Th	
9	F	
10	S	
11	S	
12	M	
13	T	
14	W	
15	Th	
16	F	
17	S	
18	S	
19	M	
20	T	
21	W	
22	Th	
23	F	
24	S	
25	S	
26	M	
27	T	5 p.m. Investments Committee
28	W	
29	Th	School Michaelmas Term begins
30	F	

October 1988

1	S	
2	S	
3	M	1 p.m. Meeting of the Professors of Economics
4	T	
5	W	<i>University Michaelmas Term begins</i> 2 p.m. Standing Sub-Committee of the Appointments Committee 2.30 p.m. Board of Studies in Economics
6	Th	
7	F	
8	S	
9	S	
10	M	
11	T	2 p.m. Academic Studies Committee
12	W	2 p.m. General Purposes Committee 4.30 p.m. Graduate School Committee
13	Th	1 p.m. Publications Committee
14	F	
15	S	
16	S	
17	M	5.30 p.m. Building Committee
18	T	10 a.m. Admissions Committee
19	W	9 a.m. Information Technology Committee of the Academic Board 2 p.m. Appointments Committee
20	Th	2 p.m. Research Committee 4 p.m. Athletics Committee
21	F	
22	S	
23	S	
24	M	
25	T	10.30 a.m. Nursery Committee 5.15 p.m. Standing Committee
26	W	2 p.m. Academic Board 4.30 p.m. Library Committee
27	Th	10 a.m. Committee on Administrative and Library Staffs
28	F	
29	S	
30	S	
31	M	

November 1988

1	T	
2	W	10.30 a.m. Information Technology Services Users' Forum 2 p.m. Standing Sub-Committee of the Appointments Committee
3	Th	2.15 p.m. Committee on Accommodation 5 p.m. External Relations Committee
4	F	2 p.m. Committee on the Welfare of Overseas Students
5	S	
6	S	
7	M	4.15 p.m. Student Health Service Committee 5 p.m. Committee on Undergraduate Studies
8	T	2 p.m. Academic Studies Committee
9	W	2 p.m. General Purposes Committee 4.30 p.m. Graduate School Committee
10	Th	10.30 a.m. LSE/NALGO Joint Committee
11	F	5 p.m. Finance Panel
12	S	
13	S	
14	M	4 p.m. Academic Council Meeting 5 p.m. Information Technology Panel
15	T	5.15 p.m. Joint Meeting of Standing Committee and the Student Governors
16	W	2 p.m. Appointments Committee
17	Th	2 p.m. Co-ordinating Committee
18	F	2 p.m. Inter-Halls Committee 2 p.m. Collegiate Committee of Examiners
19	S	
20	S	
21	M	11 a.m. Library Panel 4 p.m. Collegiate Council
22	T	10 a.m. Admissions Committee
23	W	11 a.m. Student Support Committee 12 noon Conference Grants Committee 2 p.m. Academic Board 2.30 p.m. Board of Studies in Economics
24	Th	4 p.m. Careers Advisory Service Committee
25	F	2 p.m. Safety Committee
26	S	
27	S	
28	M	1 p.m. Meeting of the Professors of Economics 3 p.m. Catering Services Advisory Committee
29	T	5.15 p.m. Standing Committee
30	W	2 p.m. College Board of Examiners 2.15 p.m. Committee on Official Publications and Student Publicity

December 1988

1	Th	
2	F	
3	S	
4	S	
5	M	10 a.m. Committee on Administrative and Library Staffs 5 p.m. Committee on Undergraduate Studies
6	T	1 p.m. Publications Committee 2 p.m. Academic Studies Committee 5.30 p.m. School Carol Service
7	W	9 a.m. Information Technology Committee of the Academic Board 4.30 p.m. Graduate School Committee 4.30 p.m. Meeting of the Senate
8	Th	10.30 a.m. Nursery Committee 2 p.m. Research Committee 5 p.m. Court of Governors
9	F	School Michaelmas Term ends
10	S	
11	S	
12	M	
13	T	
14	W	University Michaelmas Term ends Presentation Day
15	Th	
16	F	
17	S	
18	S	
19	M	
20	T	
21	W	
22	Th	
23	F	9.30 p.m. School buildings close for Christmas holiday
24	S	
25	S	Christmas Day
26	M	Public Holiday
27	T	Public Holiday
28	W	
29	Th	
30	F	
31	S	

January 1989

1	S	New Year's Day
2	M	Public Holiday
3	T	9.30 a.m. School buildings re-open 1 p.m. Meeting of the Professors of Economics
4	W	
5	Th	
6	F	
7	S	
8	S	
9	M	School Lent Term begins
10	T	2 p.m. Academic Studies Committee
11	W	<i>University Lent Term begins</i> <i>Presentation Day</i> 2 p.m. Standing Sub-Committee of the Appointments Committee
12	Th	
13	F	
14	S	
15	S	
16	M	5.30 p.m. Building Committee
17	T	
18	W	12 noon Conference Grants Sub-Committee 2 p.m. General Purposes Committee 4.30 p.m. Graduate School Committee
19	Th	2 p.m. Research Committee
20	F	
21	S	
22	S	
23	M	5 p.m. Committee on Undergraduate Studies
24	T	5 p.m. Investments Committee
25	W	9 a.m. Information Technology Committee of the Academic Board 2 p.m. Appointments Committee <i>2.30 p.m. Board of Studies in Economics</i> 4.30 p.m. Library Committee
26	Th	2 p.m. Committee on Administrative and Library Staffs 4 p.m. Athletics Committee
27	F	2 p.m. <i>Collegiate Committee of Examiners</i>
28	S	
29	S	
30	M	3 p.m. Catering Services Advisory Committee
31	T	10 a.m. Admissions Committee 5.15 p.m. Standing Committee

February 1989

1	W	2 p.m. Standing Sub-Committee of the Appointments Committee
2	Th	
3	F	
4	S	
5	S	
6	M	1 p.m. Meeting of the Professors of Economics 2 p.m. Student Health Service Committee
7	T	2 p.m. Academic Studies Committee
8	W	10.30 a.m. Information Technology Services Users' Forum 2 p.m. <i>College Board of Examiners</i>
9	Th	
10	F	
11	S	
12	S	
13	M	4 p.m. <i>Academic Council Meeting</i>
14	T	
15	W	10 a.m. (all day) Standing Sub-Committee of the Appointments Committee 11 a.m. Student Support Committee 4.30 p.m. Graduate School Committee
16	Th	2.15 p.m. Committee on Accommodation 5 p.m. External Relations Committee
17	F	9.30 a.m. Standing Sub-Committee of the Appointments Committee 2 p.m. Committee on the Welfare of Overseas Students
18	S	
19	S	
20	M	2 p.m. Staff Research Fund Committee
21	T	4 p.m. <i>Collegiate Council</i> 5.15 p.m. Joint Meeting of the Standing Committee and the Student Governors
22	W	4.30 p.m. General Purposes Committee
23	Th	1 p.m. Publications Committee 2 p.m. Co-ordinating Committee
24	F	2 p.m. Safety Committee
25	S	
26	S	
27	M	
28	T	2 p.m. Academic Studies Committee

March 1989

1	W	9 a.m. Information Technology Committee of the Academic Board 2 p.m. Appointments Committee 2.15 p.m. Committee on Official Publications and Student Publicity 4.30 p.m. Graduate School Committee
2	Th	
3	F	
4	S	
5	S	
6	M	1 p.m. Meeting of the Professors of Economics 5 p.m. Committee on Undergraduate Studies
7	T	5.15 p.m. Standing Committee
8	W	12 noon Conference Grants Committee 2 p.m. Academic Board 2 p.m. Inter-Halls Committee <i>Presentation Day</i>
9	Th	2 p.m. Research Committee 4 p.m. Athletics Committee 5 p.m. Court of Governors
10	F	
11	S	
12	S	
13	M	5.30 p.m. Building Committee
14	T	10 a.m. Admissions Committee
15	W	2.30 p.m. <i>Board of Studies in Economics</i> 4.30 p.m. <i>Meeting of the Senate</i>
16	Th	10.30 a.m. Nursery Committee 2 p.m. Committee on Administrative and Library Staffs
17	F	School Lent Term ends
18	S	
19	S	
20	M	
21	T	
22	W	<i>University Lent Term ends</i> 9.30 p.m. School buildings close for Easter holiday
23	Th	
24	F	Public Holiday
25	S	
26	S	Easter Sunday
27	M	Public Holiday
28	T	
29	W	
30	Th	9.30 a.m. School buildings re-open
31	F	

April 1989

1	S	
2	S	
3	M	
4	T	
5	W	
6	Th	
7	F	
8	S	
9	S	
10	M	
11	T	
12	W	
13	Th	
14	F	
15	S	
16	S	
17	M	
18	T	
19	W	2.30 p.m. <i>Board of Studies in Economics</i>
20	Th	
21	F	
22	S	
23	S	
24	M	School Summer Term begins 1 p.m. Meeting of the Professors of Economics
25	T	9 a.m. Information Technology Committee of the Academic Board 2 p.m. Academic Studies Committee
26	W	<i>University Summer Term begins</i>
27	Th	4 p.m. Library Panel
28	F	
29	S	
30	S	

May 1989

1	M	May Day Public Holiday
2	T	5.15 p.m. Standing Committee
3	W	2 p.m. Standing Sub-Committee of the Appointments Committee 4.30 p.m. Graduate School Committee
4	Th	10 a.m. Sub-Committee on Student Union Finance
5	F	2 p.m. Committee on the Welfare of Overseas Students
6	S	
7	S	
8	M	5 p.m. Committee on Undergraduate Studies 5 p.m. Information Technology Panel
9	T	10 a.m. Admissions Committee 2 p.m. Committee on Administrative and Library Staffs 6.30 p.m. Reception for Graduates of 1988 <i>Presentation Day</i>
10	W	11 a.m. Student Support Committee 2 p.m. General Purposes Committee
11	Th	4 p.m. Careers Advisory Service Committee 4 p.m. Athletics Committee
12	F	11.30 a.m. Inter-Halls Committee
13	S	
14	S	
15	M	4 p.m. <i>Academic Council Meeting (if required)</i> 4.15 p.m. Student Health Service Committee
16	T	5.15 p.m. Joint Meeting of the Standing Committee and the Student Governors
17	W	10.30 a.m. Information Technology Services Users' Forum 2 p.m. Appointments Committee
18	Th	2 p.m. Research Committee
19	F	
20	S	
21	S	
22	M	1 p.m. Meeting of the Professors of Economics
23	T	1 p.m. Publications Committee 2 p.m. Academic Studies Committee 5 p.m. Investments Committee
24	W	2 p.m. Academic Board 4.30 p.m. Library Committee 4.30 p.m. <i>Meeting of the Senate</i>
25	Th	
26	F	
27	S	
28	S	
29	M	Spring Bank Holiday
30	T	Undergraduate Examinations begin
31	W	2 p.m. Standing Sub-Committee of the Appointments Committee 2.30 p.m. <i>Board of Studies in Economics</i> 4.30 p.m. Graduate School Committee

June 1989

1	Th	2.15 p.m. Committee on Accommodation
2	F	
3	S	
4	S	
5	M	
6	T	2.15 p.m. Committee on Official Publications and Student Publicity 5 p.m. Finance Panel
7	W	9 a.m. Information Technology Committee of the Academic Board 2 p.m. General Purposes Committee 2 p.m. Inter-Halls Committee
8	Th	5 p.m. External Relations Committee
9	F	
10	S	
11	S	
12	M	3 p.m. Catering Services Advisory Committee 4 p.m. Collegiate Council
13	T	10 a.m. (all day) Committee on Administrative and Library Staffs
14	W	2 p.m. Appointments Committee
15	Th	
16	F	Undergraduate Examinations End 2 p.m. Safety Committee
17	S	Open Day (Sportsground)
18	S	
19	M	5.30 p.m. Building Committee
20	T	5.15 p.m. Standing Committee
21	W	12 noon Conference Grants Sub-Committee 2 p.m. Academic Board
22	Th	2 p.m. Research Committee 4 p.m. Athletics Committee
23	F	
24	S	
25	S	
26	M	1 p.m. Meeting of the Professors of Economics 4 p.m. <i>Academic Council Meeting</i> 5 p.m. Information Technology Panel
27	T	
28	W	
29	Th	2 p.m. Co-ordinating Committee
30	F	School Summer Term ends

July 1989

1	S	
2	S	
3	M	
4	T	2 p.m. College Board of Examiners
5	W	University Summer Term ends
6	Th	5 p.m. Court of Governors
7	F	2 p.m. Collegiate Committee of Examiners
8	S	
9	S	
10	M	
11	T	
12	W	4.30 p.m. Meeting of the Senate
13	Th	
14	F	
15	S	
16	S	
17	M	
18	T	
19	W	
20	Th	
21	F	
22	S	
23	S	
24	M	
25	T	
26	W	
27	Th	
28	F	
29	S	
30	S	
31	M	

History of the School

The founding of the School marked the conjunction of a need with an opportunity. The need was for a centre where political and social problems could be studied as profoundly as they were being studied in universities on the Continent and in America. The opportunity came when Henry Hunt Hutchinsop, a member of the Fabian Society, died in 1894 leaving instructions that Sidney Webb and four other trustees were to dispose of the residue of his estate for socially progressive purposes, but otherwise more or less as they thought fit. Sidney Webb working without 'the formalities of charters and incorporations, of public subscriptions and government grants, boards of trustees and governors' collected subscriptions and started his School. Its aim was to contribute to the improvement of society by promoting the impartial study of its problems and the training of those who were to translate policy into action.

The School opened modestly in October 1895 in rooms at 9 John Street, Adelphi, moving next year to 10 Adelphi Terrace, later the home of George Bernard Shaw. It was here in November 1896 that the School's library, The British Library of Political and Economic Science, was started. From the first the School set itself to cater for older students as well as for those of normal university age, attracting them particularly from business and administration; and from the first held itself open equally to students of both sexes.

Once the University of London had reorganised itself in 1900 and established a Faculty of Economics and Political Science, the School joined the University, its three-year course providing the basis of the new B.Sc. (Econ.) degree. Since the formality of its new position required the School to regularise its constitution, it was incorporated as a limited company not trading for profit, on 18 June 1901, with Sidney Webb as Chairman of the Governors. The Memorandum of Association (Section 3 vii) authorised the School to promote 'the study and advancement of Economics or Political Economy, Political Science or Political Philosophy, Statistics, Sociology, History, Geography, and any subject cognate to any of these'. And Article 28 of the Articles of Association stated that 'no religious, political, or economic test or qualification shall be made a condition for or disqualify from receiving any of the benefits of the Corporation, or holding any office therein; and no member of the Corporation, or professor, lecturer or other officer thereof, shall be under any disability or disadvantage by reason only of any opinions that he may hold or promulgate on any subject whatsoever'. Sidney Webb may have hoped that the study of society and social problems would lead to social, economic and political developments congenial to him and other Fabians; but he firmly established the principle that the School was not to be the servant of any political or economic dogma, but only of the impartial pursuit of knowledge and understanding. This was emphasized in the adoption by the School in February 1922 of the motto from Virgil (*Felix qui potuit rerum cognoscere causas*, and of the coat of arms depicting books (for learning) and the beaver "as an industrious animal with social habits."

Much of the development of the social sciences in this country has its origins in work done at the School. Four Nobel Prizes in Economics have been awarded to former members of Staff at the School (Sir John Hicks, Sir Arthur Lewis, Professor J. E. Meade and Professor F. A. von Hayek); but, as the list of subjects in the original Articles of Association suggests, the School's work has concerned the social sciences in the widest senses of that term, both theoretical and empirical, quantitative and humanistic. Among further examples of the School's contribution may be cited the development of the Sociology department (the oldest in the country — the first lectureship was established in 1904), or of the department of Social Science and Administration, established in 1912 "for those who wish to prepare themselves to engage in the many forms of social and charitable effort" (later it offered one of the first university courses for professional social workers); Anthropology as it is currently practised owes much to the pioneering work at the School of Malinowski and others in the 1920s; in 1924, one of the first Chairs in International Relations was established at the School; in 1934, the first organized

study of Criminology began at the School. Among many distinguished former members of staff may be mentioned Sir Raymond Firth, Morris Ginsberg, Harold Laski, T. H. Marshall, Michael Oakeshott, Sir Karl Popper, Lord Robbins, R. H. Tawney and Richard Titmuss.

The extent of the School's current research and teaching may be gauged from other sections of the *Calendar*. Neither is rigidly confined within departmental or subject boundaries. At first degree level, efforts have been made to ensure through the School's principal first degree, the B.Sc.(Econ.), and through course-unit degrees, that a broad training in the social sciences is combined with an element of specialization. The more specialized offerings, at first degree or graduate level, draw on the insights of other approaches to enable students to take a broader view; and for many years advantage has been taken of the federal structure of the University of London to offer teaching on an intercollegiate basis in some subjects.

From the first it was intended that the School's work should be of service to the community. As early as 1903, members of staff were offering expert advice to a Royal Commission on Taxation, and since then many have engaged in many forms of public service, in advising and participating in commissions and enquiries, in attachments as civil servants, in consultancy work at home and abroad; some have entered public life directly (Clement Attlee, later Prime Minister, lectured at the School in the early 1920s). Research at the School has been disseminated through a series of journals, starting with *Economica*, established in 1921 and most recently, through the *LSE Quarterly*, the School has sought to make the fruits of its teaching and research available to a wider general audience. The School has also offered teaching designed to be of direct relevance to those in employment. At different times there have been special courses for specific groups such as railway staff, social workers, bankers, trades union officials, personnel managers and civil servants in many different branches of government. A B.Comm. degree was offered, combining vocational and general training for business and commercial life; and much of the apparently more academic research and teaching of the School has been of direct value to business and commerce. Many of the School's former students have held important positions in industry and commerce, in the professions and in public service in many parts of the world. Some of the world's major businesses — and many of its governments — have been led by alumni of the School. At any one time, several Governors of Central Banks, dozens of Government Ministers and several scores of Members of Parliaments may be former students — as are over 30 members of the present United Kingdom Parliament.

As the School's academic interests grew more various, so student numbers grew. In the first session, there were 300 students. Immediately after the First World War there were 2,900, and numbers remained at around that level for some years. In the early years, most students attended on an occasional basis, often at evening lectures; however, within the total number of students the patterns of study changed markedly. The proportion of students reading for degrees rose from a third in 1920 to a half in 1939, and two-thirds in 1946. The proportion of students attending evening teaching fell from a half in 1920 to a third in 1939, and to a quarter in 1946. As opportunities for full-time study expanded both in the universities and in the public sector and financial support for students increased, the composition of the School's student body came closer to the conventional pattern of primarily full-time studies for degrees and other awards (the separate organization of evening teaching for first degrees ceased in the 1960s).

However, the School is still in some important respects unusual among British universities. As the founders originally intended, the School welcomes 'mature' students — at present, about 14% of the undergraduate students are over 23. There is also a high proportion of postgraduate students (and, among them, of part-time students). From very early days, students have come to the School from many countries: in the 1920s and 1930s between 20% and 25% of students were from overseas, and in the 1960s, the proportion rose to about one-third and to 40% by 1984. Similarly, the range of countries of origin of students has been wide; in 1921 the then Director claimed that

at the School one could 'survey mankind from China to Peru' and among the countries represented were Albania and Georgia (in its brief period of independence). Nowadays, as shown in the statistics published elsewhere in the *Calendar*, over 100 countries can be represented among the School's students, and though political and economic change may affect the fortunes of students from particular countries, the overall importance of the overseas student in the School's life has not diminished.

Similarly, there are many contacts between the School and overseas organizations and academic institutions. Every year, some 100 academic visitors come from abroad to work at the School, and many eminent scholars and public figures have come to lecture and debate, or to attend seminars.

One of the recurring themes in successive *Directors' Reports* has been the pressure of numbers and shortage of space. The School's situation close to the centres of government, finance, the law, business and journalism in central London is of obvious importance for the School's work; but space has always been a problem. At the beginning of the century, the area between Holborn and the Strand east of Covent Garden (which had in Dickens's day been notorious for its criminality and was still one of the poorest in London) was undergoing a general redevelopment, with the construction of Kingsway and Aldwych. In 1902, the London County Council provided the site in Clare Market for a building which was funded by Mr. Passmore Edwards and others, but by 1913 the Passmore Edwards Hall was seriously overcrowded: in 1919/20, some teaching had to be accommodated in disused Army huts on the site now occupied by Australia House, Houghton Street was at that time a street of small houses and shops with a public house (whose name, The Three Tuns, is still used for the Students' Union Bar) and a boys' grammar school. King George V laid the foundation stone of the Main Building in 1920, and the Building was opened in 1922; it was extended and remodelled more than once (the *Directors' Report* for 1924/5 refers to the remark that the School was 'an empire on which the concrete never set'). The East Building was erected in 1931 on the site of the boys' school.

In the Second World War, the School's buildings were requisitioned for Government use, and the School was evacuated, with other London colleges, to Cambridge. Teaching and residential accommodation, together with access to social and sporting facilities, were generously made available by Peterhouse, and special arrangements were made for the School in the Cambridge University Libraries. Some teaching continued to be offered in London, with the assistance of Birkbeck College.

After the return to Houghton Street, student numbers began to rise, as they did nationally. Indeed, by the late 1950s, there was extreme competition for admission to university and pressure on facilities, leading to the Government enquiry chaired by Lord Robbins which reported in 1962 and led to the policy of national expansion of University facilities of the 1960s and 1970s. The School experienced its fair share of such pressures, and continued to search for more space. The St. Clement's Building opened in 1961 after conversion following its acquisition from the St. Clement's Press, who published and printed *The Financial Times* there. In the early 1960's, new universities were being established on 'green field' sites in several parts of the country, and there was discussion of a plan to move the School to completely new premises on a site offered by the London Borough of Croydon; but a location in central London was held to outweigh the benefits of campus life in Croydon. Connaught House, where the School's administrative offices are now centred, was leased in 1966. The St. Clement's extension and Clare Market Building were opened in 1970 on the site of the former Government Laboratory and various houses previously rented by the School. One writer's view is that, as a result of piecemeal development over the years, 'the buildings bear the marks of growth by accident and accretion, connected by bridges and different levels, full of corridors that end abruptly, connections that no rational man could expect.' Other buildings have been used from time to time, notably on the 'Island Site' between Portugal Street and Sheffield Street. A little further afield, but still within walking distance of the School, are student residences (two of which were acquired through the generosity of the Anonymous Donor

who has contributed so much to the wellbeing of the University of London). It is expected that a new student residence at Butler's Wharf will open in May 1989. Land at New Malden has been used for playing fields since the 1920s.

Houghton Street remains, however, the focus of the School's life; and the most dramatic relief from overcrowding came in 1978, when the British Library of Political and Economic Science moved into Strand House, the former headquarters of W. H. Smith and Son, now renamed the Lionel Robbins Building, in honour of the distinguished former member of staff and Chairman of the Governors who had led the successful appeal for funds to acquire the building. In one move, the School obtained 60% more space; at last there was reasonable room not only for teaching, but also for general amenities for staff and students. In subsequent years, much has been done to improve the appearance of Houghton Street; the local authority was persuaded to close the street to motor traffic in 1975, and in 1982, an anonymous donor enabled the stonework to be cleaned, the street to be paved over, and plants to be established, to make a pedestrian precinct at the School's centre.

Over the years, the School has owed much to the generosity of organizations and individuals. For many years, the former London County Council gave invaluable support, and as part of the University of London the School has enjoyed its share of government funding through the University Grants Committee; but private funding, much of it from overseas, has played its part. The Ratan Tata Foundation helped fund early work in Social Administration; many of the developments of the 1920s and 1930s could not have taken place without the help of the Laura Spellman Rockefeller Memorial. In recent years, the support given to research at the School by many different public and private organizations (pre-eminent amongst which is the support of Suntory Ltd. and Toyota Ltd. for the International Centre for Economics and Related Disciplines), and the response to the School's Library Appeal and 1980s Fund Appeal for financial support for students, testify to the importance attached world wide to the continuing vitality of the School's work, and to its standing as a major international institution in the Social Sciences.

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- I. Schapera, M.A., PHD., D.SC., D.LITT., LL.D., F.B.A., F.R.S.S.AF.; Professor Emeritus of Anthropology.
- T. Scitovsky, D.IURIS (BUDAPEST), M.SC.ECON.; Professor of Economics.
- Peter Self, M.A. (OXON.); Professor Emeritus of Public Administration.
- Susan Strange, B.SC. ECON.; Professor Emeritus of International Relations.
- A. Stuart, B.SC.ECON., D.SC.ECON.; Professor Emeritus of Statistics.
- P. J. D. Wiles, M.A. (OXON.); Professor Emeritus of Russian Social and Economic Studies.
- M. J. Wise, C.B.E., M.C., B.A., PH.D., HON.D.SC. (BIRMINGHAM), D.UNIV. (OPEN); Professor Emeritus of Geography.
- B. S. Yamey, C.B.E. B.COM. (CAPE TOWN), F.B.A.; Professor Emeritus of Economics.

Academic Departments

Regular staff only i.e. visiting teachers are not included. Changes notified after 14 July 1988 are not included.

Conveners of Departments for the Session 1988-89

- Accounting:* Professor M. Bromwich
Anthropology: Professor I. M. Lewis
Economic History: Professor A. B. Milward (Michaelmas and Lent Terms)
 Professor L. Hannah (Summer Term)
- Economics:* Professor M. J. Desai
Geography: Professor R. J. Bennett
Government: Professor K. Minogue
Industrial Relations: Professor D. Metcalf
International History: Professor D. Cameron Watt
International Relations: Professor F. Halliday
Language Studies: Professor R. Chapman
Law: Professor L. H. Leigh
Philosophy, Logic and Scientific Method: Professor J. W. N. Watkins
Social Psychology: Professor Robert M. Farr (Michaelmas Term)
 Dr. G. D. Gaskell (Lent and Summer Terms)
- Social Science and Administration:* Professor David F. J. Piachaud
Sociology: Professor P. E. Rock
Statistical and Mathematical Sciences: Professor J. Hobcraft

Departmental Tutors for the Session 1988-89

- Accounting:* Ms. Judith F. S. Day
Anthropology: Dr. J. P. Parry
Economic History: Dr. William P. Kennedy
Economics: Mr. K. Klappholz
 Dr. Saul Estrin (First year students)
- Geography:* Dr. R. C. Estall
Government: Mr. A. J. Beattie
Industrial Relations: Mr. S. R. Dunn
International History: Dr. R. W. D. Boyce (B.Sc. (Econ) students)
 Dr. Derek McKay (B.A. History students)
- International Relations:* Dr. C. Coker
Language Studies: Dr. K. E. M. George
Law: Dr. Julian Fulbrook
Philosophy: Dr. John Worrall
Population Studies: Dr. C. Wilson
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Statistical and Mathematical Sciences: Dr. Elizabeth M. Boardman

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Government: Miss Carolyn Cowey

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International Relations: Hilary Parker
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Population Studies (Administrative Officer): Doreen S. Castle, A.I.Q.P.S.
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Social Science and Administration: Elizabeth Plumb, B.A.
Sociology: Ann Trowles, B.A., A.I.Q.P.S.
Statistical and Mathematical Sciences: Elaine M. Hartwell

British Sociological Association: Anne Dix
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Centre for Labour Economics: Marion O'Brien
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 Jane Pugh: *Senior Technician (Cartography)*

Social Psychology Department Technical Staff

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 R. S. Cousins: *Senior Technician*
 S. C. Bennett: *Senior Technician (Electronics)*
 R. A. Connett: *Senior Technician (Mechanical)*

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Editorial Assistant, Government and Opposition: Rosalind J. Jones, B.A. (NOTTINGHAM), M.A.

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Payroll Officer: Sheila Weddell

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M.A. (AUCKLAND)

Executive Officer (Research): A. C. Stewart

Senior Clerk (Research): M. J. Oliver

Bursar: C. A. Shorthouse, B.SC.

Secretary: To be appointed

Senior Assistant Bursar: R. J. Smith, B.ED., M.A., DIP.M.

Administrative Officer: J. N. Morris, M.A. (OXON.), D.PHIL.

Administrative Officer: Janet Blake, B.A.

Assistant to the Administrative Officer:

To be appointed

Catering Manager: Elizabeth Thomas, L.H.C.I.M.A.

Deputy Catering Manager: Anne Burton, H.C.I.M.A.

Assistant Catering Manager: To be appointed

Bar Manager: P. R. Cotton

Unit Manager: Mrs. J. C. Sheedy, H.N.D.

Pizzaburger Supervisor: Miss L. Evans

Catering Accounts Co-ordinator: D. A. Overend, B.SC.

Assistant Bursar: M. G. Arthur, LL.B. A.K.C.

Supplies Controller: Mike Clark

Central Filing Supervisor: J. Susan Wood

School Surveyor: G. J. Wilson, F.R.I.C.S.

Assistant Surveyor: W. H. Sealy, L.F.S., M.S.A.A.T., A.M.S.S.T.

Electrical Services Supervisor: J. T. S. Munro

Mechanical Services Supervisor: R. Crane

Assistant Bursar (House Management/Services):

To be appointed

Reprographic Services Manager: Sylvia H. Mitchell, B.A.

Communications Supervisor: K. J. Pearson

Post Room Supervisor: R. Steel

Telephone Supervisor: Linda P. Broome-Smith

Head Porter: G. C. Churchill

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Alan Harrison, M.B.C.S.

Computer Services Secretary

Gillian M. Weston

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Robert Hart, B.A., M.S.C.: *Analyst/Programmer*

Carol Hewlett, M.A. (OXON.), M.S.C., M.B.C.S.: *Principal Analyst/Programmer*

Richard O'Reilly, B.S.C.: *Analyst/Programmer*

Jeremy Skelton, B.S.C.: *Analyst/Programmer*

Frank Srba, M.S.C.: *Analyst/Programmer*

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Ian Harvey: *Supplies Officer*

Tracey Mead: *Shift Leader*

Penny Page: *Data Preparation Supervisor*

Trevor Peacock: *Network Operator*

Yvonne E. Shodeke: *Information Assistant*

Carole Simpson: *Senior Computer Operator*

To be appointed: *Computer Operator*

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Christopher Cobb, B.S.C.: *Analyst/Programmer*

Alma Gibbons: *Word Processing Advisor*

Chavi Yogeswaran: *Data Controller*

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Mark Donovan, H.N.D.: *Microcomputer Operator*

Niranjana Jayasundera, B.S.C.ENG.: *Microcomputer Operator*

Adam Lubanski, C.ED., B.S.C. (BRUNEL), M.S.C.: *Analyst/Programmer*

Suntory-Toyota International Centre for Economics and Related Disciplines

B. G. Warren, B.S.C.: *Computer Support Officer*

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J. F. Garner, B.S.C., M.B.Ch.B., M.R.C.PSYCH.: *Consultant Psychotherapist (Part-time)*
Janet Richards, B.A., D.C.P. (TAVISTOCK): *Principal Clinical Psychologist/ Psychotherapist (Part-time)*

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Jean White, M.A. (CANTAB.): *Psychotherapist-Counsellor (Part-time)*

A. C. Twomey, B.D.S., L.D.S.R.C.S.: *Dental Surgeon*

E. Rosemary Malbon, S.R.N., S.C.M., R.S.C.N., CERTIFICATE IN STUDENT COUNSELLING:
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 Barbara Humphries, B.A. (SUSSEX), DIP.LIB.: *Technical Services*
 Alan D. Lowson, F.L.C.M., A.R.C.M., L.R.A.M., A.L.A.: *Superintendent of Shaw Library*
 Eileen H. Roberts: *Readers' Services*
 M. Jane Wilkins, B.A. (MANCHESTER): *Technical Services*

Senior Library Assistants

Helen Best, B.A. (LEICESTER), DIPLIB.: *Technical Services*
 Harry Brewster: *Readers' Services*
 Elizabeth J. Fishman: *Technical Services*
 Anne Green, B.A. (C.N.A.A.): *Technical Services*
 Catherine Sullivan, B.A. (BANGOR), DIPLIB.: *Technical Services*
 Richard J. Trussell, B.A. (NEWCASTLE), B.A.(OPEN), M.A., A.L.A.: *Technical Services*
 Robert Warren: *Technical Services*

Principal Clerks

J. Ann Davidge: *Librarian's Secretary*
 Janet Richardson: *Supervisor of Processing*

Committee Members

Note: These lists do not include changes notified after 15 July 1988.

Committees of the Court of Governors

STANDING COMMITTEE

The Chairman of the Court of Governors
The Vice-Chairman of the Court of Governors
The Director } *ex officio*

The Pro-Director
Mrs. J. Floud
Mr. I. Hay Davison
Mr. F. Judd

Mr. D. J. Kingsley
Mr. Q. Morris
Sir Claus Moser
Mr. S. F. Wheatcroft

Mr. R. F. G. Alford
Dr. E. V. Barker
Professor K. Bourne
Professor L. Hannah
Mr. C. J. Hunt
Professor K. R. Minogue
Dr. T. J. Nossiter } *nominated by the Academic Board*

Officer Responsible: The Secretary

EXTERNAL RELATIONS COMMITTEE (a sub-committee of the Standing Committee)

The Chairman of the Court of Governors
The Vice-Chairman of the Court of Governors (Chairman)
The Vice-Chairman of the Academic Board
The Director } *ex officio*

The Pro-Director
Professor B. Abel-Smith
Dr. N. A. Barr
Mr. P. F. Dawson
Professor C. A. E. Goodhart
Professor I. H. Nish
Mr. D. J. Goldstone
Lady Howe
Mr. D. J. Kingsley
Sir Antony Part
Mr. M. Peacock
Mr. M. Saatchi
Mrs. H. Sasson

Officer Responsible: Miss Jennifer A. Pinney

FINANCE PANEL (A sub-committee of the Standing Committee)

The Chairman of the Court of Governors
The Vice-Chairman of the Court of Governors
The Director
The Pro-Director } *ex-officio*

Mr. I. Hay Davison (Chairman)
Sir Terence Beckett (Lay Governor Member)
Professor A. G. Hopwood (Academic Member)
Professor K. Bourne } *Academic Governor Members*
(Vacancy) }
Officer Responsible: The Finance Officer

INFORMATION TECHNOLOGY PANEL (A sub-committee of the Standing Committee)

Mr. Q. Morris (Chairman)
The Director
The Pro-Director
The Chairman of the Information Technology
Committee of the Academic Board } *ex officio*
(Professor A. C. Harvey)

The Secretary of the School
Mr. A. M. W. Battishill
Mrs. J. Denton

Mr. S. F. Wheatcroft } *nominated by the Standing Committee*
Mr. R. F. G. Alford (*Academic Governor Member*)

Professor R. J. Bennett } *nominated by the Academic Board*
Dr. G. D. Gaskell
Mr. G. Castro

Dr. D. F. Hartley } *External members*
Mr. W. Hopkins
Officer Responsible: Mr. N. R. Plevy

LIBRARY PANEL (a sub-committee of the Standing Committee)

The Director
The Pro-Director
The Librarian
The Chairman of the Library Committee } *ex officio*
(Professor R. M. Farr)

Rt. Hon. Lord Dainton (Chairman)
Mr. R. E. Bird } *nominated by the Court of Governors*

Professor K. R. Minogue } *nominated by the Academic Board*
Mr. D. J. Sinclair

Professor A. Hopwood } *nominated by the Standing Committee*
Officer Responsible: Dr. Catherine Manthorpe

BUILDING COMMITTEE

The Director
The Pro-Director
The General Secretary of the Students' Union
(Ms. Amanda Hart)
The Senior Treasurer of the Students' Union } *ex officio*
(Mr. Phil Davis)

Mr. S. F. Wheatcroft (Chairman)
Mr. I. C. Clarke
Mr. D. J. Goldstone

Mr. J. Selier
Ms. J. Freedman
Mr. C. J. Hunt
Dr. D. McKnight } *nominated by the Academic Board*
Dr. A. E. M. Seaborne
Dr. P. Urbach

Two student members nominated by the Students' Union
Officer Responsible: The Bursar

HONORARY FELLOWS COMMITTEE

The Chairman of the Court of Governors
 The Vice-Chairman of the Court of Governors
 The Director
 The Pro-Director
 The Vice-Chairman of the Academic Board

} *ex officio*

Rt. Hon. Lord Dainton
 Sir Arthur Knight

Mr. A. J. L. Barnes
 Dr. D. C. B. Lieven
 Dr. G. R. J. Richardson
 Professor N. H. Stern
 Professor K. E. Thurley

} *nominated by the Academic Board*

Officer Responsible: Miss Jennifer A. Pinney

INVESTMENTS COMMITTEE

The Chairman of the Court of Governors
 The Vice-Chairman of the Court of Governors
 The Director
 The Pro-Director

} *ex officio*

Sir Anthony Burney (Chairman)
 Mr. C. H. Barclay
 Professor K. Bourne
 Rt. Hon. Lord Donoughue
 Professor C. A. E. Goodhart
 Mr. I. Hay Davison
 Mr. Q. Morris
 Mr. E. de Rothschild

Officer Responsible: Finance Officer

CODE OF CONDUCT COMMITTEE

Mr. A. P. Lester (Chairman)
 Mr. F. Judd
 Mr. D. J. Kingsley
 Professor R. Higgins
 Mr. R. F. G. Alford

} *Academic Governor Members*

The General Secretary of the Students' Union
 Any other Student Governor
 An Observer from the Investments Committee
Officer Responsible: Dr. Catherine Manthorpe

Committees of the Academic Board

GENERAL PURPOSES COMMITTEE

The Director (Chairman)
 The Pro-Director
 Vice-Chairman of the Academic Board
 (Professor D. R. Diamond)
 The Dean of the Graduate School
 (Dr. T. J. Nossiter)
 The Dean of Undergraduate Studies
 (Dr. C. M. Phillips)
 The General Secretary of the Student's Union
 (Ms. Amanda Hart)

} *ex officio*

The Graduate Affairs Officer of the Student's Union Executive
 (Mr. Avinash Persaud)

Four student members nominated by the Students' Union

Professor I. O. Angell
 Dr. M. Ferguson
 Mr. A. L. Gooch
 Professor J. Hobcraft
 Mr. K. Klappholz
 Professor K. R. Minogue
 Dr. H. Scoging
 Dr. D. Stevenson
 Mr. P. Windsor

Officer Responsible: Dr. Catherine Manthorpe

CONFERENCE GRANTS COMMITTEE

The Director
 The Pro-Director (Chairman)

} *ex officio*

Dr. M. Leifer
 Dr. D. McKnight
 Dr. T. J. Nossiter

Officer Responsible: Mr. Bryan Pearce

CO-ORDINATING COMMITTEE

The Director (Chairman)
 The Pro-Director
 The Vice-Chairman of the Academic Board
 (Professor D. R. Diamond)
 The Vice-Chairman of the Appointments Committee
 (Professor W. R. Cornish)
 The Dean of the Graduate School
 (Dr. T. J. Nossiter)
 The Dean of Undergraduate Studies
 (Dr. C. M. Phillips)
 The Chairman of the Graduate School Committee
 (Professor G. R. Smith)
 The Chairman of the Academic Studies Committee
 (Dr. P. Earle)
 The Chairman of the Research Committee
 (Professor R. J. Bennett)
 The Chairman of the Admissions Committee
 (Mr. A. J. Beattie)

} *ex officio*

Professor M. Desai }
 Dr. M. Perlman } *nominated by the Academic Board*

The Committee may co-opt to its membership such persons and for such periods as it thinks fit.

Officer Responsible: Mr. Adrian Hall

ACADEMIC STUDIES COMMITTEE

The Director
 The Pro-Director
 The Dean of Undergraduate Studies } *ex officio*
 (Dr. C. M. Phillips)
 Dr. P. Earle (Chairman)
 Dr. R. W. D. Boyce
 Mr. J. Davidson
 Professor R. C. Estall
 Dr. K. E. M. George
 Dr. J. E. Hunter
 Dr. J. Kelly
 Dr. J. McShane
 Mr. P. T. Muchlinski
 Mr. C. W. Noke
 Dr. A. Ostaszewski
 Dr. J. Overing
 Miss S. Sainsbury
 Mr. N. A. Sims
 Mr. A. W. G. Stewart
 Mr. E. Thorp
 Dr. J. Worrall
 One vacancy

Officer Responsible: Dr. I. L. Stephenson

COMMITTEE ON ACCOMMODATION

The Director
 The Pro-Director
 The Vice-Chairman of the Academic Board (Professor D. R. Diamond) } *ex officio*
 The General Secretary of the Students' Union (Ms. Amanda Hart)
 Mr. M. H. Banks
 Mrs. J. F. S. Day
 Dr. P. J. Dunleavy
 Dr. D. E. Guest
 Dr. P. C. Humphreys
 Dr. J. Overing
 Ms. M. E. Percival
 Professor J. Rosenhead
 Four student members nominated by the Students' Union
Officer Responsible: Mr. M. G. Arthur

CAREERS ADVISORY SERVICE COMMITTEE

The Director } *ex officio*
 The Pro-Director }
 Dr. C. M. E. Whitehead (Chairman)
 The Right Hon. Baroness Birk }
 Mrs. J. Denton } *nominated by the Court of Governors*
 Miss L. M. Dugdale }
 Dr. A. C. Howe }
 Mr. S. F. Wheatcroft }

Dr. C. J. Hill
 Dr. A. C. Howe
 Dr. J. Le Grand
 Mr. C. W. Noke
 Ms. J. Temkin
 (Four Vacancies)
 Nine student members
Officer Responsible: Academic Registrar

GRADUATE SCHOOL COMMITTEE

The Director
 The Pro-Director } *ex officio*
 Professor G. R. Smith (Chairman)
 Mr. T. J. Nossiter (Dean)
 Professor M. Bromwich
 Mr. J. Davidson
 Dr. A. A. Gell
 Mr. A. L. Gooch
 Dr. W. Kennedy
 Dr. M. Leifer
 Dr. J. Lewis
 Mr. M. Murphy
 Dr. A. N. Oppenheim
 Dr. J. A. Rees
 Mr. R. C. Simpson
 Mr. M. Steuer
 Dr. A. Swingewood
 Professor D. C. Watt
 Mr. L. A. Wolf-Phillips
 Dr. S. J. Wood
 Dr. E. G. Zahar
Officer Responsible: Mr. P. J. Wallace

INFORMATION TECHNOLOGY COMMITTEE OF THE ACADEMIC BOARD

The Director
 The Pro-Director
 Chairman of the Information Technology Users' Forum } *ex officio*
 (Dr. C. Board)
 Vice-Chairman of the Academic Board
 The Librarian
 Professor A. C. Harvey (Chairman)
 Mr. R. F. G. Alford (*Academic Governor Member*)
 Professor I. O. Angell
 Professor R. J. Bennett
 Dr. G. D. Gaskell
 Dr. P. A. Johnson
 Dr. D. W. Marsden
 Mr. W. T. Murphy
 Mr. S. E. Pudney
 Mr. G. Rose
 (One Vacancy)
 Dr. P. Crocker (Director of Information Technology in attendance at all meetings)
Officer Responsible: Mr. N. R. Plevy

NORDIC ACADEMIC EXCHANGE FUND

The Director
 The Pro-Director
 The Cultural Attachés of the Nordic Countries
 Professor A. G. Hopwood (Chairman)
 Dr. R. W. D. Boyce
 Mr. J. T. S. Madeley
 Professor D. C. Watt
 Dr. S. J. Wood
 (One Vacancy)
Officer Responsible: Mr. N. R. Plevy

} *ex officio*

PUBLICATIONS COMMITTEE

The Director
 The Pro-Director
 The Librarian
 Mr. J. W. Carrier (Chairman)
 Dr. C. Hill
 Professor I. N. Nish
 Dr. S. Ramon
Officer Responsible: Mr. P. D. C. Davis

} *ex officio*

STUDENT SUPPORT COMMITTEE

The Director
 The Pro-Director
 Mr. A. J. Beattie
 (Chairman of the Admissions Committee)
 Dr. P. G. Taylor
 (Vice-Chairman of the Admissions Committee)
 The Dean of the Graduate School
 (Dr. T. J. Nossiter)
 The Dean of Undergraduate Studies
 (Dr. C. M. Phillips)
 Dr. G. I. Doukidis
 Professor F. Halliday
 Dr. J. M. Hartley
 Dr. M. Hebbert
 Dr. E. H. Hunt
 Mr. J. M. Jacob
 Mr. K. Klappholz
 Mr. W. T. Murphy
 Mr. C. W. Noke
 Dr. R. J. Paul
 Mr. M. J. Reddin
 Dr. S. J. Wood
 The General Secretary of the Students' Union
 (Ms. Amanda Hart)
 Two other student members
Officer Responsible: Miss Jenny Briggs

} *ex officio*

STUDENT HEALTH SERVICE COMMITTEE

The Director
 The Pro-Director
 (Adviser to Disabled Students) Mr. D. B. Cornish
 (Adviser to Women Students) Dr. J. E. Stockdale
 Professor C. R. Harlow (Chairman)
 Dr. J. Lewis
 Dr. D. N. Schiff
 Dr. D. Stevenson
 Four student members
Officer Responsible: Mr. R. J. Smith

} *ex officio*

COMMITTEE ON UNDERGRADUATE STUDIES

The Director
 The Pro-Director
 The Dean of Undergraduate Studies (Dr. C. M. Phillips) (Chairman)
 Senior Tutor to General Course Students (Mr. M. Burrage)
 The Academic Affairs Officer of the Students' Union
 One member of the academic staff of each department in the School other than the Department of Economics
 Two members of the academic staff of the Department of Economics
 One student member from each department in the School other than the Department of Economics
 Two student members from the Department of Economics
Officer Responsible: Miss R. Nixon

} *ex officio*

Appointments Committee and its Committees

APPOINTMENTS COMMITTEE

The Appointments Committee consists of the Director, the Pro-Director, all professors, any other conveners of departments and other 'heads of departments' (including the Librarian).

STANDING SUB-COMMITTEE OF THE APPOINTMENTS COMMITTEE

The Director
 The Pro-Director
 The Vice-Chairman of the Appointments Committee
 (Professor W. R. Cornish)
 Professor B. Barry
 Professor C. A. E. Goodhart
 Professor F. Halliday
 Professor A. G. Hopwood
 Professor I. M. Lewis
 Professor I. H. Nish
 Professor Lord Wedderburn
 (One Vacancy)
Officer Responsible: Miss S. S. McKenzie

} *ex officio*

RESEARCH COMMITTEE

The Director
 The Pro-Director
 The Librarian
 Professor R. J. Bennett (Chairman)
 Professor M. Bromwich
 Dr. M. Leifer
 Mr. C. A. O'Muircheartaigh

} *ex officio*

Dr. J. P. Parry
 Professor S. A. Roberts
 Professor K. E. Thurley
 (Three Vacancies)
Officer Responsible: Mr. Quentin C. Maxwell-Jackson

Committees Advisory to the Director

ADMISSIONS COMMITTEE (Undergraduate Courses)

The Director
 The Pro-Director } *ex officio*
 Mr. A. J. Beattie (Chairman)
 Dr. P. G. Taylor (Deputy Chairman)
 Mr. R. F. G. Alford
 Dr. N. A. Barr
 Professor K. Bourne
 Mr. M. Burrage
 Professor M. J. Desai
 Mr. M. D. Donelan
 Dr. G. D. Gaskell
 Dr. S. R. Hill
 Dr. M. Leifer
 Dr. P. Loizos
 Dr. D. McKay
 Mr. M. J. Reddin
 Dr. R. Richardson
 Miss S. Sainsbury
 Dr. H. M. Scoging
 Mr. D. N. Schiff
 Mrs. K. Spitz
 Dr. J. E. Stockdale
 Mr. J. J. Thomas
 Mr. E. Thorp
 Dr. J. C. Woodburn
Officer Responsible: Miss R. Nixon

ATHLETICS COMMITTEE

Mr. C. A. O'Muircheartaigh (Chairman)
 Dr. E. A. Kuska (Vice-Chairman)
 The Pro-Director
 Mr. D. W. Balmer } *nominated by the Academic Board*
 Dr. J. E. Stockdale }
 Professor K. R. Minogue (*representing the Senior Common Room*)
 The President of the Athletic Union
 Internal Vice-Presidents of the Athletic Union
 The External Vice-President of the Athletic Union
 The General Secretary of the Athletic Union
 The Treasurer of the Athletic Union
 The Assistant General Secretary of the Athletic Union
 Mr. A. Macduff } (*representing the Economicals Club*)
 Mr. A. Phelps }
Officer Responsible: Mr. R. J. Smith

COMMITTEE ON ADMINISTRATIVE AND LIBRARY STAFFS

The Director (Chairman)
 The Pro-Director
 Chairman of the Library Committee (Professor R. M. Farr)
 The Vice-Chairman of the Academic Board (Professor D. R. Diamond)
 The Vice-Chairman of the Appointments Committee (Professor W. R. Cornish)
 The Librarian
 The Secretary } *nominated by the Standing Committee*
 (Two Vacancies)
Officer Responsible: Miss S. S. McKenzie

LIBRARY COMMITTEE

The Director
 The Pro-Director
 The Librarian
 The Chairman of the Library Panel (Rt. Hon. Lord Dainton)
 The General Secretary of the Students' Union
 (Ms. Amanda Hart)
 The Graduate Affairs Officer of the Students' Union Executive
 (Mr. Phil Davis) } *ex officio*
 Professor R. M. Farr (Chairman) } *nominated by the Standing Committee*
 To be appointed (Vice-Chairman) }
 Mr. R. E. Bird
 Dr. R. W. D. Boyce
 Mr. J. C. R. Charvet
 Mr. M. D. Donelan
 Professor R. M. Farr
 Dr. G. D. Gaskell
 Professor A. G. Hopwood
 Mr. J. M. Jacob
 Dr. C. Wilson
 (One Vacancy) } *nominated by the Academic Board*
 An Academic Governor Member of the Library Panel
 Two student members nominated by the Students' Union
 (Up to two further outside members)
Officer Responsible: The Librarian

COMMITTEE ON OFFICIAL PUBLICATIONS AND STUDENT PUBLICITY

The Pro-Director (Chairman)
 Dr. C. M. Phillips (Dean of Undergraduate Studies)
 Dr. T. J. Nossiter (Dean of Graduate School)
 Dr. N. Barr
 Mr. A. J. Beattie
 Mr. M. C. Burrage
 Dr. P. Earle
 Dr. G. D. Gaskell
 Mr. P. T. Muchlinski
 Mr. J. J. Thomas
 Two Student members nominated
 by the Students' Union
Officer Responsible: Mr. A. D. Webb

INTER-HALLS COMMITTEE

The Director
 The Pro-Director
 The Warden of Carr-Saunders Hall (Dr. E. A. Kuska) (Chairman)
 The Warden of Passfield Hall (Dr. M. Perlman)
 The Warden of Rosebery Avenue Hall (Mr. K. Klappholz)
 The Academic Resident of Fitzroy Street Flats (Mr. L. A. Roberts)
 The Academic Resident of Maple Street Flats (Dr. P. M. Urbach) } *ex officio*
 Four student representatives resident in the Carr-Saunders complex and comprising two students resident in the Hall and one resident in each block of flats elected by the Hall Society.
 Two student representatives resident in Passfield Hall and elected by the Hall Society.
 Two student representatives resident in Rosebery Avenue Hall and elected by the Hall Society.
Officer Responsible: Mr. R. J. Smith

CATERING SERVICES ADVISORY COMMITTEE

The Director
 The Pro-Director (Chairman)
 Dr. C. M. Phillips } *representing the Senior Common Room*
 Miss J. A. Pinney }
 Mrs. E. J. Fishman *representing the Administrative Staff Common Room*
 (One Vacancy)
 The Senior Treasurer of the Students' Union (Mr. Phil Davis)
 Four student members
Officer Responsible: Mr. R. J. Smith

SAFETY COMMITTEE

Professor M. Zander (Chairman)
 One representative of the ASTMS
 Two representatives of the AUT
 One representative of the EETPU
 Two representatives of NALGO
 Two representatives of the TGWU
 One representative of the SOGAT
 The Bursar
 The School Health Service Officer (Physician)
 Senior Assistant Bursar
 The Administrative Officer (Staffing)
 The Assistant Bursar
 The Deputy Catering Manager
 The School Nurse
 The Safety Officer
 Three student members
Officer Responsible: Mrs. W. Bishop

COMMITTEE ON THE WELFARE OF OVERSEAS STUDENTS

The Pro-Director
 The Welfare Officer of the Students' Union Executive
 The Dean of the Graduate School (Dr. T. J. Nossiter)
 The Dean of Undergraduate Studies (Dr. C. M. Phillips)
 (Adviser to Women Students)
 Dr. N. A. Barr (Chairman)
 Dr. A. L. Hall
 Professor I. H. Nish
 Professor S. A. Roberts
 Senior Tutor to General Course Students (Mr. M. Burrage)
 (Vacancy)
 The Chairman of the Students' Union Committee on Overseas Students' Welfare
 Three other members nominated by the Students' Union
Officer Responsible: Miss Jenny Briggs

Report by the Director on the Work of the School During the Session 1986-87

I. Evolution of a Medium-term Strategy

The 1986-87 session at the School began on a hopeful note. It had been possible during the earlier year to reverse, no doubt to a very small extent, some of the adverse trends that became inevitable during the early 80s in the wake of Government policy on fees for overseas students and the decline in UGC recurrent grant in real terms even in respect of home students. It had been abundantly clear for some time that unless the declining trend in real resources per student could be reversed, there would be no respite from a deteriorating staff:student ratio; declining book acquisitions; delay in installing equipment vital for teaching and research as well as administration; overstretched administrative staff; and a general deterioration in our environment resulting from insufficient funds for maintenance and almost total inability to undertake any significant capital expenditure whether for academic purposes or for maintaining reasonable standards of student welfare.

To some extent, the way out of this difficult situation depended on our own efforts; and the efforts to raise private funds to support students as well as new academic initiatives at the School had met with commendable success. But the understandable reluctance to raise overseas students' fees sharply in the early 80s to cover full costs inevitably meant a decline in real income per student. However reluctantly, we had to reconcile ourselves to the fact that Government policy on overseas students' fees was not likely to be reversed; and by not charging full cost fees to these students as soon as feasible, we were simply depriving the School as a whole of the means necessary to retain — let alone enhance — its very high standards of academic excellence. It was against this background that the decision was taken in 1984-85 to raise fees for overseas students (with additional support to those in need) at a rate faster than inflation for some years so as to cover full costs as soon as practicable. It was this fact which made it possible in 1985-86 to reverse to some extent the adverse trends of the earlier years to which attention was drawn in the annual report of that year.

The declining trend in real income per home student presented a more difficult and more complex task. To the extent that this reflected the national trend for declining real support to university education in the country, we had to reckon with the continued financial obduracy of the Government of the day and in 1985-86, at any rate, there was no sign of a change in Government financial policy towards higher education. We had, however, also the added factor that our real income per home student was lower than that for other comparable institutions in the country. The reasons for this are many and largely historical; but we had reason to think that some of them were nearer home within the University of London so that it was necessary for us not just to join the national chorus for more funds, but also to be vigilant about every opportunity to increase our legitimate share in whatever funds became available.

Here, the University Grants Committee's new approach towards funding on the basis of an explicit formula which was adopted in 1985-86 for subsequent years came distinctly to our rescue as it recognised that historical inequities in resources per student in comparable subjects in different institutions within the University system should be eliminated over the next few years. What is more, the principle of selectivity which favoured excellence in research naturally worked to our advantage. The result was that, for the first time in many years, UGC grant to the School for 1986-87 represented a slight increase in real terms; and it was this fact, combined with another step towards full cost fees for overseas students, which made it possible for us to claim in last year's report that it should be possible to carry the process of rectification of past damage significantly forward in 1986-87 — a claim that has been sustained in the event.

The UGC's new funding formula and its assessment of research excellence have invited much adverse comment from the academic community. But judged by our own

history and experience, the new formula (while capable of marginal improvements) is eminently fair and sensible; and we shall have to resist any attempt to deviate significantly from it at least over the next few years. Medium-term academic and financial planning to which greater attention has rightly been drawn in the recent past can hardly be a reality if the financial rules of the game are not kept unchanged at least over the relevant planning period.

It is particularly gratifying in this context that the UGC took the initiative during the year under review to indicate the likely levels of overall recurrent funding for each university over the next few years and invited all universities to present their academic and financial plans for 1986-91 in the light of this indication. As far as resources are concerned, the indications of likely grant levels for us under this exercise are particularly welcome (see Table 1 below) despite the fact that the application of a safety net for some institutions has meant a significant moderation of the legitimate share for institutions like ours which get a higher than average increase under the new funding formula.

At the present moment, we have a definite commitment of the grant for 1987-88 only; and we shall have to ensure that the actual grants for later years correspond to the indications already given. What is equally important for us, our income from overseas students' fees and from private donations and research contracts will also have to increase by a similar order if our objectives as outlined in the "Planning for the Late 1980s" exercise that we undertook in 1985-86 are to be realised (cf. Annual Report for that year).

Table 1

	Indication of UGC Grant in Money Terms*	
	% increase over previous year for LSE	% increase over previous year for universities as a whole
1986-87	5.9	2.2
1987-88	7.9	3.3
1988-89	9.3	3.2
1989-90	8.2	3.0
1990-91	4.5	4.5

* figures indicate UGC recurrent grant prior to additional sums earmarked for specific purposes, e.g. academic pay award.

Against this background, one could have reasonably looked forward to a substantial implementation of the plans we had outlined for the late 1980s. Two developments during the year, however, have cast a shadow over these hopes. By far the more important is the by-product of a welcome development, viz, the agreement to raise academic and academic-related salaries by some 24 per cent over two years which goes some way towards adjusting academic salaries to a level where there is at least some reasonable hope of attracting and retaining the best talent in this most crucial area of investment for a resurgent Britain. Unfortunately, Government has not seen fit, so far, to compensate the universities for more than a fraction of the higher cost of this step. On another plane, while Government has encouraged the UGC to accelerate progress towards rationalisation, including redundancies and early or premature retirement, it has agreed to provide resources that cover only half of the additional cost involved. These two factors have thrown LSE, together with practically all University institutions, into a difficult situation which can only be met by a serious depletion of reserves at least over the next year or two, despite all efforts at economies and self-help.

Despite the risks involved, we have decided not to abandon completely our modest plans which we had just begun to implement. To do this would have been a great set-

back and a severe blow to morale in the School which has already been under severe strain now for years. Instead, albeit with some contraction of original intentions, we will continue to aim for growth and progress even though it entails a large deficit of between half and one million pounds in 1987-88. Fortunately, on present expectations, it should be possible to recover the bulk of the decline in reserves over the next few years; and there is at least some hope that, as the UGC is already urging, Government may be prepared to sanction some additional funds to cover a part of the cost of the salary increase. But the fact remains that while we do begin to see some light at the end of the tunnel as we progress into the late 1980s, our patient advance has only just begun and there is much uncertainty and haziness ahead before we emerge into the 1990s.

II. Academic Developments

(a) Appointments and Promotions

A significant development in 1986-87 was the very large number of new appointments that were authorised during the year when, for the first time in many years, the entire savings resulting from resignations, retirements, etc., were made available for new appointments and additional sums were provided for net additions to the academic establishment. The surge in new appointments thus includes six net additions at the lectureship level in consequence of the £100,000 set aside on a recurrent basis to improve the staff: student ratio in heavily over-stretched departments. Thus four of the additional lectureships were allocated to the Department of Accounting and Finance and one each to Law and International History. Two additional appointments were also made in the Information Systems sub-department funded by a special UGC grant. The Academic Initiatives scheme of the University made another appointment possible jointly between our Department of International History and the Institute of Commonwealth Studies for the study of the international aspects of decolonisation. Some 11 lectureships, funded from savings from resignations and retirements, were shared among the Department of Accounting and Finance, Economics, Government, International Relations, Law, Social Psychology, Social Science and Administration, and Statistics.

Professor Patrick McAuslan was appointed to the Chair in Public Law on 1 January 1987. A Chair in Operational Research has been filled from 1 October 1987 and Mr. Jonathan Rosenhead, Senior Lecturer in Operational Research at the School, has been appointed to it. Action is in hand with regard to the Montague Burton Chair in International Relations and the Chair in Statistics, which need to be filled from 1 October 1988. In addition, it has been decided to revive from the same date the Chair in Public Administration with added emphasis on Public Policy. On the other hand, we are still on the lookout for a suitable person for the Cassel Chair in Economics.

The School has continued its policy of promotion on merit and of no compulsory redundancies. As in the previous year, a very large number of colleagues were put forward for promotion; four of them have been promoted to senior lectureships and three proposals for the conferment of the title of Professor and ten for the title of Reader have been forwarded to the University.

The recent sizeable increase in staff salaries has been associated with the establishment of a new academic salary and staffing structure; and while the changes made are welcome in that they provide greater scope for flexibility, they also call for a review of our selection, appointment and promotion procedures to ensure that they result in a totality of arrangements which are conducive to fairness as well as to the greatest possible incentive and scope for staff development over the entire span of a teacher's career. This review is in progress. The proposed legislation on tenure will also similarly require another look at our unique system of fixed term appointment culminating in tenure after a major review — although there is no *a priori* reason why the substance of our present system cannot continue even if provision for termination of tenure under some extreme circumstances has to be allowed for.

(b) New Initiatives and Reviews

Research activities at the School have continued to prosper in their characteristically diverse ways. A highlight was the establishment in January this year of the LSE

Financial Markets Group supported by donations totalling some half a million pounds over four years from all the major centres of international finance, viz, London, New York and Tokyo. It was envisaged when the Norman Sosnow Chair in Banking and Finance was instituted that this initiative would be supported soon by the establishment of a research arm in keeping with our tradition of research-led teaching and the need to explain and keep abreast of the rapidly changing structure and behaviour of international capital markets. This need is now met by assembling a team of young and highly competent economists under the leadership of Professor Charles Goodhart and Professor Mervyn King. The Group works in close co-operation with the City and with other departments in the School and has established a reputation for itself as a focal point for debate and discussion and for the exchange and dissemination of the results of academic and institutional research. It has already produced a number of discussion papers on matters of current policy interest as also of a more theoretical nature.

The newly set up Development Research Group under the stewardship of Professor Nick Stern has established links within the School which should facilitate greater attention to this vital area of Development Studies which is becoming increasingly relevant to developed as well as developing countries and where the School already has substantial strength scattered over a number of Departments. A Working Group is currently examining how all these strengths could be pulled together to give a fresh impetus to Development Studies in the School.

The 1987-88 session will see the establishment of a Centre for Research on the Management of the Voluntary Sector, under the Directorship of Dr. David Billis, newly appointed as a Reader in the Department of Social Science and Administration. The Centre will focus on research and teaching connected with the administration, organisation and management of the voluntary sector. We are also discussing the possibility of strengthening the School's research into survey methodology by developing the existing joint LSE/SCPR Centre for Survey Method Teaching and Research.

As new research groups were established or contemplated, others were undergoing academic and financial review. The Decision Analysis Unit, which came to the School in 1982, successfully passed its mid-term review; the academic achievement of the Centre was particularly commended. Collaboration with commerce and industry characterises the Decision Analysis Unit's activities. A consortium of commercial and industrial partners has been established to fund the 'POD' — a 12 person meeting room with very sophisticated audio-visual and computing support facilities. The POD will provide conferencing facilities for the Decision Analysis Unit, for the School in general and for outside organisations including some major commercial companies.

Two of the School's Research Centres were the subject of major reviews by the Economic and Social Research Council (ESRC). The Centre for Labour Economics, headed by Professor Richard Layard, is a designated centre of the ESRC, established at LSE. The ESRC pronounced the centre 'an unqualified success', providing 'original, high quality research in a theme of national importance', and commented on 'the absence of any serious alternative to the Centre for Labour Economics of a comparable calibre and scale'. It is therefore all the more to be hoped that the ESRC will be able to provide the School with continued funding to support this important research.

The Centre in Economic Computing, an ESRC centre located at the School on ESRC initiative, was not as commendably reviewed; funding for the Centre will cease at the end of 1987.

The Suntory Toyota International Centre for Economic and Related Disciplines (STICERD), which completes its first decade next session, continues to make an invaluable contribution to the research life of the School, as is regularly described in the Centre's excellent Bulletin.

Speaking of dissemination of research and scholarship results, I am very pleased to be able to welcome an important new School publication; the *LSE Quarterly*. This attractive new publication was founded on the premiss that, given the right setting, academics can explain developments in their disciplines to those outside it. It is also a

response to so many of our former students who had expressed to me an interest in a journal which could keep them in touch with the intellectual life of the School. The first two issues have certainly fulfilled our expectations and the *Quarterly* will, I feel, make a significant contribution to the dissemination of LSE's research. I am also pleased to announce the birth of *Research at LSE*. This annual publication will be a concise guide to the current research interests of all academic staff at the School.

For many years now, gathering dust in the basement of the Clare Market Building, there have lurked two Phillips machines. Bill Phillips was a New Zealander who came to LSE after the War to read Sociology, acquired an interest in Economics and decided he could illustrate the problems of the economy by building a hydraulic machine. He borrowed £100 from a friend, bought a number of perspex tubes and valves, and set up in a garage in South London, living practically on bread and milk for a few months while he built his machine. It was a great success. In Lord Robbins' words: 'There was income dividing itself into saving and consumption. . . Keynes and Robertson need never have quarrelled if they had had the Phillips machine before them.' With funds provided by STICERD, one of the Phillips machines is being restored to working order.

New initiatives in teaching on the basis of new research or new needs and experience are a continuing feature of the School's activity. Mention may be made, however, of the special reviews initiated during the year in respect of Business Studies, Mathematics, Language Studies (and Development Studies referred to earlier). A review of the postgraduate Diploma in Business Studies introduced some years ago was already contemplated; and this had now to be thought of in the broader and newer context in which increasing attention is expected to be given to different aspects of management education in the country. The growing need and demand for such education was already reflected in the fact that our request for additional home students was granted by the UGC essentially only in respect of business and management studies, including accounting. The Working Group to review the provision for Business Studies in the School has recommended an extension of our teaching in this area at graduate level involving a one-year MSc degree in Business and Management Studies which might, among others, attract post-experience and perhaps part-time students. The School has strengths in management training which are different from — and in some sense broader than — those in conventional business management schools. Thus, we have strengths in the management of institutions including those which are not businesses; and even in traditional subjects like Accounting, Finance, Economics or Human Resource Development, our strengths are of a more conceptual nature which can equip mature students to develop appropriate new answers to changing situations as distinguished from acquiring virtuosity in received wisdom. While the details of any new initiative in this field remain to be worked out, it is agreed that we need to be more active in this field and that to do so in a worthwhile manner would require significant additional resources. Certainly, complementing our current strengths in management studies will have to receive high priority in any search for additional resources.

The reviews of Language Studies and Mathematics now under way are on a different footing. In both these areas, our current strengths are geared essentially to the need for servicing other departments. As such, despite their small size, their contribution to the School is vital and there is no question of abridging or underrating the value of this function. But whether the needs of the other departments for language and mathematical training can be better met by deploying our resources in some different manner needs to be considered in any case in view of the impending changes in the staffing structure of the existing departments. All the reviews currently underway should be completed during the early part of the next session thus enabling us to take all the relevant decisions in a concerted manner in the light of academic priorities as well as financial practicalities.

(c) Admissions and Examinations

Applications for undergraduate admission increased yet again for 1986–87 by 8.5 per cent in contrast to a national drop through UCCA of approximately 1.5 per cent. Home

applications were only slightly up whereas overseas applications increased by some 20 per cent. Economics, Law and Accounting continued to be popular subjects. An unusual feature was the very large number of last minute withdrawals indicating increased competition — presumably in the availability of student facilities, including reasonable accommodation.

Another significant feature was a slight decline in the total number of overseas students — from the previous year's high figure of 2,153 to 2,103. Even more significant was the change in the composition of foreign students, with those from the US declining from 643 to 548 and from Europe, Japan and Malaysia increasing appreciably. While recent trends in admissions cause no concern on grounds of quality — quite the contrary — there is need for more active promotion both at home and abroad with necessary improvements in our admission procedures and policies if we are to retain our share of the overall market. We can no longer afford to sit back and wait for the students to flock to us — not with all the disadvantages of London to contend with on top of less salutary demographic trends and more forceful competition at home and abroad. This matter is receiving urgent attention from the Admissions Committee.

There was a further improvement in the performance of our undergraduate finalists, with the percentage of those obtaining First or Upper-Second Class Honours degrees moving from 49 per cent in 1986 to 53 per cent in 1987. The one year General Course students also improved their overall examination performance. A marked improvement in Diploma results occurred, with a 95 per cent pass rate and an increase in the proportion of Distinction grades awarded. The first cohort of students on the new Diploma in Housing graduated successfully, with one third of the candidates obtaining Merit or Distinction grades. Over 800 taught Master's degrees were awarded in 1986, in 36 subjects of study, and 88 research degree candidates completed their theses and were awarded their degrees (85 Ph.D., 3 M.Phil).

Of particular concern is the recent shortfall in graduate applications, more particularly from British students. This is a function of declining support for graduate studies from research councils. It is not yet fully appreciated by the powers that be that without a significant number of bright students going in for graduate studies and research degrees, the intellectual capital of a nation is bound to decline over time. As yet, the present arrangements for student support concentrate almost exclusively on undergraduate students. Graduate students' need for financial support deserves equally urgent consideration and we have already drawn this matter to the attention of the Government.

More generally, if the Government is really keen on the spread of continuing education or post-experience education in general, as it claims in the White Paper on Higher Education, it will have to review the present arrangements for fees and student support in the light of the special needs of mature students. For example, our own experience at the School has underscored the need for a nursery for the benefit of these students. At the same time, such students cannot afford nursery fees if these are to be so set as to make the nurseries self-financing. Should there not be provision then for support of nurseries or for corresponding nursery grants to student-parents if one is really keen on continuing education? Again, if a company spending money on training its employees can deduct the expenditure for tax purposes, should not at least the same apply to an enterprising mature person who decides to enrich his educational knowledge at his own expense?

A thorough review of Continuing Education provision, (very widely defined), with the University of London was prepared by Professor Dorothy Wedderburn in April and submitted for the School's comments. We welcomed the broad objectives of the Report, which laid emphasis upon assisting Schools to extend their vocational training activity and facilitating access to tertiary education for the non-conventionally qualified. Some reservations had to be expressed, however, at the proposal to concentrate federal funding upon the establishment of a federal Centre for Continuing Education at Birkbeck College. A proposal that Schools should participate in a formal scheme of credit transfer for non-conventionally qualified applicants also gave rise to misgivings, not least because

it appeared to put at risk the flexibility which the School has always exercised in considering such applicants.

An important development in the School's expansion of its continuing education provision has been the possibility of setting up a consortium with King's College and the Polytechnic of Central London. Preliminary discussions have been held with our prospective consortium partners and it is hoped that this interesting proposal will come to fruition in due course.

We were, in common with all University institutions, invited by the DES to submit bids for the development of professional, industrial and commercial updating activity (PICKUP). There was, however, considerable competition for support, both within the University of London and from other Universities, and it was a source of great regret that the School's request for assistance to consolidate and develop its existing post-experience education effort could not be met. We have, however, been encouraged to submit another bid next year.

(d) *Academic Plans and Rationalisation*

It is not necessary here to give a chronological account of the flurry of circulars received during the year from the UGC on academic (and financial) planning and on rationalisation and change or to reflect at length on our response thereto. In announcing the increased recurrent grant for the UGC for 1987-88 and the Government's tentative funding plans for 1988-89 and 1989-90, the Secretary of State had stipulated that a significant part of the funds made available should be earmarked for specific purposes, including most notably 'redundancy and premature retirement and other costs to facilitate rationalisation and the recruitment of new, young academic staff'. The UGC decided that additional grants for 'rationalisation and change' would be given only after examination of academic and financial plans prepared under its guidelines. To facilitate the preparation of these plans, it clarified that 'rationalisation and change' will cover, apart from redundancy and premature retirement, some positive aspects such as retraining of staff, new appointments to improve the age balance and/or the balance of academic activity within institutions and the relocation of equipment and library holdings to facilitate rationalisation. Given this positive orientation and the fact that the basic imbalance in our case consisted essentially of an adverse staff:student ratio and under-equipment, we decided to respond to the invitation to submit bids against the earmarked provision for 'rationalisation and change'.

In all our recent submissions to the UGC or the University, we have tried to seek implementation of the specific objectives and tasks outlined in 'Planning for the Late 1980s'. Our actual bid for assistance under 'rationalisation and change', however, can only be made when we have given final touches to our academic plan and financial estimates and have specific cases to put forward for premature or early retirement or for training as a part of this plan. We propose to include in our bid the cost of some new appointments as this is an integral part of our academic plan which cannot be fulfilled on the basis of the indications given by the UGC (through the University) for recurrent grants without some supplement from the funds set aside by the UGC for this broad purpose of 'rationalisation and change'. Our bid with a supporting academic plan and financial forecasts is currently under preparation and fuller details of the bid and the response thereto will have to await the Report for the next year.

(e) *Academic Visitors*

The flow of distinguished academic visitors to the School continues; and we have inaugurated this year another series of what promises to be outstanding public lectures. A very generous award with a value of £10,000 a year for ten years has been established by the Latsis Foundation in memory of Imre Lakatos, Professor of Philosophy at the School from 1969 to 1974. The award is to be made for an outstanding contribution to the Philosophy of Science and one of the conditions is that recipients deliver a public lecture at the School. In February Professor Bas Van Fraassen of Princeton University

gave the first Lakatos Award Lecture on 'Symmetry Arguments in Science and Metaphysics'. The second lecture was delivered in June by Professor Hatrey Field of the University of Southern California on 'Physicalism'.

This year's Lionel Robbins Memorial Lectures were delivered by Professor Amartya Sen of the University of Oxford on 'The Political Economy of Hunger' and drew characteristically large audiences.

III. Student Activities and Welfare

(a) *Freedom of Speech*

I had ventured the opinion last year that 'despite occasional misunderstanding, it is possible to claim that the traditions of academic freedom, including free speech, are shared by students and staff and Governors alike at the School'. This faith was put to severe test on a number of occasions during the year. An invitation to a speaker of pro-Contra (anti-Sandinista) views passed off without much difficulty. An invitation to the South African Ambassador to come to the School fell through as the Ambassador resigned just on the day of the meeting at which he was due to speak. But a debate in which Mr. Ray Honeyford was to take part attracted totally unacceptable and rudely violent behaviour on the part of a small section of our students. Contrary to the traditions of the School and our long history of hearing speakers from all shades of political opinion the meeting and the debate were disrupted, could not be concluded and had to be abandoned. Disciplinary action against students who could be identified as being involved in the incident was taken, an apology sent to Mr. Honeyford and the incident condemned by all School authorities reaffirming our unswerving commitment to academic freedom, including commitment to free speech.

In accordance with the Education (No. 2) Act of 1986, the School now has a Code of Practice on Free Speech and one earnestly hopes that everyone concerned will co-operate in upholding a principle and a practice which have been enshrined in our Articles of Association since the beginning of the School. While there cannot be any limitation on this freedom, except limitations under law or under extreme circumstances of duress to prevent danger to the physical security of the persons concerned, it is equally important that no one seeks to convert the School into a battleground for testing this freedom. The margin of tolerance for the exposition of all kinds of extreme views can never be universal or unlimited in any institution. But the mere fear of provocation even of the many can be no ground for limiting this freedom as those likely to be provoked have the freedom to keep away. At the same time, a degree of restraint in respecting each others' sensitivities is necessary for the orderly functioning of any society, and more so of a democratic society. It is idle to pretend that any written code of conduct can assuage all doubts as to what is right or reasonable under all circumstances. But there should be no doubt either that the School intends to protect actively the right to freedom of speech, if necessary, with the help of those authorised to assist in maintaining law and order, but hopefully by relying essentially on the good sense of a mature and civilized community.

(b) *South Africa*

During 1985-86, there were strong expressions of views by students as well as the staff and members of the Court against apartheid in South Africa and it was felt by a large section of the community — though by no means by all — that the abhorrence of apartheid should find an echo in divestment of the School's shareholding in companies with a significant presence in South Africa. By a resolution passed in March 1986, the Court asked the Investments Committee to keep under review the School's investments in the light of the discussions on this matter in the Court and in School committees. In my report last year, I had expressed the hope that 'the spirit of the Court resolution will be honoured in substance if not to the satisfaction of every single member of the School'.

In December 1986, when the Court reviewed the action taken by the Investments

Committee in the meanwhile, it concluded without dissent that it was entirely satisfied by the approach taken by the Investments Committee and that the policy laid down in the resolution of March 1986 continued to form the guidelines by which the Investments Committee could act.

It came as some surprise, therefore, when the Students' Union reopened the question and put forward in February 1987 a demand for observing 'a divestment charter' the main point of which was to lay down certain specific criteria for determining whether divestment should take place or not. It was agreed to discuss the proposals of the students at a joint meeting of the Standing Committee and the Student Governors of the Court. But escalation of vociferous protests culminating in an occupation hours before the meeting unnecessarily disrupted the work of the School and delayed discussions which could not conceivably take place while the occupation was in force. As such things go, the occupation was a reasonably orderly affair and wiser counsels prevailed to end it peacefully making it possible to resume the dialogue. This led to a new Court resolution in March 1987 which adopted a code of conduct to determine whether a company qualified or not for divestment. This approach, while more principled and judicious, is obviously more difficult to implement as the availability and the interpretation of data are bound to leave something to be desired. The Court has accordingly appointed a Committee to keep under review the code of conduct and its practical implications. The Committee has been at work and the first batch of its findings were reviewed at the meeting of the Court in July 1987. Opinion on these findings was more sharply divided and almost evenly balanced; and it will take very skilful handling of this very sensitive and important issue if the School community is to remain united in its search for practical efforts to avoid benefitting in any way from the practice of apartheid. After all, it is this internal aspect of what the School considers proper for itself in the limited context of investment which is the central issue; and the School does not and cannot arrogate for itself the right to sit in judgement on others who, like the School itself, have themselves to face a very complex issue in what has become historically a very tricky terrain.

(c) Student Welfare

The year 1986-87 has seen little improvement in the welfare provision for students nation-wide. Despite the unfavourable climate, however, the School has continued to build upon firm foundations and set aside resources to assist and help students in financial difficulty. In addition, the year has seen consolidation of a variety of initiatives for improving the general well-being of students during their time at the School.

The publication of the White Paper 'Higher Education: Meeting the Challenge' in April 1987 signalled an expectation that student numbers would increase more than previously expected, in the 1990s, and that greater numbers of mature and part-time students would gain access to higher education. It was clearly recognised, however, that arrangements for student support would have a significant effect on demand for places and the White Paper did not make specific recommendations on this point. It is with some concern, therefore, that the School awaits the outcome of the separate review of support systems. It is noticeable that the number of students seeking financial assistance continues to increase, and that the funds expended by LSE in support of students continue to grow likewise. In 1986-87 nearly 400 students received some kind of financial assistance, award or scholarship, and over £450,000 has been expended.

Nevertheless, despite this effort, it is still clear that British postgraduates, as already mentioned, are suffering particularly from the contraction of Research Council funding, and that the LSE 1980s Fund, successful though it is, cannot help greatly in assisting students from very poor countries and families. The escalating cost of living in London only contributes further to this serious problem.

The Committee on the Welfare of Overseas Students has continued to develop new initiatives. The 'New Student Host Scheme', through which first year undergraduates from overseas are assisted and supported in their potentially difficult first months at the

School, by second and third year students, has proved to be most successful. It is hoped in future years, that the scheme may be extended to include all new students from overseas. Likewise, 1986-87 saw the first use made of the pre-session English course at King's College which was found to be very useful by those overseas students taking advantage of the facility. The School thus recognises that financial difficulty is not the only constraint upon students endeavouring to succeed in their studies. We acknowledge that student support is a broad concept, and will continue to attempt in future to help with other issues and problems which are perhaps less obvious or less urgent than financial need, but no less significant in the long-run.

The Advisor to Women Students appointed in March 1985 has made commendable progress in establishing the credibility and usefulness of her rather novel and difficult function within the School community. The year has also witnessed consolidation and considerable progress in the development of facilities for students with disabilities. One of the encouraging developments of the year has been an initiative in the Graduate School to encourage disabled people who have been accepted for courses to identify themselves and provide information about their special needs well before they arrive so that packages of help may be assembled in good time.

(d) Residential Accommodation

In my report last year I referred to the purchase of a site from Butlers Wharf Ltd. for the construction of a self-catering student residence at Butlers Wharf in the Docklands redevelopment immediately south and east of Tower Bridge. The Residence represents an innovative concept for the accommodation of the School's students. Each student will have a study/bedroom within a self contained flat for six, with shared kitchen/living room and bathroom facilities. The 282 students to be accommodated in the Residence will benefit from many aspects of this imaginative inner-city development of the Butlers Wharf area which will include residential, commercial, craft, cultural and leisure facilities in a revitalised and historic part of London. The Butlers Wharf Residence will increase the number of residential places which can be offered to students by 37 per cent, a very significant addition to the School's accommodation stock and a vital factor in our being able to continue to attract students of the very highest quality. We are looking forward to taking possession of this exciting, high quality building in the Spring of 1989.

The development of the Butlers Wharf Residence presents both a problem and an opportunity. The building, being essentially a block of flats, will not have the office space and staff resources which are provided to manage our three traditional halls of residence. An external consultant, with considerable experience of university residences, has therefore been appointed to undertake a study into the full range of student accommodation services provided by the School. The consultant will consider how we might operate the Butlers Wharf Residence using existing resources, and also advise on ways of improving the management of the three halls of residence together with those other services in the School which assist students in their search for accommodation. The Students' Union Accommodation Office has had considerable success in helping students find suitable accommodation, and the School's Company Let Scheme during its first full year of operation has enabled many more students to find accommodation on the private rented property market which otherwise would not be available to them.

IV. The British Library of Political and Economic Science

Pressure on the Library continues to increase from year to year; in 1986-87 the number of loans to LSE students increased by 15 per cent and once again there were more research users from outside the School. These demands were satisfied alongside some savings in expenditure on Library staffing. An even more notable achievement was the addition of over 21,000 monographs, the highest annual intake for more than fifteen years. In spite of the financial pressures beleaguering academic libraries across the United Kingdom, the British Library of Political and Economic Science remains one of the great libraries of the world.

The increase in acquisitions was spread across all categories of material, including official publications and current serials. The Library now receives over 13,000 serials, the highest number in its history.

Fundamental changes in the organisation of Library services, initiated during the 1985-86 session, are still in train. Support given to students undertaking taught courses, although improving, is inadequate; this is now the area of highest priority for the Library. The traditional need to provide a great research collection of printed materials remains central, but information in electronic form is as much part of modern library services as printed books. At the beginning of the session a new reference and information service point was created, with more professional staff offering an enhanced advisory service for all the Library's users.

Such developments represent the overall strategy to use the Library's staff to increase services directly given to users; the corollary of this strategy is the lower priority given to the backroom activities necessary to acquire and process material. These will increasingly be carried out with the help of machines.

At the end of the session the Court decided to fund, for installation during 1987-88, an advanced library computer system. This system will integrate within a single file structure the technical processes of ordering and cataloguing books and periodicals, and issuing them to readers. It will greatly increase the cost effectiveness of these operations. Readers will be able to consult the catalogue files on-line, not only from terminals within the Library building but from any terminal connected to the School's 'Cambridge Ring' local area network. The system purchased will also be acquired by other major libraries within London University, and their linked files will similarly be open to direct interrogation from terminals in the School.

The Library has continued to attract important collections of manuscripts which fall within the School's area of research. Among the personal papers received were those of Lord Bottomley and Evan Durbin, and the first instalment of those of Sir James Callaghan. Institutional deposits included the early papers of the Royal Economic Society and the Liberal Party's files on elections. The most important deposit of the year, however, was the archive of the London School of Economics and Political Science itself, covering the period up to the end of the Second World War. The School will celebrate its centenary in 1995; its own archives are of enormous significance for the general history of scholarship, not just the history of the School. It is expected that by next year the School's archive will be fully organised and open for research.

V. Information Technology

The School's commitment to invest in Information Technology continued to gain momentum throughout the year. The increasing awareness of the opportunities it will provide to advance academic achievements has brought about a level of demand for amenities that will take some years to fulfil.

The use of information technology has until recently been associated with relatively few disciplines within the social sciences. This situation has now changed. It is no longer possible to identify areas of the School that could not, with advantage, use the new technology. Plans for the integration of information technologies into research and teaching programmes have been prepared by all academic departments and research units; and this has facilitated the definition and acceptance of an IT strategy for the School as a whole, providing a framework for forward planning and implementation.

During the year IT initiatives were concentrated largely on the expansion of public facilities — enhancing the VAX systems, consolidating the data communications network and increasing the number of microcomputer-based workstations. Three specific needs were addressed: the need for greater access to existing facilities; the need for new facilities to support changes in teaching methods, particularly in statistics, economics and graphics; and the need for wordprocessing facilities for postgraduate students. In addition, there was an increase in the number of workstations provided for academic and secretarial use.

An increase in staff in the Computer Service allowed an expansion of advisory and microcomputing equipment management support services. Further increases of staff in these areas will be required as the installation and use of Information Technology become more widespread. In this connection it has been a matter of considerable disappointment to the School that our case for a larger share in the University grant for recurrent expenditure on computer services, while recognised by the University now for more than two years, has so far met with no response. The McMullen Committee has once again recommended a redistribution of resources under this head in our favour; and it is a sad reflection on decision-making within the University that it has not been possible to implement this recommendation so far. Nor is there any likelihood of our grievance being redressed in the near future.

On the other hand, the University has responded promptly to our pleas that a part of the total equipment grant should be specially earmarked for the computer needs of Arts, Humanities and Social Sciences. The UGC has also separately recognised the special needs in this regard of disciplines like Accounting, Finance, Business and Management, Mathematics and Archaeology. The amounts earmarked by the University as well as the UGC, though small, should be of significant help in the current climate of financial constraint.

VI. Building and Amenities

Last year's report referred to the problem of providing space for the School's activities and to a continuing pattern of modest improvements. There is still a great shortage of space and continuing financial stringency but it has proved possible in 1986-87 to undertake some redevelopment of space which can be described as being rather more than modest. Funds were obtained from the University towards the cost of two major and related projects whose overall effect will be to improve the teaching facilities of the School, provide a number of new offices for members of staff and to concentrate and improve the Students' Union accommodation in the East Building.

The projects involve the creation of a Mezzanine floor within A45, the former Haldane Room, and the division of two floors to create six well equipped and furnished classrooms. This has in turn facilitated the adaptation of former classrooms into offices. Room A45 was formerly used in a dual capacity as a teaching room and a Students' union social room. The social room will be replaced by an imaginative scheme for the enclosure of the East Building Courtyard the end effect of which is to provide a new centre for the student facilities on the ground floor of the building.

In order to accommodate the expanding research units of the School a lease has been acquired on some 3,300 square feet of space on the seventh floor of Aldwych House. This is being used to accommodate the Business History Unit and the Decision Analysis Unit together with the 'POD' described earlier.

As in past years a programme of refurbishment of buildings and replacement of plant has been carried out of which the most noticeable is the replacement of the worn out small lift in the main entrance of the Old Building. The opportunity has been taken to install a larger lift which should ease congestion in the entrance hall and on landings. A further stage in the phased renewal of the heating system in the Old Building has also been completed.

Refurbishing work has included roof repairs to the Old Building, the internal redecoration of the first and second floors of the Library and of corridors in the St. Clements Building and refurbishment of the Pizzaburger restaurant. The latter task has been undertaken to coincide with disruption in the area caused by the lift renewal and has provided the opportunity to modernise the outlet along the lines of the most successful refurbishment of the Brunchbowl restaurant in 1986.

The rather extensive building works undertaken this summer have led to considerable noise and disruption of normal activities around the School, causing a great deal of regrettable inconvenience to students and staff alike. While much of this has been unavoidable, it has to be recognised that the situation as we find it at the commencement

of the new session is unacceptable; and we will have to draw appropriate lessons from the experience this year to avoid a repetition of the same in the future.

The Building Committee, the Committee on Accommodation and School officers will continue to explore ways for creating more space by developing existing accommodation. Efforts to obtain the resources with which to purchase the nearby St. Philips Hospital are continuing. It is not easy to see any other way of providing for growing space needs which will nevertheless maintain the School's cohesive character.

VII. Administrative Services

A centre of excellence, devoted to scholarship, requires the assistance of a team of administrators which can not only support the academic activities of the School, but also help meet the ever increasing external demands which the LSE, in common with other UK universities, is now facing. The co-ordination and preparation of financial forecasts and detailed academic plans are becoming a routine aspect of the administrative work of the School alongside the more usual academic, financial and bursarial support services. Other issues, described elsewhere in this Report, such as free speech, and South Africa and the School's shareholdings, have also absorbed much of the time and attention of my administrative colleagues. These extra demands and additional duties have increased the need to look continually for ways in which to improve the organisation of our work.

Last year I noted the review of the committee structure as part of a review of the organisation of the work of the School. As part of this process, the School's Committee on Administrative and Library Staffs has revised its system of calculating appropriate secretarial establishments in academic departments. Establishment guidelines are now set annually, based not only on academic staff numbers in the department, as in the past, but also on the teaching load each department carries and any special factors pertaining to the department. An integral part of this new scheme is that requests for replacement posts are now normally dealt with by the Director as chairman's action, thus leading to speedier decisions on the filling of vacancies and lessening the already heavy burden on Conveners. In a similar move to rationalise its business the Committee has also delegated to the School Secretary responsibility for the management of non-academic staffing resources within the administration.

In relation to services provided by the Administration the Committee has considered and approved proposals for selective strengthening in the administrative support for funded research and in the promotion of the School's profile in the press, media, Parliament and other areas. In addition, reviews of the work of the School's administrative services in relation to the Post and Reprographic Services have taken place and a consequent improvement in the efficiency of these services should follow. Continuing pressure on other administrative services, particularly within the timetabling and examinations area and in student support services has highlighted a need for organisational reviews or selective strengthening in these areas.

At present, the administration has to rely on computerised systems that are inadequate and very diverse in hardware and software. To try and overcome these serious shortcomings the School is in the process of preparing a strategy which is intended to lead to a comprehensive, integrated, computerised data-processing network.

The provision of detailed management information during the year was of paramount importance. To help with this work the administration took delivery of several microcomputers. These were invaluable in dealing with a variety of tasks which could not be done by using the centralised University of London systems or the available local automated systems.

The School continues to support and encourage its staff to participate in a variety of training courses, conferences, and further education programmes which it believes to be in the interest of both the individual and the School. Over the past year many staff have participated in the CVCP training courses on a variety of topics. These courses have added to the individuals' knowledge and skills, in turn, benefitting the School's

operation. The School continues to play its full part in organising and co-ordinating training within the University of London.

The School continues to encourage administrative staff to pursue professional qualifications, either in their particular field, or in general management studies, for example the Diploma in Management Studies (DMS) or Master in Business Administration (MBA). The School has also organised a number of in-house seminars on specific topics, designed to assist administrators in their day to day activities.

VIII. External Relations

(a) *Alumnus Activities*

There is now a network of some 80 alumnus groups and contacts in 40 countries, forging bonds among alumni themselves and strengthening links between alumni and the School. Groups vary considerably in size and level of activity, from the American and Canadian Friends of LSE, who have a tradition of active programmes and of raising substantial funds for the benefit of the School, and the Friends of LSE in Hong Kong whose fund-raising activities during the last two sessions have been most impressive, to the establishment this session of alumnus contacts in Jordan, Kuwait and Pakistan. A full list of the countries in which alumnus groups are to be found is in the Appendix. It is a pleasure to express once more our deep appreciation of the work of the alumni and alumni groups which contribute so much to LSE as a distinct academic tradition rather than just a run of the mill provider of useful skills.

The School has started experimenting with different types of reunion each year. The Alumni Day held on 10 June was an entirely new departure, and the success of the day is due to the strenuous and imaginative contribution of some of the alumni of the period 1947-1953 as well as that of staff throughout the School. About 200 alumni and their guests participated in the day's events, which included tours of the School, Departmental reunions with present and former staff, a public lecture by Professor Ralf Dahrendorf, and an evening of food, music and entertainment at the newly opened Theatre Museum in Covent Garden.

We hope that the success of this day will whet the appetites of the alumni of 1961-1965 for their reunion on 24 February 1988.

(b) *Fund-raising*

As the pressure on educational institutions to find funds themselves leads to increasing competition among UK universities, so the School continues to take the initiative to find new sources of support. One major new source is the selection of the LSE by the Economic Development Institute of the World Bank to be one of the institutions invited to nominate candidates for the 30 scholarships to be awarded each year worldwide at Ph.D. and M.Sc. level. These Scholarships form part of the 1980s Fund which is now only £55,000 short of its target of £2 million. Support for the Fund by individuals and Friends of LSE groups this session has included the establishment of an annual prize by Louis B. Odette, a Canadian alumnus. Although the 1980s Fund was conceived on a 'spend as you earn' basis, as distinguished from an attempt to raise an endowment fund, much of the support to the 1980s Fund so far is of a nature which will continue to yield dividends in the 1990s as well.

Apart from the Financial Markets Group launched in January, the other main focus of fund-raising this session has been the new students residence to be built at Butlers Wharf. I was pleased when Sir John Sparrow accepted our invitation to Chair the Appeal Committee and Mr. Geoffrey Bell, Professor Derek Diamond, Mr. Ian Hay Davison, Mr. Sandy Gilmour, Mr. David Goldstone, Mr. Joe Hyman, Mr. David Kingsley, Mr. Peter Palumbo and the Pro-Director agreed to be members. The Appeal has been presented to the Honorary Fellows, the Governors, Emeritus Professors and staff, as well as to selected companies, Trusts, and alumni and others. We will be extending our Appeal more generally during the forthcoming session. We have made an encouraging start but there is still a long way to go to reach our Appeal target of £1.5 million.

(c) General Election

Alumni of the School continue to play a prominent role in the political affairs of the land. At the General Election on 11 June, 28 former students were elected Members of Parliament, and there are now four alumni in Her Majesty's Government and 37 members of the House of Lords with LSE affiliations.

IX. Farewells, Honours and Acknowledgements*(a) Farewells*

Reference must be made here to Sir John Burgh who relinquished the post of Chairman of the Court at the end of September to take up the Presidency of Trinity College, Oxford. Sir John's association with the School began in the 1940's first as a student and then as President of the Students' Union in 1949. He returned to the School as a Governor in 1980 and the Court was pleased to elect him an Honorary Fellow in 1983. While we will miss his sane guidance as Chairman, I hope he will continue to take an active interest in the School as a member of the Court of Governors.

Sadly the School is losing through retirement a number of colleagues: Professor Ailsa Land, Mr. Jim Potter and Mr. Huw Rees retire after many years of long service to the School. It is also a matter of particular regret that Professor Bryan Carsberg has left us to pursue his work at OFTEL, but we hope he will continue his active association with the School as a Visiting Professor. The School has also said farewell to six of its retiring governors: Mr. J. M. Gullick, Mr. A. Jones, Mr. R. J. Kirton, Lord Murray, Lord Seebohm and Sir Peter Trench. The School pays a particular tribute to Mr. Gullick, Mr. Kirton and Lord Seebohm for the generous way in which they have served and supported the School over many years.

(b) In Memoriam

The School mourns the death of Eric Sosnow who was elected an Honorary Fellow in December 1986. Since the death of his son twenty years ago Mr. Sosnow dedicated himself to charitable and educational concerns of which the School was a major beneficiary. In 1985, his generosity helped establish the Norman Sosnow Chair in Banking and Finance which bears his son's name. Equally the School mourns the death of Lord Kaldor, an alumnus, Honorary Fellow and a member of the staff from 1930 to 1947 and one of the most original and creative economists of his generation. We note also with sorrow the death of a former governor, Sir Reginald Goodwin and several lay-serving members: Alice M. Carter (member of staff 1947-1976); Gertie Kvergie (Manager of the Economists' Bookshop 1947-1968); Hilda Lee (member of staff from 1949-1982); Alan Little (alumnus and member of staff 1959-1967) and four retired members of the Bursar's Division: George McMeekin, Frank Maloney, Ted Williams and Frank Worrall. The sudden death of Mr. Esmonde Robertson, lecturer in International History, on the eve of his retirement brought sadness to his many colleagues and friends in the School.

(c) Acknowledgements

The School is always indebted to all those who volunteer to act in an official capacity for the School as committee members and office holders. Mention may be made this year in particular to Mr. J. Potter who has served so effectively as the Senior Tutor for the General Course for some 26 years now. Indeed, his name in many ways is synonymous with the Course and it is our hope that his name could be associated with a School Prize for distinction in examinations by a General Course student. Mr. D. J. Sinclair, who has served on several School committees with rare distinction and devotion for so many years now has increased our debt to him by stewardship of the Library Committee for the last five years.

X. Looking Ahead

The medium-term tasks ahead and the prospects for achieving them have already been referred to in the earlier sections and in 'Planning for the Late 1980s'. Looking beyond

that, we have already begun to think of an appropriate celebration of our centenary that falls due in 1995. Planning for the Centenary has, however, only just begun to gather momentum and a meaningful report will have to await next year. The Centenary naturally invites us to look ahead not just into the 1990s, but beyond that into the 21st century. It is our intention that preparations for the Centenary will not be a matter primarily of ritual celebrations or even of fund-raising but of purposive planning of our longer term future. In an uncertain and rapidly changing world where we do not hold all the cards, it is all the more imperative to plan ahead if we are not to be blown this way and that by every passing phase of fashion or circumstance.

To some extent, Government policies are already forcing such longer-term planning upon us. Some aspects of this policy like greater attention to financial management, accountability, periodic monitoring of performance and diversification of sources of income are essentially sound and uncontroversial at least in principle. The more recent acceptance of the need for greater access to higher education, including the emphasis on continuing education, is also welcome. On the other hand, we have expressed to the Government our serious reservations on some of the new initiatives such as the denial to the proposed University Funding Council of any explicit role in advising Government on the legitimate needs of universities. The proposed approach to funding as a contract raises more serious issues unless the intention simply is to underline the need for a more explicit statement of the goals sought to be achieved by each institution and a periodic assessment of how far and how well these goals are actually achieved. There is more than a hint that 'contracting' might be a means of reducing further the resource per student at least at the margin when it comes to allocating the additional 50,000 students proposed to be brought within the purview of higher education. Bidding for additional students may sound like good market-oriented economics, but the other side of the coin is directing students to institutions so needy as to want to underbid other. If this danger is to be averted by some kind of quality control, it hardly makes sense to invite bids for contracts in preference to leaving the allocation task, as at present, to the good sense of the Universities Funding Council.

So great is the danger of inadvertent if not deliberate governmental intervention in the affairs of the universities in the current rather simplistic approach of the Government to efficiency, relevance, accountability and assessment that many well-meaning persons are beginning to ask whether institutions like the LSE cannot carve out an independent future for themselves — or whether, at least, Government should not go far enough in implementing its philosophy to make the student-consumer the king by giving him a stipend but leaving him and the Schools free to negotiate dowries and marriages between them as they see fit. I have argued at length in a piece for the June issue of the LSE Magazine (reproduced here as an Annex for convenience of reference) that, however attractive a priori, a purely market-oriented approach of any variety is not likely to be either feasible or desirable. Indeed, there is a basic contradiction of terms when one speaks of freedom within a market where the purchasing power comes at least largely from the public exchequer. The contradiction which is inherent even in the present system can be resolved to the extent it can only by the good sense of the Government and the Universities as supported by general public opinion and not by erecting once and for all some ideal system for financing higher education. A degree of creative tension between the universities and the Government to preserve the greatest degree of academic freedom within a system of egalitarian access to higher education which presupposes a substantial degree of Government subsidy is unavoidable in a democratic society; and it would be idle for LSE to seek to escape altogether from such a creative tension unless it is prepared to shed its own egalitarian aspirations.

I. G. PATEL

October 1987

Annex

Extract from the *LSE Magazine*, June 1987, No. 73

The British higher education scene today is disconcerting in many ways. Some of the disturbing signs such as mindless cuts in funding and accelerating brain-drain have been recognised for some time; and there have, of late, been at least some signs that all political parties are beginning to appreciate that enough is enough and that the time has come to halt the process if not to reverse it. But there is an even more disturbing aspect which has received much less attention. A recent article sponsored by the Adam Smith Institute talks of British higher education being nationalised and goes on to say that 'supervision through the agency of the University Grants Committee has given way firstly to influence, then progressively to regulation, and finally to control from Whitehall'.

It is a strange charge to bring against a Government bent upon privatising everything that it adopts a different stance in the one area, viz. higher education, which should be singularly free from governmental intervention. But there is a point in the charge and it deserves to be taken seriously. No-one is deliberately attempting to undermine academic freedom: to influence academic appointments, to modify what is taught and how it is taught or to dictate the conclusions of University research. No-one denies that the Government has the right to decide on priorities in public expenditure — and that includes expenditure on student grants or grants to Universities.

Irrespective of who pays the piper, the Universities have to be accountable — if not to the Government of the day, at least to the general public in terms of the esteem they manage to command in the community. Wherein then lies the danger to the Universities? What is the substance of the charge of nationalisation or intervention?

The present unease, I believe, arises mainly from attempts to standardise everything, to codify it, to institute procedures for monitoring and assessing and reporting in terms of criteria or indicators laid down from above. This inevitably leads to bureaucratisation and sham quantification, which in turn stifles initiative and prevents any distinct institutional identity from evolving or flourishing. Thus, in return for a bit more money than earlier announced, the Universities have been made to agree to a variety of codes on how Universities will conduct themselves. The inadequate amounts made available for permitting a modest increase in salaries to grossly underpaid academics have again been made conditional on adoption of procedures for staff assessment and the like. The University Grants Committee itself is becoming increasingly a vehicle for transmitting Ministerial commandments; it now lays down more or less routinely which Universities will *not* teach what and what their relative emphasis should be between teaching and research. Bit by bit, the burden of reporting and planning and assessing is appropriating resources of time and talent which are better devoted to teaching or research; and the spectre of standardisation looms larger and larger as reporting requirements multiply. A formula approach to resource allocation and larger and larger earmarking of funds at the same time rob the Universities of their traditional freedom of action.

For an institution like the LSE which has always valued its 'private' and 'distinct' character and has, therefore, eschewed even the attractions of a Royal Charter, the present situation requires the utmost caution and courage. Attempts to make us modify our unique and rigorous system of tenure and promotion on merit or to give up our policy of no compulsory redundancies or to change our academic profile will have to be resisted. Any improvements in staff development and assessment which might become necessary in the light of our own experience will have to be grafted onto our traditional structure of decision-making which has stood the test of time and not based on some centrally provided blue-print. Our appointment procedures and the structure of our degrees and the nature of examinations will undoubtedly have to be kept under review. But the process of change will have to be an organic one and must derive impetus from our own experience. We shall have to treat performance indicators laid down from outside with a degree of scepticism; and while there is no bottom line of profit or loss

for us to proclaim, we should remain prepared to be judged not just by the esteem of our peers but also by the quality and range of the students we attract, by the distinction they achieve in later life and by the loyalty that we inspire in them towards their alma mater as they move on in their separate journeys through life. These abiding criteria cannot be replaced by Ph.D. submission rates, the amount of fees collected or the proportion that find employment within six months of leaving us or the average salary earned by them when first employed.

At the same time, it would not be prudent to be beguiled by romantic notions of striking out on our own along some new and enchanting road of independence. There are suggestions — in the article referred to earlier for example — that some institutions can be endowed by the Government in an amount equal to five times their current grant and that, thereafter, they should be on their own — charging the fees they like, admitting whomever they like and teaching whatever they like. But let us not forget that a dowry of at least ten times the current income will be required at current rates of interest of about ten per cent if the grant foregone is to be replaced by an equivalent amount of earnings even in money terms; and in these days of financial stringency, no government will be prepared to find capital resources several times larger than the current grant saved. This particular avenue to independence, thus, is just a red herring or a will-o'-the-wisp.

The alternative of a voucher system under which the Government finances students rather than Universities, which are then expected to earn their keep by attracting students and charging them such fees as they like, is certainly feasible financially and attractive at first sight. But in reality, the voucher system would in all probability mark only the beginning of a process of progressive financial disengagement on the part of government from higher education. Vouchers will be inadequate and will soon be replaced by loans; and the social sciences will get short shrift in any system driven by market forces. LSE can certainly look after itself by following the market and charging above-average fees to attract and retain above-average teachers. But the pursuit of such a purely market-oriented approach would be contrary to all that LSE has so far stood for by way of its commitment to certain social values. To some extent, the dictates of the market can be moderated by the generosity of private donors and benefactors. But it would be deluding ourselves to think that we will not be forced to turn away students of merit who lack means to come to LSE. We already have a market-dominated experiment going in respect of overseas students; and it would take a lot of self-delusion to pretend that we are not turning away at the margin overseas students of higher merit but poor financial support from large parts of the world. The composition of overseas students at LSE has changed rather uncomfortably; and the same would happen with reference to home and EEC students in a purely market-dominated approach.

For LSE, there is therefore no choice but to remain a part of the present system and to try to improve it from within. A state supported higher education system is the *sine qua non* of the values of a civilised society which our founding fathers so assiduously promoted. Instead of eroding further the present system in search of some elusive path of isolated independence, we should play the system for what it is worth, seek to take advantage of whatever special incentives or preferences it offers, and remain steadfast to our own traditions without succumbing to bureaucratic blandishments which sooner or later lead to self-deception through cleverness mainly in window-dressing.

At the same time, we shall have to redouble our efforts to cultivate our own constituency of private support, not just through former students but through research councils, private industry, governmental contracts, charitable foundations and international institutions. At present, some 45 per cent of our incomes comes from government grants, 45 per cent from fees and 10 per cent from other sources. It would not be prudent to rely on fees from overseas students to an extent greater than at present. But there is no equivalent reason why 'other income' should not account for much more than 10 per cent of our total resources.

An immediate test of how far we can enlarge our reliance on private sources will be

the response we get to the appeal for some £1.5 million in support of the new student residence at Butlers Wharf on the south bank of the Thames near Tower Bridge which will provide additional accommodation at affordable prices to some 280 students, thus increasing the total of such accommodation by 37 per cent. The need for additional student accommodation in central London can hardly be exaggerated. The high cost of private accommodation — in distant and sometimes undesirable localities — is a great deterrent to attracting students from abroad as well as from the rest of the country outside London. The Butlers Wharf residence, with a total cost of over £6 million, cannot be financed entirely from loans at market rates of interest if the rents charged to students are to be reasonably within their means.

Our ability to raise £1.5 million for this purpose over the next year would be a pointer also to how high our ambitions might be set when it comes to deciding on the target for an endowment fund which we must raise on the occasion of our Centenary in 1995. Without raising a substantial endowment fund over the next few years, we would not be able to look forward to another century of constructive endeavour in social advancement everywhere through free and unfettered teaching and research at the very frontiers of social sciences and their supporting disciplines. We cannot allow State support for higher education to wither away. But we cannot be indifferent either to the winds of change that are blowing; and we need a substantial ballast of self-help and private support if we are to continue to chart our own course with self-assurance and without fear of being deflected by every passing current of fashion or public mood.

Scholarships and Studentships Awarded in 1986–87

(a) Awarded by the School

ENTRANCE SCHOLARSHIPS

Manish Bakhda
Anna Maria Barlow
Brendan Charles Barnes
Thomas Preston Bulman
Keen Choe
Maria Christofidou
Miranda Cohen
Neil Richard Cornelius
William Gavin Gray
Carol Rosemary Hubbard
Isobel Anne Hunter
Peng Keng Koh
Yuan Siong Lee
Mathew David Osman
Clarke James Antony Pitts
Peter Geoffrey Walker
Joseph Winer
Teck Yong Yeo

Christie Exhibition Helenmae Althea George

UNDERGRADUATE AWARDS

Senior Scholarships
Robert William Carroll
Neil Philip Cooper
Andrew Neil Cornwell
Harish Meghji Gohil
Paul Reuben Hainsworth
Jacob Samuel Knee
Richard Joseph Levy
Rachel Ann Lloyd
Ronan Joseph McHugh
Dominic James Pegler
Rachel Elizabeth Platts
Mark Llewellyn Rogers
Neville Conor Scott
Akhil Shah
Anuj Shah
David Wallace Jones Sullivan
Lan Ling Wang
Philip James Stewart Whyte

Institute of Chartered Secretaries and Administrators' Scholarship Mark John Roomans

C. S. MacTaggart Scholarships
Yuk Kan Peter Fung
Darren Linwood Lee
Marios Neoptolemos
Michelle Ruth Parsons

Undergraduate Scholarships
Martin Davis
Roderick Angus Rogers
Carolyn Whitehead

Vera Anstey Award
Asad Alam

GRADUATE AWARDS

Alfred Zaubermann Awards
Hao Ming Ren

Eileen Power Memorial Studentship
Christine Anne White

Michael Postan Award
Alan Leonard Karras

Hutchins Studentship for Women
Hiroko Kawanami

Lionel Robbins Memorial Scholarship
Peter Raymond Robinson

Graduate Studentships
Rita Astuti
James Craig Robertson Breheny
Karin Kapadia

Graduate Studentship in Social Studies
Robert Alan Whitehouse

LSE Students' Union South African Scholarship
Amanda Mmankati Kwadi

Malinowski Memorial Fund Research Awards
Elizabeth Ashley Mann

Margot Naylor Memorial Scholarship
Carol Vervain Evans

Montague Burton Studentships in International Relations

Nilesh Chandra Dattani
Hugh Croil Dyer
Carol Vervain Evans
Scott Michael Thomas

Rosebery Studentship

Luisa Belaunde Olschewski

Delia Ashworth Scholarship

Andrea Cowling
Carmel Walsh

THE LSE 1980s FUND

American Friends of LSE Awards

Melissa Baumann
Sara Jill Cooper
Catherine Ann Epstein
Ruth Elizabeth Gordon
Pawel Jacek Kotwica
Sean Malone McAvoy
Elise Noël McMahon
Myriam Emma Leigh Rivenbark

Argov Studentships

Tova Fenster
Amos Witztum

Australian Graduate Scholarship

Kathleen Dorothy O'Dea

Baxter Edey Awards

Ian David McPherson
Masahiro Yamamoto
Eng Pheng Chan
Man Ki Cheung
Tsan Chiu Hui
Georghios Constantinou Ioannou
Po Keung Lewis Ip
Junki Kim
Kenan Peter Vincent Maciel
Kaik Yong Ong
Arnab Roy
Ritesh Keshavji Shah

Chiletabacos Scholarships

Pedro Pablo Errazuriz
Andres Eugenio Kern Bascurian

FCO Awards

Eric Noel Helleiner
Colleen Anne Keck

LSE 1980s Fund Graduate Studentship

Mudiam Prithviram

Hatton-Medlicott Awards

William Scott Lucas
Takahiko Tanaka

Honda Awards

William Scott Lucas
Ching-To Ma
Yoel Mansfield
Tan Ling Hui

IBM Awards for Kenyan Students

Kuria Patrick Ngoroge
James Gitan Bhagat Singh

Japan Airlines Travel Awards

Somchai Dhammanungune
Masahiro Yamamoto

Lauchlin Currie Studentship

Leonardo Villar

Leonard Schapiro Graduate Studentships

Michael John Hughes
John Nicholas Thornhill
Robert Allen Whitehouse

LSE 1980s Fund Undergraduate Scholarship

Kim In Soo

Rees Jeffreys Road Fund Studentship

Jose Candido Carbajo

Robert McKenzie Scholarship

Relinde De Greet

Robert McKenzie Canadian Scholarship

Peter Bleyer

S. H. Bailey Scholarship in International Studies/International Law

Jose Antonio Zabalgoitia

Shell UK Studentship

Peter Marius Knox

Suntory-Toyota Studentships

Olusola Akinrinade
Cheung Ling Lam
Ma Dolores Prada

The Third World Foundation Undergraduate Scholarship

Elizabeth Gumbi

UNILEVER-IS Studentship

Zeynep Belger

(b) Awarded by the University*Metcalfe Studentships*

Nayanta Palchoudhuri

Bryce Memorial Scholarship

To be awarded

Loch Exhibitions

Jeremy Jones
Tien-Lun Peng

Madge Waley Joseph Memorial Scholarship

To be awarded

Gerstenberg Prize in Economics

Roderick Angus Rogers

Prizes Awarded in 1986-87*Allyn Young Prize*

Liza Turner

Andrea Mannu Prize

Gary Clarke

Arthur Andersen Prizes

Lucan Daniele Ferrari
Andrew Peter Haigh } Joint
Martin Edward Jacob } Award
Mansson

Bassett Memorial Prizes

(i) *Trade Union Studies*
Jon McColl
(ii) *Government*
James Berry } Joint
Richard Jones } Award

Coopers and Lybrand Prizes

Darren Linwood Lee
Rose-Marie Spoudeas

Deloitte Haskins + Sells Prizes

Kon Yin Tong
Yousef Zia Ahmad

Ely Devons Prizes

David John Morgan Knott
Enrique Sentana Ivanez

Ellicott-Hollows Memorial Prize

Michelle Ruth Parsons

William Farr Prize

Kean Hin Lim

Morris Finer Memorial Prize in Law

Jeremy Shebson

Maurice Freedman Prize

Fiona Monson

Gonner Prize

Savvas Savouri

Percy Gourgey Essay Prize

Colin Wren

Hobhouse Memorial Prizes

Keith Sharp

Jessy Mair Cup for Music

Sembukuttiachilage Nirma
Malaka Silva

Maxwell Law Prize

Colin David Scott

Mostyn Lloyd Prize

Gillian Baxendine

George and Hilda Ormsby Prizes Undergraduate

(i) Richard Kenneth Warren
(ii) Ricardo Rosario Pinto

Hughes Parry Prize

Andrew Leslie Blower

Peats Prizes

Keat Lin Tan
Dipen Hasmukhlal Shah

Raynes Undergraduate Prize

Natalie Aye Maung

Norman Sosnow Travel Scholarships

Jeremy Simon Bradshaw
Menna Frances Hornung
Henrietta Helen Malcomson
Caroline Wilson

*Foundation on Automation and Human**Development Annual Award**Trade Union Studies*

Ruth Forsyth } Joint
Elizabeth Ann Wood } Award

Firth Award

Eric Louis Hirsch

Gilbert Ponsonby Prizes

Savvas Savouri
Mark Roomans

Janet Beveridge Awards

Teresa Canwell
Rose Keane } Joint
Catherine Lewis } Award

Premchand Prize

Chung Pui Tong

Robert McKenzie Prizes

Eric Helleiner
Christopher Adrian Jewell
Christian Toren
Janet Foster

Sir Huw Wheldon Prizes

Savvas Savouri
Mark Roomans } Joint
Edgar Whitley } Award

First Degrees Awarded 1987

B.Sc. (Economics) Final Examination**Honours**
**Special Subject:
Economics, Analytical and Descriptive**

FIRST CLASS

Beverley Jane Wells

SECOND CLASS

(Upper Division)

Matthew Robert Greenslade
Michael Frederick Gunter
Simon Christopher Halson
Shireen Shamsher Hassanali Moti Kanji
Keith Anthony Lord
Adrian Lyn Morgan
Abdul Satar Oluwarotimi Oshodi
Nicholas Robert Potts

SECOND CLASS

(Lower Division)

Raymond Bradley
David John Peniket
Simon Solomon Rapport
Stephen Andrew Reiners
Shaun Leslie Sanders

THIRD CLASS

David Martin Dyson
James Wilkie Rutherford

PASS

Adam Derek May

**Special Subject:
Econometrics and Mathematical
Economics**

FIRST CLASS

Leng Seng Choon
Savvas Savouri

SECOND CLASS

(Upper Division)

Geoffrey Lynton Dykes
Gregory Matthew George Fade
Haris Gazdar
Jasmine Gnanasothie Tambyah
Shaun Michael Wyles

SECOND CLASS

(Lower Division)

Mark Anthony Townsend Catley
Suzette Marie Roy Swiny

**Special Subject:
Monetary Economics**

FIRST CLASS

Mark John Roomans

SECOND CLASS

(Upper Division)

Sanjay Arora
Lorna Bakewell
William Elliott Butler
Chung Pui Tong
Kai Cheong Kenneth Leung
Adam Dean Markin
Pierre Bernard Jac Moutia
Caroline Esther Murphy
Avinash Divakar Persaud
Andrew John Porter
Daniel Adam Rubin
Evriviadis Sarsentis
Jonathan Marc Tonge

SECOND CLASS

(Lower Division)

Mohammed Nassar Ahmad
Phillip Anthony Barleggs
Birgit Benkhoff
Seema Chaudhuri
Rajiv Dadlani
Michael Edward Davey
Christopher John Groom
Chi Keung Lam
Marie Lau Wai Quan
Lim Bin Jong
Lina Antoine Takla
Randa Abder Rahman Toukan
Sau Fan Wong
Sanjay Yadav

THIRD CLASS

Pablo Rodrigo Guarderas Riofrio

PASS

Nijamudin Broachi

**Special Subject:
Industry and Trade**

FIRST CLASS

John Daniel Rachmat

SECOND CLASS

(Upper Division)

Cheong Chay Fong Ah Ching
 Manvinder Singh Bindra
 Amanda Margaret Carey
 Catherine Anne Cox
 Rajeev Donald De Mello
 Sean Peter Dewbury
 Stelios Haji-Ioannou
 Deborah Jane Hutchinson
 Michael Thomas McLaughlin
 George Anthony Portanier
 Victoria Amanda Radcliffe
 Trude Stene
 Samuel Tob
 Jeremy Philip Towns
 Lorna Gail Young

SECOND CLASS

(Lower Division)

Stephen Paul Ainsley
 Stephen Edward Bantoft
 Kathleen Ann Bell
 Jane Margaret Cooper
 Andrew James Dinnie
 Ian Ayres Goodacre
 Francis Chapman Ferguson Grant
 Socrates Metaxas
 Kitty Mok Kit Ting
 Mark Moore
 Robert Spencer Nichols
 Michael Joseph Akiwande Odeku
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PASS

Xiao-Shuang Ke

**Special Subject:
International Trade and Development**

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**Special Subject:
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Special Subject:
Economics and Economic History

PASS

Biswadip Dasgupta

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Special Subject:
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**B.A. Main Field
Social Anthropology**

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Higher Degrees Awarded 1986-87

This list includes all higher degrees awarded between January 1987 and December 1987. Not all degrees to be awarded on the basis of study and examination completed in the 1986/87 academic session will have been reported in that period; and some degrees awarded in that period will relate to earlier periods of study and examination.

Ph.D.

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Research

LSE is unique in the U.K. in its concentration on the social and economic sciences. Research of the highest international quality at the frontiers of knowledge is the hallmark of research at LSE. During its 90-year history of outstanding scholarship the School has played a key role in the development of the social and economic science disciplines. To name one area, LSE has had four Nobel Prize Winners in economics — Hayek, Hicks, Lewis and Meade. Indeed, from every discipline in the School, names of international distinction can be drawn.

Although much research at LSE comes within an easily identified discipline, the intellectual link between the subjects and disciplines at LSE gives much of the School's research a strong interdisciplinary flavour, which is often most marked in research applied to problems of public concern. The training of social science research workers is an important aspect of the link between research and teaching, which is unusually close at the School; many of the students undertaking higher degrees make significant contributions to major research programmes.

While most research is conducted by individuals or by small groups of collaborating researchers, a significant proportion is organised in the form of projects or programmes, often under the umbrella of a research unit or centre employing several research staff. There are currently no less than 14 research centres and units at the School, ranging in size from large multidisciplinary centres with annual turnovers measured in hundreds of thousands of pounds (e.g. ST/ICERD) to small centres with more modest resources. Most of LSE's research centres and units are entirely financed by industry, commerce, research councils or charitable foundations. At present, the LSE's research groups are:

- Suntory Toyota International Centre for Economics and Related Disciplines (ST/ICERD)
- Business History Unit
- Centre for International Studies
- Centre for Labour Economics
- Centre for Voluntary Organisation (PORTVAC)
- Decision Analysis Unit
- Financial Markets Group
- Greater London Group
- Institute of Manpower Studies
- Joint LSE/SCPR Centre for Survey Teaching and Research
- International Resources Programme
- Population Investigation Committee

Further details are given below.

The School is successful in attracting funds, both private and public, for research purposes. In recent years LSE received a substantial endowment, currently valued at over £6 million, from Suntory Limited and the Toyota Motor Company of Japan; £250,000 to establish the Business History Unit; and over £500,000 from City sources for the LSE Financial Markets Group. In addition, the School has been successful in attracting funds for new chairs which will stimulate and strengthen research. Funds for research raised from outside sources were in excess of £2,500,000 in 1987-88, an increase of 18% in real terms over the previous year.

LSE research often involves collaboration with other universities in Britain and overseas; a large number of distinguished visiting scholars contribute to and undertake research in the School each year. LSE has developed strong links with industry and commerce, and is always eager to explore new opportunities for such collaboration.

The School's **Research Committee** is responsible for fostering new research initiatives, and acts as a central research planning body within the School. It monitors the methods by which the School evaluates research performance, and makes plans to meet the needs of high quality social science research.

The School recognises the importance of individual research in the social sciences, and each year allocates from general funds a sum (approximately £110,000 for 1987-88) to the **Staff Research Fund**, which finances small research projects for which outside support is unsuitable or premature. Projects nurtured by small grants from the Staff Research Fund are often developed into proposals which go on to attract significant funding from outside bodies. The Fund is disbursed by a School Committee of the same name to the School's Departments which are grouped together for the purpose into seven "Research Divisions." The secretaries of these Divisions are:

Economics	Dr. C. R. Bean
Geography/Anthropology	Dr. S. Duncan
Government	Dr. H. Machin
International Studies	Dr. A. Polonsky
Legal	Mr. D. Bradley
Social	Dr. P. C. Humphreys
Statistics	Mr. D. W. Balmer

The **Research Grants and Contracts Office** was recently established to improve the level of administrative support for LSE's expanding funded research activities. The Office provides a comprehensive information, support and guidance service to academic staff seeking funding for their research. It is the Office's aim to maximise income for research, particularly by developing new avenues of financial support and collaborative partnerships for research and consultancy. For further information about LSE's research activities please contact Mr. Quentin Maxwell-Jackson, Administrative Officer (Research), Tel: 01-405 7686 ext. 2064.

Full details of the current research interests of LSE staff are contained in the book **Research at LSE 1988-89**, published in October 1988. Copies are available free of charge to LSE staff and students and at £3.95 (including postage and packing) from Mr. Michael Oliver, Research Grants and Contracts Office, Room H.417C at the School.

Research Centres

Suntory-Toyota International Centre for Economics and Related Disciplines

The work of the Centre is directed by the Steering Committee consisting of: The Director, The Pro-Director, the Convener of the Economics Department, The Chairman of the School's Research Committee, and Professor A. B. Atkinson, Professor B. Barry, Professor P. S. Cohen, Professor W. R. Cornish, Professor D. Diamond, Professor J. Durbin, Professor R. M. Farr, Professor H. Glennerster, Professor L. Hannah, Professor M. King, Dr. M. Leifer, Professor I. Lewis, Professor D. Metcalf, Professor M. Morishima, Professor I. Nish, Dr. T. J. Nossiter, Professor N. H. Stern (Chairman), and Professor K. Thurley.

The Planning Sub-Committee consisting of Professors Atkinson, Bennett, Durbin, Glennerster, King, Metcalf, Morishima, Dr. Nossiter and Professor Stern, meets regularly to consider applications to the Centre for support for research, and to discuss other aspects of the Centre's work.

The Centre's Administrative Officer is Mrs. Prue Hutton, and the Computer Support Officer is Mr. Brian Warren. The following research staff are working in the Centre on various programmes: Dr. E. Ahmad, Ms. F. Coulter, Dr. F. Cowell, Dr. J. Dreze, Ms. M. Evandrou, Ms. J. Falkingham, Dr. J. Gomulka, Mr. C. Gordon, Ms. R. Hall, Mr. B. Hayes, Mr. J. Hills, Mr. S. Hope, Dr. J. Hunter (Saji Research Lecturer), Dr. A. Hussain, Ms. C. L. Lam, Mr. S. Ludlow, Ms. B. Mullings, Ms. H. Sutherland, and Mr. D. Winter.

ST/ICERD finances a wide variety of research by members of the School staff, both inside and outside the Centre. Areas of research recently undertaken include work on Development Economics, directed by Professor Stern; on income distribution; on the finance of undergraduate students; and research on bargaining theory and its application

to wage bargaining and unemployment. The Centre also provides funds to support the Saji Research Lectureship in Japanese Economic and Social History.

Support for postgraduate students is offered annually in the form of the Suntory-Toyota Studentships. The awards are intended to cover LSE fees, and may also include a maintenance grant. The studentships are administered by the Student Support Committee of the LSE.

The LSE Suntory-Toyota Lectures under the direction of the ST/ICERD Lectures Committee are intended to attract a wide and diverse audience from outside the School as well as LSE students and staff members.

Series of seminars are organised in a variety of fields during the year, including the Theoretical Economics Workshop, the International Studies Programme symposia, the Taxation Seminars, the Industrial Policy seminars, the Capital Markets Workshop and the Welfare State Programme discussion group and seminars.

The Centre publishes, and distributes free of charge, discussion papers relating to the following subjects: Economics, Econometrics, Development Economics, Theoretical Economics, International Economics, International Studies, Japanese Studies, Comparative Industrial Relations, and Information Technology. The Welfare State Programme also produces a discussion paper series. Twelve Occasional Papers have been produced which are for sale from the Centre.

The Centre is host to Academic Visitors and Distinguished Visitors from all over the world, welcoming them to participate in the academic life of the School and the University. The Japanese Visitors Scheme is intended to attract younger Japanese scholars working in both Japan and other parts of the world to visit the School.

The above activities are financed by the income arising to the Foundation for Economic Research at LSE which was established in 1978 on the basis of funds donated by Suntory Ltd., and the Toyota Motor Company Limited of Japan. In July 1984, a further donation was given to ST/ICERD by Suntory Limited, to support research on the future of the Welfare State, a comparative study of the roles of electronics engineers in Japan, the UK and West Germany, and research on Japanese economic and political history.

The Centre provides accommodation and facilities for research programmes supported by the Economic and Social Research Council on Taxation, Incentives and the Distribution of Income directed by Professors Atkinson, King and Stern; Development Economics, directed by Professor Stern; Nationalisation and Privatisation in France and the U.K., directed by Dr. S. Estrin; and research on income distribution funded by the Nuffield Foundation and directed by Dr. F. Cowell.

Business History Unit (Houghton Street, London WC2A 2AE)

Professor Leslie Hannah is the Unit's founding director. Mrs. Sajini Malani is currently the Unit's administrative secretary. They are supported by a team of five full-time research officers: Dr. Mari Williams (modern innovation studies), Dr. Nuala Zahedieh (London merchants in the early modern period), Dr. Robert Fitzgerald (history of Rowntree plc), Mr. Till Geiger (relative decline of the British economy) and Dr. Rajeswary Brown (the Indian business diaspora). A wide variety of projects supervised by permanent members of the staff of the School are also based in the Unit, including studies of long-term investment portfolios, of multinational banking, of the pharmaceutical industry and of North Sea oil. The Unit also includes a distinguished group of associates (former staff and others engaged professionally in business history outside the School) who contribute to the work, and is host to the European Forum for the Study of Business Culture, a newly established research group led by Professor Bob Locke (University of Hawaii and Brussels) which encourages interchange among scholars of modern European business.

The financial management of the Unit is in the hands of a Steering Committee on which the School, Imperial College and business are represented. Its members are: Dr. I. G. Patel (Chairman), Professor T. C. Barker (LSE), Sir Michael Caine (Booker plc),

Rt. Hon. E. Dell (Channel Four Television), Mr. K. H. M. Dixon (Rowtree MacIntosh plc), Mr. Ian Hay-Davison, Sir Arthur Knight (LSE), Professor Alan Milward (LSE), Mr. Geoffrey Owen (Financial Times), Sir Alastair Pilkington (Pilkington Bros. plc), Professor Z. A. Silberston (Imperial College), Mr. Denis Stevenson (LSE), Mr. David Walker (Bank of England), Sir Mark Weinberg (Allied Dunbar).

Academic guidance and support is provided by an Academic Management Committee consisting of: Professor Z. A. Silberston (Chairman), Director of the Unit (*ex officio*), Professor B. W. E. Alford (Bristol University), Professor T. C. Barker (LSE), Professor M. Bromwich (LSE), Professor H. C. Edey (LSE), Mr. E. Green (Midland Bank plc), Professor C. A. E. Goodhart (LSE), Sir Douglas Hague (Economics & Social Research Council), Dr. R. J. Irving (Whitehead Mann), Sir Arthur Knight (LSE), Professor D. G. MacRae (LSE), Professor Alan Milward (LSE), Sir Alastair Pilkington (Pilkington Brothers plc), Dr. W. J. Reader, (LSE), Professor A. Slaven (Glasgow University), Professor B. Supple (Cambridge University), Professor K. E. Thurley (LSE), Dr. C. Trebilcock (Cambridge University), Professor C. Wilson (Cambridge).

Centre for International Studies

The Centre for International Studies was established as an enterprise in interdepartmental collaboration in 1967 with the initial aid of a five year grant from the Ford Foundation. Its prime purpose has been to encourage individual research to a large extent with a regional focus. Soviet and Chinese studies were encouraged at the outset but the range of interests has been extended to cover a number of regions including the Middle East and Europe. The Centre assumes administrative responsibility for an interdisciplinary Masters degree in European Studies which has attracted increasing demand.

The Centre is administered by a Steering Committee on which sit members of the Departments of Economics, Law, Government, International Relations and International History. This committee assumes responsibility for recommending the appointment of up to six Visiting Fellows annually from home and abroad. Visiting Fellows are given desk space for a minimum of one term without emolument but with access to the library facilities of the School and the University of London as well as membership of the Senior Common Room. The Fellows are lodged in a majestic oak-panelled room with six alcoves which was part of the School's former library. Although no formal obligations are imposed on Visiting Fellows they are expected to play some part in the intellectual life of the School especially through guest lectures and seminars. In 1987/8 the following Visiting Fellows were appointed: Dr. J. Bercovitch (University of Canterbury, N.Z.); Professor Peter Hall (Harvard University); Mr. Moshe Levy (I.D.F.); Dr. C. Lyrintzis (University of Athens); Dr. R. Morgan (Policy Studies Institute); Professor M. Morris (Clemson University); Dr. Y. Reddy (Indian Administrative College); Dr. H. Suganami (University of Keele).

The Centre sponsors a monograph series in the field of International Studies published by the Cambridge University Press. During recent years, the following titles have been published: Joo-Hong Nam, *America's Commitment to South Korea*, Cho-Oon Khong, *The Politics of Oil in Indonesia* and Ingrid Delupis, *The Law of War*.

Associated with the Centre is the journal *Survey* which deals with East-West issues and which came into a special relationship with the School in 1976.

The Centre's Steering Committee consists of Dr. M. Leifer (Chairman), Pro-Director, *ex officio* (Professor D. J. Bartholomew), Dr. P. Birnie, Dr. S. Estrin, Professor F. Halliday, Professor G. Ionescu, Mr. L. Labeledz (Editor, *Survey*), Dr. D. C. B. Lieven, Dr. P. H. Lyon, Dr. H. Machin, Mr. A. Marin, Mr. J. B. L. Mayall, Professor I. H. Nish, Dr. A. B. Polonsky, Dr. A. Sked, Professor G. R. Smith, Mr. M. D. Steuer, Dr. P. G. Taylor, Professor D. C. Watt, Mr. P. Windsor.

Centre for Labour Economics

The Centre for Labour Economics is a part of the Department of Economics. It is

currently one of the E.S.R.C. Designated Research Centres in the social sciences. The Centre's major current research is on unemployment, asking why the level of unemployment has been so high, and what can be done about it. Since wage pressure is the main factor impeding the reduction of unemployment, much work has been done on the factors affecting this. It has been shown, for example, that long-term unemployment does little to reduce wage pressure. Currently the Centre is studying wage determination at a more micro level.

Other work is concerned with the flows through unemployment and the light which this sheds on the relation between long-term unemployment and total unemployment. Other studies are concerned with the extent to which 'insiders' disregard the interests of the unemployed when wages are set.

The Centre is helping to run a programme on European Unemployment (jointly with the Center for Operations Research and Econometrics at Louvain-le-Neuve). This involves scholars from all the major countries and aims to compare and explain the different experiences of different countries.

A second major area of work is profit-sharing. The Centre has been looking at the record of profit-sharing and non-profit-sharing firms.

The Centre is also estimating a small macro-model of the British Economy, and, at a wider level, studying the problem of international economic cooperation designed to raise employment.

The work is supported not only by E.S.R.C. but also by the Department of Employment, the Esmee Fairbairn Charitable Trust and the European Community.

The research is being undertaken by Dr. C. Bean, Dr. D. Blanchflower, Dr. S. Estrin, Dr. G. Evans, Mr. R. Jackman, Professor R. Layard (Head of the Centre), Dr. S. McConnell, Professor D. Metcalf, Dr. J. Hardman Moore, Mr. A. Newell, Professor S. Nickell, Dr. A. Oswald, Professor D. Piachaud, Professor C. Pissarides (Research Director), Mr. S. Pudney, Dr. R. Richardson, Dr. J. Symons, Dr. F. van der Ploeg, Dr. S. Wadhvani (most of them part-time), in collaboration with a research officer and numerous research assistants, most of whom are graduate students. The Centre also has a regular stream of distinguished resident visitors, mainly from the U.S.A.

It produces a series of discussion papers which are available on request. Last year 27 discussion papers were produced and 39 articles and two books published. There is a weekly seminar on unemployment attended by civil servants and academics. The Centre organises regular conferences. Last year's conference dealt with the rise in European unemployment.

The Centre has a library on the economics of labour, and is associated with the teaching of labour economics to M.Sc. and Ph.D. students. Many research students work in the Centre, either on E.S.R.C. grants or financed by the Centre.

Centre for Voluntary Organisation (PORTVAC)

The Centre for Voluntary Organisation is part of the Department of Social Science and Administration and was established at the School during 1987-88 with the financial support of a number of charitable trusts. The Centre incorporates PORTVAC, the Programme of Research and Training and Voluntary Action formerly based at Brunel University.

The Centre's work focuses on problems and issues arising in the organisation and management of voluntary agencies and groups. The aim is to provide an integrated programme in which research findings are tested and disseminated through publications, short courses, research workshops, postgraduate teaching and applied research projects.

Recent research topics have included the impact on voluntary agencies of current changes in social policy (funded by the Nuffield Foundation); problems of inter-agency collaboration; the potential use of internal audit in voluntary agencies (funded by the Institute of Internal Auditors); and a profile of governing bodies in local voluntary agencies.

Research workshops have focused on topics such as the relationship between

voluntary agencies and social services departments; the competing pulls of bureaucracy and informality in the voluntary sector; organisational structure; and the role of management committees.

The Centre publishes a series of Working Papers. Current titles are: *Voluntary Sector Management: Research and Practice*; *Self-Help and Service*; *An Extended Role for the Voluntary Sector: The Challenge of Implementation*; *Management Committees: Roles and Tasks*.

The Centre is Directed by Dr. David Billis, assisted by Margaret Harris. Support and advice is provided by an Advisory Group of voluntary sector Directors and representatives of major funders and intermediary bodies.

Decision Analysis Unit

The mission of the Decision Analysis Unit is to create usable scientific knowledge of decision making, to disseminate the knowledge and to develop the means to use it for improved effectiveness in social policy, organisational activity and individual life. Most of the Unit's work is conducted in the field; by helping organisations to improve the quality of specific decisions they are currently facing, much is learned about how real problems are dealt with by individuals and groups, and how they can be helped to do better.

Although much of the Unit's work is guided by decision theory, the scope of issues dealt with is much wider. Special areas of expertise include strategy formulation in business units and local health authorities, risk analysis in large technological projects such as nuclear power generation, problem solving in groups with an emphasis on group decision support systems, and the evaluation of options that are characterised by multiple objectives. The Unit is pursuing applications of decision analysis in education, insurance, R & D, strategy analysis, arbitration and public policy.

The Unit is entirely self-financed, and in 1987-88 derived the bulk of its income from basic and applied research contracts. The University Research Council of ICL funded work on how senior executives in organisations exercise judgement about complex issues such as strategic planning and resource allocation. The European Science Coordination Office of the U.S. Army Research Institute for the Behavioural and Social Sciences sponsored work on how individuals and groups deal with complex decisions, while ICL's Decision Conferencing Unit supported the development of decision support concepts and systems.

The Unit's quarters on the seventh floor of Aldwych House are adjacent to the LSE POD, a comfortable multi-media room that facilitates working meetings, and which provides a dedicated facility for conducting decision conferences, a problem-solving service offered to outside organisations. The LSE POD was officially opened on 1st December 1987 by Sir John Sparrow, acting Chairman of the School's Court of Governors and is now actively used by staff in the School and by outside organisations.

The work of the Unit is guided by a Steering Committee whose members include the Pro-Director, Professor D. R. Diamond, Professor R. M. Farr, Professor L. P. Foldes, Mr. Q. Morris (Court of Governors), Mr. R. Miller (Secretary General, Association of Insurance and Risk Managers in Industry and Commerce), Dr. J. M. Watson (Director, Technical and Marketing Strategy, ICL), and Dr. John Hawgood (PA Computers and Telecommunications).

LSE Financial Markets Group

The LSE Financial Markets Group was launched on 14 January 1987. Its principal objective is to pursue basic research into the nature of financial markets and their links with the flow of savings and investment in the domestic and international economy.

The Directors of the Group are Professors Charles Goodhart and Mervyn King of the Department of Economics at LSE. The members of the Group are drawn from staff and students of the Department of Economics together with associates from related Departments.

The work of the Group is supported by donations from a number of British, American

and Japanese institutions as well as support being given by the Bank of England, Inland Revenue and smaller donations from several city firms. Funding of about half a million pounds has been raised to be spread over a period of four years. The Suntory-Toyota International Centre for Economics and Related Disciplines and the Economic and Social Research Council provided additional funding for particular research projects.

The research programme of the Group is divided into seven major areas. These are:

- I The efficiency of financial markets
- II The structure of markets
- III Corporate finance
- IV Take-overs
- V Taxation
- VI Regulation
- VII Personal portfolios and savings

The research output of the Group is first published in the Financial Markets Group Discussion Paper Series. In the initial year over twenty discussion papers were produced describing the results of the research by members of the Group and visitors. The series illustrates the breadth of the Group's interests. The subjects range from empirical analyses of particular financial markets to the theory of corporate finance, and from taxation to regulation.

In addition to its normal research output, the Group produces papers from time to time that are of topical interest but do not represent the result of original research, at least in the conventional sense. These are distributed as a Special Paper Series. Further information is available from Mrs. Anne Brown, Administrative Secretary of the Financial Markets Group.

Members of the Steering Committee of the Financial Markets Group are:

Mr. David Walker, Bank of England; Sir John Sparrow, Morgan Grenfell; Nicholas Baring, Barings; Elisabeth Brimelow, County NatWest Securities; John Caff, Confederation of British Industry; Donald Clarke, Investors in Industry; Roy Croft, Securities and Investments Board; Charles Goodhart, London School of Economics; Sir Christopher Hogg, Courtaulds and Reuters; Mervyn King, London School of Economics; Sir Kit McMahon, Midland Bank; Charles McVeigh III, Salomon Brothers; Patrick Mitford-Slade, Cazenove; Dr. I. G. Patel, London School of Economics; Andreas Prindl, Nomura International Finance; Sir Adam Ridley, Hambros; Sir David Scholey, Warburgs.

Greater London Group

The Group, formed in 1958 by Professor W. A. Robson who remained its chairman until his death in 1980, consists of about 15 members of the academic staff from several departments of the London School of Economics and Political Science. The Group was originally formed to give independent evidence to the Royal Commission on Local Government in Greater London. The Group's evidence had a considerable influence on the report of the Royal Commission and even more on the reforms carried out by the London Government Act 1963. Since then it has continued to carry out research into a number of subjects relating to local government in London and the south east region. Published results include:

S. K. Ruck, *London Government and the Welfare Services*, Routledge and Kegan Paul, 1963.

S. K. Ruck, *Municipal Entertainment and the Arts in Greater London*, Allen and Unwin, 1965.

Greater London Group, *Local Government in South East England*, Royal Commission on Local Government in England, Research Studies 1, H.M.S.O., 1968.

G. Rhodes, *The Government of London: The Struggle for Reform*, Weidenfeld and Nicolson, 1970.

G. Rhodes (Ed.), *The New Government of London: The First Five Years*, Weidenfeld and Nicolson, 1972.

E. Wistrich, *Local Government Reorganisation: The First Years of Camden*, Camden Borough Council, 1972.

M. F. Collins and T. M. Pharoh, *Transport Organisation in a Great City: The Case of London*, Allen and Unwin, 1974.

M. Hebbert and T. Travers, *The London Government Handbook*, Cassell, 1988.

Continuing its tradition of active research; the Group examined how London government would work after the abolition of the GLC. During 1987 research was undertaken which has led to the completion of an analysis of the post-GLC arrangements for London's government. A grant from the Nuffield Foundation will allow substantial new work to be undertaken during 1988-9 into issues raised by recent social, financial and structural changes to local government in London. The Group's seminars involve major figures in London government, both elected and appointed. It is intended to set up a London Archive of policy papers and reports from the institutions most involved in London government.

To complement the major publications noted above, the Group also publishes a series of research monographs known as the Greater London Papers (they are listed at the foot of this note). The current office holders are: Chairman: Professor D. R. Diamond, Research Secretary: Dr. M. Hebbert, Director of Research: Tony Travers.

PUBLICATIONS

Greater London Papers

1. *Education in Greater London*, A. V. Judges. 2. *Theories of Local Government*, W. J. M. Mackenzie. 3. *The Greater London Boroughs*, W. A. Robson. 4. *Housing in Greater London*, J. B. Cullingworth. 5. *Health, Welfare and Democracy in Greater London*, D. V. Donnison. 6. *Transport in Greater London*, E. Davies. 7. *Town Planning in Greater London*, P. J. O. Self. 8. *A Metropolis Votes*, L. J. Sharpe. 9. *The Heart of Greater London*, W. A. Robson. 10. *Research in Local Government*, L. J. Sharpe. 11. *Policies and Politics in Secondary Education*, D. Peschek and J. Brand. 12. *Town Government in South-East England*, G. Rhodes. 13. *Some Characteristics of Motorists in Central London*, J. M. Thomson. 14. *Metropolitan Planning*, P. J. O. Self. 15. *Labour Supply and Employment Duration in London Transport*, John W. Smith. 16. *Future of London Government*. 17. *A Bibliography of the Writings of W. A. Robson*. 18. *The Future of the Inner London Education Authority*.

Papers Nos. 1, 3, 4 and 6 are out of print; the remainder are available from the Secretary of the Group.

Institute of Manpower Studies, Mantell Building, University of Sussex, Falmer, Brighton BN1 9RF

An agreement exists between the School and the Institute, which is an independent company limited by guarantee, registered as a charity and located at the University of Sussex.

The Institute became operational in 1970. It is a professional body which has consolidated and expanded its research, advisory and related work in the fields of manpower management, the operation of labour markets, and issues of employment and training policy. The Institute is specifically concerned with: providing informed comments on manpower issues of national importance; undertaking relevant investigations and research; raising the standards of practice of manpower management in employing organisations; creating a wider understanding of the practical issues involved.

The Institute's extensive education and training programme is concerned particularly with providing short, post-experience courses and management seminars firmly based on its research and advisory activity. It also provides limited opportunities for longer term postgraduate work and for secondments from industry and other employing organisations.

I.M.S. expertise and resources are available to all organisations requiring guidance on the solution of manpower or labour market problems. The Institute has close contact with employers, trade unions, representative associations, and government departments and agencies. Institute staff have built up extensive working relationships throughout the United Kingdom and in other countries.

The Institute's President is Hamish Orr-Ewing, the Executive Chairman is Mr John Skae, the Director is Mr. John Elliott, and the Deputy Director is Mr Richard Pearson. Annual reports, newsletters and lists of publications are available from the Institute.

International Resources Programme

Begun in 1984 this Programme is run jointly by the Departments of Economics, Geography, Government, International Relations and Law. It is designed to promote the interdisciplinary investigation of problems in the exploitation and development of the world's natural resources (a) by bringing together LSE staff and graduate students undertaking research in the area, and (b) by establishing contact with between the academic community and those in industry, commerce and government who are actively engaged in resource development. The main method for achieving these aims has been the organisation of a regular series of seminars: in 1984-85 the theme was: *The International Oil Industry: an interdisciplinary perspective*, in 1985-86 the theme was: *Global Energy Prospects: Supply Side Issues*, in 1986-87 the theme was: *International Mineral Trades: Agenda for the 1990s*. The speakers, from Britain and overseas, were drawn equally from among leading academics and widely experienced practitioners.

The International Resources Programme is managed by a committee composed of Professor R. Higgins and Dr. J. A. Rees (Joint Chairmen), Dr. P. W. Birnie, Professor D. Cameron Watt, Professor M. Desai, Professor P. R. Odell, and Professor S. Strange. All enquiries should be addressed to the Secretary, including details of the Graduate Student Research Group in International Resources.

Population Investigation Committee

The Population Investigation Committee, which was established in 1936, is a research group concerned with the study of demographic questions and has been housed at the School since World War II. It is affiliated with the School and acts as adviser on questions of demographic research and teaching.

Since 1948, the Committee has published *Population Studies*, the first English language journal devoted to the subject and one of the world's leading demographic publications. The first editors were Professor D. V. Glass (until his death in 1978) and Mr. E. Grebenik who continues as editor with Professor J. N. Hobcraft and Dr. R. Schofield as joint editors. The journal appears three times a year and has a large circulation of over 3,000, more than 75% of which is made up of overseas subscribers.

A major investigation initiated by the Committee under the direction of Dr. J. W. B. Douglas, was the National Sample Survey of the Health and Development of Children, based on a follow-up study of an appropriately designed sample of children born in one week in 1946 in every area of Great Britain. Many papers and a number of books have resulted from this study, which was taken over by the Medical Research Council in 1962, when the M.R.C. Unit for the Study of Environmental Factors in Mental and Physical illness was set up at L.S.E. When Dr. Douglas retired in 1979, the Unit was transferred to the University of Bristol, with Professor John Colley being appointed as the new Director. The Unit returned to London in October 1986 and is now under the direction of Dr. M. J. Wadsworth at University College London.

In 1976 the Nuffield Foundation awarded a grant to the Committee to analyse the data on social mobility in the National Sample Survey and several papers resulting from this research have been published.

The Committee's research programme has included studies of the changes in marriage and divorce in England and Wales over the past hundred years and investigations into fertility and birth control practice as well as research into historical demography.

Publications resulting from the research include many papers and several books, notably *Birth Control Practice and Marital Fertility in Great Britain*, by C. M. Langford, *The Demography of the British Peerage*, by T. M. Hollingsworth and *Numbering the People* by D. V. Glass. The Committee also co-operated with the Scottish Mental Survey in their follow-up study of Scottish children, which resulted in the publication of many books.

In collaboration with L.S.E., the Committee organised a postgraduate training programme in demography, focused on developing countries but accepting students from developed societies. Since its establishment in 1965, over 350 students have been admitted. A book embodying the results of new methodological research undertaken in connection with the training programme, *Demographic Estimation for Developing Societies*, by N. H. Carrier and J. N. Hobcraft, was published by the Committee in 1971.

In 1981, the Committee set up a small grant scheme to encourage research work in population studies, and grants have been given to enable data to be collected in Italy, Swaziland and Malaysia, as well as in the U.K.

The Committee has received financial support from many bodies, including the Economic and Social Research Council, the Ford Foundation, the Home Office, the International Planned Parenthood Federation, the Nuffield Foundation, the Eugenics Society, the Simon Population Trust, the Population Council and the Rockefeller Foundation. The Chairman of the Committee is Professor E. A. Wrigley; the Vice-Chairman is Professor J. N. Hobcraft; the Honorary Treasurer is Dr. R. S. Schofield, Cambridge Group for the History of Population and Social Structure, the Research Secretary is Mr. M. Murphy, and the General Secretary is Mrs. D. Castle.

Academic Publications of the School

From the School's foundation in October 1895, one of its objects has been to assist in the publication of research undertaken at or in connection with the School. Over the years there has been a steady and distinguished flow of papers, books and journals, some issued directly from the School and some issued for the School by selected British and American publishers.

Journals

Two journals are edited and published from the School: *Economica* (founded in 1921), and *Population Studies* (1947). The *British Journal of Industrial Relations* (1963), the *L.S.E. Quarterly* (1987) and the *British Journal of Sociology* (1956) are edited in the School and are published for the School by Blackwells Publishing (the first two) and Routledge and Kegan Paul. The *Journal of Transport Economics and Policy* (1967) is published jointly with the University of Bath. *Government and Opposition* and *Millennium* (Journal of International Studies) are edited from and assisted by the School, and are published independently.

Books, Pamphlets and Occasional Papers

Most of the learned publications issued from the School are handled by the Publications Committee. Certain series originate from departments or research groups. Books sponsored or initiated by the Publications Committee will normally be produced with a joint imprint of the School and one or other of several cooperating publishers of scholarly books. Any present or former member of the School's staff, or any present or former student, may submit manuscripts or ideas for books to the Publications Committee. Manuscripts may be on any subject within the range of the School's teaching and research activities. They are judged on their merits and not all those submitted are accepted for publication. Authors may sign a separate contract with the publisher, and can then expect a scale of remuneration that should compare with what they might get elsewhere. Occasionally however the School finances the publication of books, published on commission through an appropriate publisher. Such books are often commercially difficult, and it may not always be possible to give authors full commercial rates of royalty.

Anyone interested should get in touch with a member of the Publications Committee, or with the Publications Officer of the School.

In addition to many individual books the following series are issued for or by the School and its departments. In brackets are given the publishers and, where appropriate, the editors at the School.

Monographs on Social Anthropology (Athlone Press, Editor, Dr. M. J. Sallnow)

Reprints of Scarce Works on Political Economy (*Economica* Office, L.S.E.)

Greater London Papers (Greater London Group, L.S.E.)

Occasional Papers on Social Administration (Gower Publishing, Editor, Dr. Jane E. Lewis)

Discussion Papers, International Centre for Economics and Related Disciplines (I.C.E.R.D., L.S.E.)

Centre for Labour Economics Discussion Papers (Centre for Labour Economics, L.S.E.)

Geographical Papers (Geography Department, L.S.E.)

L.S.E. Handbooks in Economic Analysis (Philip Allan Publishers, Editor, Mr. J. J. Thomas, L.S.E.)

Inaugural Lectures (L.S.E.)

Outstanding Theses from The London School of Economics and Political Science (Garland Publishing, New York)

Publications by Members of Staff from 1 August 1986 to 31 July 1987

(This list includes publications that were not available for inclusion in the report for 1985-86.)

Director's Publications

- Essays in Economic Policy and Economic Growth* (Macmillan, 1986)
Review of *India to 1990 — How Far Will Reform Go?* Economist Intelligence Unit, Report No. 1054 (*Journal of International Studies*, Vol. 16, No. 1, Spring 1987)
'Foreign Capital and Domestic Planning' in Pierluigi Ciocca (Ed.), *Money and the Economy* (Macmillan, 1987)
'On Taking India into the Twenty-First Century (New Economic Policy in India)' (*Modern Asian Studies*, Vol. 21, No. 2, 1987)

Accounting and Finance

Professor M. Bromwich

- (Co-editor with A. G. Hopwood) *Research and Current Issues in Management Accounting* (Pitman, 1986)
'Management Accounting Research: the State of the Art' in M. Bromwich and A. G. Hopwood (Eds.), *op. cit.*

Ms. Judith F. S. Day

- 'The Use of Annual Reports by UK Investment Analysts' (*Accounting and Business Research*, Autumn 1986)

Professor A. G. Hopwood

- (Co-editor with M. Bromwich) *Research and Current Issues in Management Accounting* (Pitman, 1986)
'Management Accounting and Organizational Action: An Introduction' in M. Bromwich and A. G. Hopwood (Eds.), *op. cit.*
Accounting and the Domain of the Public: Some Observations on Current Developments (Price Waterhouse Public Lecture on Accounting, University of Leeds, 1987)
(With M. Earl) 'From Management Information to Information Management' Reprinted in B. Langfors, A. A. Verrijn-Stuart and G. Bracchi (Eds.), *Trends in Information Systems* (North-Holland Publishing Company, 1986)
'Accounting and Organizational Action' in J. Kinnunen (Ed.), *Proceedings of the International Symposium on Recent Developments in Business Management Research* (Helsinki School of Economics, 1986)
(With M. Page) 'The Future of the Accountant in Industry' (*Accountancy*, September 1986)
'Accounting and Gender: An Introduction' (*Accounting, Organizations and Society*, 1987)
'The Archaeology of Accounting Systems' (*Accounting, Organizations and Society*, 1987)
(With M. Page) 'The Future of IT and the Accountant' (*Accountancy*, 1987)

Anthropology

Professor M. E. F. Bloch

- 'The Ritual of the Royal Bath in Madagascar: the Dissolution of Death, Birth and

Fertility into Authority' in D. Cannadine and S. Price (Eds.), *Rituals of Royalty: Power and Ceremonial in Traditional Societies* (Cambridge University Press, Past and Present Publications, 1987)

'From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar, Precis and Reply' (*Current Anthropology*, Vol. 27, 1986)

'Questions historiques concernant la parenté sur la côte Est' (*Omalý sy Anio*, Vol. 15, 1987)

Dr. C. J. Fuller

'Sacrifice (Bali) in the South Indian Temple' in G. Prakash *et. al.* (Eds.), *Religion and Society in South India: festschrift for N. S. Reddy* (B. R. Publishing House, New Delhi, 1987)

Professor I. M. Lewis

O Islamismo ao sul do Saará (Centro de Estudos dos Povos e Culturas de Expressão Portuguesa, Lisbon, 1986)

Prospettive di Antropologia (Bulzoni, Rome, 1987)

'Islam in Somalia' in K. S. and J. L. Loughran, J. W. Johnson and S. S. Samatar (Eds.), *Somalia in Word and Image* (Indiana University Press, Bloomington, 1986)

Preface to P. Baker (compiler), *International Guide to African Studies Research* (Saur, London, 1987)

'Forme di organizzazione politica pre- e post-Coloniale in Africa' (*Laboratorio di Scienze Dell'Uomo*, Vol. 1, No. 2 1986)

'Grande Somali: un rêve impossible' (*Vivant Univers*, No. 364, 1986)

'Decolonisation and the Ethiopianisation of Africa' (*Povos and Culturas*, No. 1, 1986)

'Report of the Honorary Director of the International African Institute for 1986' (*Africa*, Vol. 51, No. 1, 1987)

Dr. P. Loizos

'The Royal Anthropological Institute's International Festival of Ethnographic Film' (*Commission on Visual Anthropology's Newsletter*, May 1987)

'Fieldwork in South Western Europe: in Reply to Llobera' (*Critique of Anthropology*, Vol. VIII, No. 1, Summer 1987)

Dr. David McKnight

'Fighting in an Australian Aboriginal Supercamp' in David Riches (Ed.), *The Anthropology of Violence* (Basil Blackwell, 1986)

Dr. Joanna Overing

'Images of Cannibalism, Death and Domination in a "non-violent" Society' in David Riches (Ed.), *The Anthropology of Violence* (Basil Blackwell, 1986)

'Images of Cannibalism, Death and Domination in a "non-violent" Society' (Double the length of the above article) in Section 'Guerre, sociétés et vision du monde dans les basses terres de l'Amérique du Sud' (2e partie) (*Journal de la société des américanistes*, LXXII, 1986)

'Translation as a Creative Process: The Power of the Name' in Ladislav Holy (Ed.), *Comparative Anthropology* (Basil Blackwell, 1987)

Dr. J. P. Parry

'The Gift, the Indian Gift and the "Indian Gift"' (*Man*, Vol. 21, No. 3, September 1986)

Decision Analysis Unit

Dr. P. C. Humphreys

(With H. Genrich, G. Richter, K. Voss, Dina Berkeley and A. Wisudha) *A Generic Office*

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Official Reports**Professor A. B. Atkinson**

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Dr. P. Loizos

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Professor R. A. Pinker

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(Signatory) *Family Directory, British Library Information Guide, 1* (The British Library, 1986)

Professor M. J. Wise

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Statistics of Students

(Figures based on count at 31 May)

Table A: Undergraduate and Postgraduate Students: 1983-84 to 1987-88

	Session 1983-84	Session 1984-85	Session 1985-86	Session 1986-87	Session 1987-88
1. REGULAR STUDENTS					
Full-time					
Undergraduate Degree	1997	1987	2076	2005	2046
Other Undergraduates	203	222	265	233	234
Total: Full-Time Undergraduates	2200	2209	2341	2238	2280
Higher Degree	1162	1235	1261	1258	1267
Higher Diploma	180	186	164	178	162
Research Fee	71	68	76	66	86
Total: Full-Time Postgraduates	1413	1489	1501	1502	1515
TOTAL: ALL FULL-TIME STUDENTS	3613	3698	3842	3740	3795
Part-time					
Undergraduate Degree	26	25	19	27	27
Other Undergraduates	-	-	-	-	-
Total: Part-time Undergraduates	26	25	19	27	27
Higher Degree	501	511	526	521	494
Higher Diploma	12	19	17	34	47
Research Fee	9	18	10	16	9
Total: Part-Time Postgraduates	522	548	553	571	550
TOTAL: ALL PART-TIME STUDENTS	548	573	572	598	577
TOTAL: ALL UNDERGRADUATE STUDENTS	2226	2234	2360	2265	2307
TOTAL: ALL POSTGRADUATE STUDENTS	1935	2037	2054	2073	2065
TOTAL: ALL REGULAR STUDENTS	4161	4271	4414	4338	4372
2. OTHER STUDENTS					
Occasional Students	37	41	41	52	54
Single Term Students	135	135	120	100	96
TOTAL OTHER STUDENTS	172	176	161	152	150
3. TOTAL ALL STUDENTS	4333	4447	4575	4490	4522

Table B: Undergraduate and Postgraduate Students Domiciled Overseas: 1983-84 to 1987-88

	Session 1983-84	Session 1984-85	Session 1985-86	Session 1986-87	Session 1987-88
1. REGULAR STUDENTS					
Full-Time					
Undergraduate Degree	498 (85)	513 (86)	572 (91)	566 (107)	616 (131)
Other Undergraduates	191 (20)	206 (25)	256 (29)	222 (27)	226 (37)
Total: Full-Time Undergraduates	689 (105)	719 (111)	828 (120)	788 (134)	842 (168)
Higher Degree	750 (124)	788 (170)	874 (195)	890 (238)	879 (232)
Higher Diploma	118 (12)	147 (17)	120 (16)	124 (20)	117 (21)
Research Fee	63 (15)	58 (16)	56 (17)	64 (13)	83 (24)
Total: Full-Time Postgraduates	931 (151)	993 (203)	1050 (228)	1078 (271)	1079 (277)
TOTAL: ALL FULL-TIME STUDENTS	1620 (256)	1712 (314)	1878 (348)	1866 (405)	1921 (445)
Part-Time					
Undergraduate Degree	5	7	4	6	4
Higher Degree	106	110	126	119	126
Higher Diploma	6	7	7	2	2
Research Fee	9	12	1	7	4
Total: Part-Time Postgraduates	121	129	134	128	132
TOTAL: ALL PART-TIME STUDENTS	126	136	138	134	136
TOTAL: ALL UNDERGRADUATE STUDENTS	694 (105)	726 (111)	832 (120)	794 (134)	846 (168)
TOTAL: ALL POSTGRADUATE STUDENTS	1052 (151)	1122 (203)	1184 (228)	1206 (271)	1211 (277)
TOTAL: ALL REGULAR STUDENTS	1746 (256)	1848 (314)	2016 (348)	2000 (405)	2057 (445)
2. OTHER STUDENTS					
Occasional Students	11	6	17	3	2
Single-Term Students	135	135	120	100	96
TOTAL: OTHER STUDENTS	146	141	137	103	98
3. TOTAL: ALL OVERSEAS STUDENTS	1892 (256)	1989 (314)	2153 (348)	2103 (405)	2155 (445)

Figures in brackets indicate the number of students domiciled overseas but not paying the higher rate of fee for overseas students.

Analysis of Regular and Other Students, 1985-88

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
I. UNDERGRADUATES									
REGULAR STUDENTS									
B.Sc. (Economics)									
1st year	287	111	398	247	140	387	286	160	446
2nd year	305	147	452	260	122	382	251	131	382
3rd year	290	114	404	306	150	456	263	118	381
Totals	882	372	1254	813	412	1225	800	409	1209
COURSE-UNIT DEGREES									
B.A./B.Sc. Geography									
1st year	17	16	33	9	8	17	18	15	33
2nd year	17	9	26	13	13	26	7	7	14
3rd year	15	10	25	17	8	25	11	14	25
Totals	49	35	84	39	29	68	36	36	72
B.Sc. Mathematics, Statistics, Computing and Actuarial Science									
1st year	18	14	32	12	11	23	18	10	28
2nd year	24	6	30	17	15	32	12	11	23
3rd year	20	6	26	21	5	26	15	14	29
Totals	62	26	88	50	31	81	45	35	80
B.Sc. Management Sciences									
1st year	20	10	30	17	17	34	31	20	51
2nd year	21	7	28	15	11	26	14	16	30
3rd year	15	7	22	21	7	28	14	10	24
Totals	56	24	80	53	35	88	59	46	105

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1984-85			SESSION 1985-86			SESSION 1986-87		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.Sc. Mathematics and Philosophy									
1st year	-	-	-	-	-	-	-	-	-
2nd year	1	-	1	-	-	-	-	-	-
3rd year	1	-	1	1	-	1	1	-	1
Totals	2	-	2	1	-	1	1	-	1
B.A./B.Sc. Social Anthropology									
1st year	4	18	22	4	9	13	6	12	18
2nd year	6	14	20	2	15	17	6	9	15
3rd year	2	16	18	4	14	18	4	13	17
Totals	12	48	60	10	38	48	16	34	50
B.Sc. Social Psychology									
1st year	10	10	20	5	16	21	10	13	23
2nd year	2	13	15	7	9	16	6	14	20
3rd year	4	17	21	2	13	15	7	8	15
Totals	16	40	56	14	38	52	23	35	58
B.Sc. Sociology									
1st year	8	19	27	17	13	30	12	16	28
2nd year	6	16	22	6	14	20	11	10	21
3rd year	7	14	21	6	15	21	5	14	19
Totals	21	49	70	29	42	71	28	40	68
B.Sc. Chemistry and Philosophy of Science									
1st year	-	-	-	-	-	-	1	-	1
2nd year	-	-	-	-	-	-	3	-	3
3rd year	-	-	-	-	-	-	4	-	4
Totals	-	-	-	-	-	-	4	-	4

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
UNDERGRADUATES									
REGULAR STUDENTS									
B.Sc. Social Policy and Administration									
1st year	3	15	18	3	16	19	8	14	22
2nd year	1	18	19	1	12	13	2	18	20
3rd year	-	-	-	1	17	18	1	9	10
Totals	4	33	37	5	45	50	11	41	52
B.Sc. Social Science and Administration									
1st year	-	-	-	-	-	-	-	-	-
2nd year	-	-	-	-	-	-	-	-	-
3rd year	5	8	13	-	-	-	-	-	-
Totals	5	8	13	-	-	-	-	-	-
LL.B.									
1st year	47	64	111	48	48	96	45	50	95
2nd year	37	41	78	44	52	96	43	45	88
3rd year	39	47	86	39	41	80	43	49	92
Totals	123	152	275	131	141	272	131	144	275
LL.B. with French Law									
1st year	1	-	1	3	6	9	3	5	8
2nd year	4	4	8	1	1	2	3	4	7
3rd year	1	2	3	2	1	3	1	1	2
4th year	1	4	5	2	2	4	2	1	3
Totals	7	10	17	8	10	18	9	11	20

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
UNDERGRADUATES									
REGULAR STUDENTS									
LL.B. with German Law									
1st year	-	3	3	-	2	2	6	3	9
2nd year	-	-	-	-	2	2	-	2	2
3rd year	-	-	-	-	-	-	-	2	2
Totals	-	3	3	-	4	4	6	7	13
B.A. History									
1st year	12	11	23	8	9	17	12	13	25
2nd year	6	9	15	10	11	21	9	10	19
3rd year	10	8	18	7	9	16	11	11	22
Totals	28	28	56	25	29	54	32	34	66
TOTAL: UNDERGRADUATE DEGREE STUDENTS									
	1267	828	2095	1178	854	2032	1201	872	2073
OTHER REGULAR STUDENTS:									
General Course	126	130	256	118	104	222	117	105	222
Trade Union Studies	6	3	9	9	2	11	10	2	12
TOTAL: OTHER REGULAR STUDENTS									
	132	133	265	127	106	233	127	107	234
TOTAL: REGULAR UNDERGRADUATES									
	1399	961	2360	1305	960	2265	1328	979	2307
OTHER STUDENTS									
Single Term	69	51	120	51	49	100	45	51	96
Occasional	20	21	41	26	26	52	31	23	54
TOTAL: OTHER STUDENTS									
	89	72	161	77	75	152	76	74	150
TOTAL: ALL UNDERGRADUATE STUDENTS									
	1488	1033	2521	1382	1035	2417	1404	1053	2457

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
2. POSTGRADUATES									
Ph.D./M.Phil. STUDENTS									
Accounting and Finance									
1st year	8	1	9	7	1	8	5	-	5
Subsequent years	3	-	3	6	-	6	12	2	14
Totals	11	1	12	13	1	14	17	2	19
Anthropology									
1st year	1	3	4	6	10	16	5	2	7
Subsequent years	7	13	20	7	9	16	6	11	17
Totals	8	16	24	13	19	32	11	13	24
Demography									
1st year	-	1	1	1	-	1	1	-	1
Subsequent years	4	-	4	3	2	5	3	-	3
Totals	4	1	5	4	2	6	4	-	4
Economics									
1st year	22	3	25	20	6	26	15	2	17
Subsequent years	31	7	38	32	6	38	40	10	50
Totals	53	10	63	52	12	64	55	12	67
Econometrics									
1st year	-	-	-	-	1	1	-	-	-
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	-	-	-	-	1	1	-	1	1
Economic History									
1st year	6	3	9	7	1	8	6	5	11
Subsequent years	14	4	18	15	5	20	16	5	21
Totals	20	7	27	22	6	28	22	10	32

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Geography									
1st year	9	3	12	6	3	9	5	1	6
Subsequent years	23	2	25	23	3	26	17	5	22
Totals	32	5	37	29	6	35	22	6	28
Government									
1st year	21	13	34	19	5	24	20	5	25
Subsequent years	39	19	58	41	21	62	46	19	65
Totals	60	32	92	60	26	86	66	24	90
Industrial Relations									
1st year	5	1	6	2	2	4	1	2	3
Subsequent years	11	9	20	8	6	14	9	5	14
Totals	16	10	26	10	8	18	10	7	17
International History									
1st year	6	4	10	9	2	11	3	9	12
Subsequent years	18	7	25	16	5	21	18	4	22
Totals	24	11	35	25	7	32	21	13	34
International Relations									
1st year	21	9	30	25	6	31	12	9	21
Subsequent years	30	18	48	37	21	58	48	17	65
Totals	51	27	78	62	27	89	60	26	86
Languages									
1st year	-	-	-	1	-	1	-	1	1
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	-	-	-	1	1	2	-	1	1

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Law									
1st year	10	3	13	5	2	7	12	1	13
Subsequent years	18	5	23	18	6	24	14	6	20
Totals	28	8	36	23	8	31	26	7	33
Operational Research									
1st year	2	1	3	2	-	2	3	1	4
Subsequent years	4	2	6	5	2	7	5	1	6
Totals	6	3	9	7	2	9	8	2	10
Philosophy									
1st year	2	1	3	-	-	-	-	-	-
Subsequent years	7	3	10	4	3	7	3	2	5
Totals	9	4	13	4	3	7	3	2	5
Regional Planning									
1st year	7	2	9	7	-	7	-	2	2
Subsequent years	10	5	15	10	4	14	14	3	17
Totals	17	7	24	17	4	21	14	5	19
Sea-Use									
1st year	-	1	1	2	1	3	-	1	1
Subsequent years	-	1	1	3	2	5	3	1	4
Totals	-	2	2	5	3	8	3	2	5
Social Administration									
1st year	5	4	9	7	15	22	7	14	21
Subsequent years	31	24	55	23	20	43	22	19	41
Totals	36	28	64	30	35	65	29	33	62

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Social Psychology									
1st year	2	2	4	1	7	8	3	2	5
Subsequent years	4	11	15	3	10	13	4	12	16
Totals	6	13	19	4	17	21	7	14	21
Sociology									
1st year	9	5	14	13	8	21	14	4	18
Subsequent years	18	24	42	20	22	42	19	23	42
Totals	27	29	56	33	30	63	33	27	60
Statistics									
1st year	4	1	5	4	3	7	5	1	6
Subsequent years	6	2	8	5	1	6	5	3	8
Totals	10	3	13	9	4	13	10	4	14
Systems Analysis									
1st year	2	-	2	5	1	6	8	6	14
Subsequent years	15	5	20	10	4	14	14	4	18
Totals	17	5	22	15	5	20	22	10	32
TOTAL: Ph.D./M.Phil. STUDENTS	435	222	657	438	227	665	443	221	664
TAUGHT MASTERS STUDENTS (Area Studies students included in the course most appropriate to their major subject)									
Accounting and Finance									
1st year	37	11	48	43	20	63	23	10	33
Subsequent years	3	1	4	6	2	8	5	5	10
Totals	40	12	52	49	22	71	28	15	43

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Analysis, Design and Management of Information Systems									
1st year	31	11	42	38	15	53	30	12	42
Subsequent years	1	1	2	1	1	2	-	1	1
Totals	32	12	44	39	16	55	30	13	43
Demography									
1st year	7	4	11	6	6	12	3	4	7
Subsequent years	-	2	2	-	1	1	-	1	1
Totals	7	6	13	6	7	13	3	5	8
Economics									
1st year	74	21	95	57	22	79	76	23	99
Subsequent years	18	6	24	20	2	22	11	2	13
Totals	92	27	119	77	24	101	87	25	112
Econometrics and Mathematical Economics									
1st year	10	4	14	6	4	10	8	1	9
Subsequent years	1	1	2	2	2	4	3	1	4
Totals	11	5	16	8	6	14	11	2	13
Economic History									
1st year	18	9	27	22	11	33	10	4	14
Subsequent years	2	1	3	1	2	3	2	3	5
Totals	20	10	30	23	13	36	12	7	19

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
European Studies									
1st year	16	20	36	18	12	30	14	17	31
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	16	20	36	19	12	31	14	17	31
Geography									
1st year	3	1	4	5	2	7	6	-	6
Subsequent years	-	1	1	1	-	1	-	-	-
Totals	3	2	5	6	2	8	6	-	6
Health Planning and Financing									
1st year	-	-	-	10	7	17	14	15	29
Subsequent years	-	-	-	-	-	-	-	3	3
Totals	-	-	-	10	7	17	14	18	32
Industrial Relations and Personnel Management									
1st year	39	46	85	32	41	73	26	51	77
Subsequent years	3	6	9	4	2	6	6	1	7
Totals	42	52	94	36	43	79	32	52	84
International Accounting and Finance									
1st year	-	-	-	-	-	-	8	3	11
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	8	3	11

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
International History (M.A./M.Sc.)									
1st year	19	11	30	10	11	21	14	14	28
Subsequent years	1	3	4	4	4	8	1	6	7
Totals	20	14	34	14	15	29	15	20	35
International Relations									
1st year	26	18	44	27	14	41	30	13	43
Subsequent years	5	1	6	-	-	-	2	1	3
Totals	31	19	50	27	14	41	32	14	46
LL.M.									
1st year	106	51	157	125	73	198	104	62	166
Subsequent years	13	10	23	9	10	19	9	2	11
Totals	119	61	180	134	83	217	113	64	177
Logic and Scientific Method									
1st year	8	-	8	4	-	4	2	2	4
Subsequent years	1	-	1	2	-	2	3	-	3
Totals	9	-	9	6	-	6	5	2	7
Mathematics									
1st year	-	-	-	1	-	1	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	1	-	1	-	-	-
Operational Research									
1st year	17	10	27	26	14	40	19	15	34
Subsequent years	3	-	3	1	-	1	6	1	7
Totals	20	10	30	27	14	41	25	16	41

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Politics 1 — History of Political Thought									
1st year	2	1	3	3	5	8	2	-	2
Subsequent years	-	1	1	1	-	1	-	-	-
Totals	2	2	4	4	5	9	2	-	2
Politics 2 — Politics and Government of the UK									
1st year	7	2	9	6	-	6	5	3	8
Subsequent years	1	-	1	-	1	1	2	-	2
Totals	8	2	10	6	1	7	7	3	10
Politics 3 — Political Sociology									
1st year	10	7	17	4	5	9	9	9	18
Subsequent years	2	-	2	1	-	1	-	-	-
Totals	12	7	19	5	5	10	9	9	18
Politics 4 — Politics and Government of Russia									
1st year	8	4	12	7	6	13	7	4	11
Subsequent years	-	-	-	1	-	1	-	1	1
Totals	8	4	12	8	6	14	7	5	12
Politics 5 — Comparative Government									
1st year	5	7	12	4	2	6	9	2	11
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	5	7	12	4	2	6	9	2	11

Analysis of Regular and Other Students, 1985-88 — continued

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	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Politics 6 — Public Administration and Public Policy									
1st year	12	6	18	7	6	13	20	4	24
Subsequent years	1	-	1	1	-	1	1	1	2
Totals	13	6	19	8	6	14	21	5	26
Politics 7 — Politics and Government of Western Europe									
1st year	11	6	17	9	3	12	14	11	25
Subsequent years	2	1	3	-	1	1	-	-	-
Totals	13	7	20	9	4	13	14	11	25
Politics 9 — Political Philosophy									
1st year	14	7	21	6	2	8	5	2	7
Subsequent years	-	-	-	1	2	3	-	-	-
Totals	14	7	21	7	4	11	5	2	7
Politics (Area Studies)									
1st year	-	-	-	1	1	2	2	2	4
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	1	1	2	2	2	4
Politics of the World Economy									
1st year	30	9	39	29	11	40	21	15	36
Subsequent years	1	-	1	4	-	4	1	1	2
Totals	31	9	40	33	11	44	22	16	38

Analysis of Regular and Other Students, 1985-88 — continued

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	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Regional and Urban Planning Studies									
1st year	18	6	24	13	5	18	14	6	20
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	18	6	24	13	5	18	14	6	20
Sea-Use Law, Economics and Policy-Making									
1st year	21	6	27	13	2	15	16	2	18
Subsequent years	2	-	2	1	-	1	-	-	-
Totals	23	6	29	14	2	16	16	2	18
Social Administration and Social Work Studies:									
1. Social Policy and Planning									
1st year	7	18	25	9	14	23	2	15	17
Subsequent years	5	8	13	1	12	13	3	10	13
Totals	12	26	38	10	26	36	5	25	30
2. Social Work Studies									
1st year	3	22	25	3	16	19	7	17	24
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	3	23	26	3	16	19	7	17	24
3. Social Policy and Social Work Studies									
1st year	7	13	20	10	9	19	7	16	23
Subsequent years	8	17	25	7	12	19	10	9	19
Totals	15	30	45	17	21	38	17	25	42

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Social Anthropology									
1st year	4	6	10	3	12	15	11	5	16
Subsequent years	4	2	6	1	3	4	-	4	4
Totals	8	8	16	4	15	19	11	9	20
Social Philosophy									
1st year	5	1	6	3	-	3	2	2	4
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	5	1	6	4	-	4	2	2	4
Social Planning in Developing Countries									
1st year	7	11	18	12	11	23	14	14	28
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	7	11	18	12	11	23	14	15	29
Social Psychology									
1st year	6	13	19	7	10	17	4	10	14
Subsequent years	1	5	6	-	1	1	-	1	1
Totals	7	18	25	7	11	18	4	11	15
Sociology									
1st year	8	9	17	8	8	16	5	14	19
Subsequent years	1	3	4	5	4	9	-	4	4
Totals	9	12	21	13	12	25	5	18	23
Statistics									
1st year	7	4	11	5	3	8	7	4	11
Subsequent years	1	1	2	-	-	-	-	-	-
Totals	8	5	13	5	3	8	7	4	11
TOTAL:									
TAUGHT MASTERS STUDENTS	683	447	1130	669	445	1114	635	462	1097

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
DIPLOMA STUDENTS									
a) Diplomas Awarded by the University									
International Law	2	1	3	1	4	5	-	-	-
Law	-	-	-	1	-	1	-	-	-
b) Diplomas Awarded by the School									
Accounting and Finance									
1st year	16	6	22	18	9	27	21	11	32
2nd year	2	1	3	-	1	1	1	-	1
Totals	18	7	25	18	10	28	22	11	33
Business Studies									
1st year	15	12	27	16	11	27	15	14	29
2nd year	1	1	2	-	-	-	1	1	2
Totals	16	13	29	16	11	27	16	15	31
Criminal Justice									
1st year	3	1	4	-	-	-	-	1	1
2nd year	1	1	2	1	-	1	-	-	-
Totals	4	2	6	1	-	1	-	1	1
Econometrics									
1st year	1	2	3	-	-	-	3	-	3
2nd year	1	-	1	-	-	-	-	-	-
Totals	2	2	4	-	-	-	3	-	3

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Economics									
1st year	21	8	29	21	9	30	22	8	30
2nd year	2	-	2	-	-	-	2	-	2
Totals	23	8	31	21	9	30	24	8	32
Geography									
1st year	-	-	-	-	1	1	-	-	-
2nd year	-	-	-	-	1	1	-	-	-
Totals	-	-	-	-	1	1	-	-	-
Housing									
1st year	9	10	19	9	9	18	17	21	38
2nd year	-	-	-	9	10	19	9	8	17
Totals	9	10	19	18	19	37	26	29	55
International and Comparative Politics									
1st year	14	13	27	23	22	45	14	19	33
2nd year	1	1	2	2	-	2	1	-	1
Totals	15	14	29	25	22	47	15	19	34
Management of Information Systems									
1st year	1	-	1	2	-	2	1	-	1
2nd year	-	-	-	-	-	-	-	-	-
Totals	1	-	1	2	-	2	1	-	1
Management Sciences									
1st year	5	2	7	2	2	4	5	4	9
2nd year	-	-	-	1	-	1	-	-	-
Totals	5	2	7	3	2	5	5	4	9

Analysis of Regular and Other Students, 1985-88 — continued

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Operational Research									
1st year	6	-	6	5	1	6	1	2	3
2nd year	-	-	-	-	-	-	-	-	-
Totals	6	-	6	5	1	6	1	2	3
Social Planning in Developing Countries									
1st year	3	4	7	4	-	4	1	1	2
2nd year	-	-	-	-	-	-	-	-	-
Totals	3	4	7	4	-	4	1	1	2
Social Policy and Administration									
1st year	1	6	7	6	6	12	-	-	-
2nd year	-	-	-	-	-	-	-	-	-
Totals	1	6	7	6	6	12	-	-	-
Social Psychology									
1st year	-	2	2	-	3	3	-	-	-
2nd year	-	-	-	-	3	3	-	-	-
Totals	-	2	2	-	3	3	-	-	-
Sociology									
1st year	1	-	1	-	-	-	1	-	1
2nd year	-	-	-	-	-	-	-	-	-
Totals	1	-	1	-	-	-	1	-	1
Statistics									
1st year	2	1	3	2	1	3	4	-	4
2nd year	-	1	1	-	-	-	-	-	-
Totals	2	2	4	2	1	3	4	-	4
TOTAL: DIPLOMA STUDENTS	108	73	181	123	89	212	119	90	209

Analysis of Regular and Other Students, 1985-88 — *continued*

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	STUDENT NUMBERS			STUDENT NUMBERS			STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
RESEARCH FEE STUDENTS									
Accounting and Finance	1	-	1	1	-	1	6	-	6
Anthropology	2	1	3	3	1	4	2	1	3
Demography	-	1	1	1	-	1	3	2	5
Econometrics	-	-	-	-	-	-	1	-	1
Economics	18	7	25	14	2	16	17	3	20
Economic History	-	1	1	2	1	3	1	-	1
Geography	-	2	2	1	-	1	1	-	1
Government	5	1	6	12	3	15	13	1	14
Industrial Relations	4	-	4	1	1	2	1	2	3
International History	3	-	3	4	-	4	1	-	1
International Relations	9	1	10	3	-	3	4	3	7
Languages	-	-	-	1	-	1	-	-	-
Law	10	1	11	11	3	14	14	3	17
Operational Research	1	-	1	1	2	3	-	1	1
Philosophy	1	-	1	-	-	-	1	-	1
Regional Planning	-	-	-	-	-	-	1	-	1
Sea-Use	2	-	2	1	1	2	1	-	1
Social Administration	2	3	5	3	5	8	4	3	7
Social Psychology	1	-	1	-	-	-	-	3	3
Sociology	1	3	4	-	-	-	1	-	1
Statistics	3	-	3	2	1	3	1	-	1
Systems Analysis	2	-	2	-	1	1	-	-	-
TOTAL: RESEARCH FEE STUDENTS	65	21	86	61	21	82	73	22	95
TOTAL: ALL POSTGRADUATE STUDENTS	1291	763	2054	1291	782	2073	1270	795	2065
TOTAL: ALL UNDERGRADUATE STUDENTS	1488	1033	2521	1382	1035	2417	1404	1053	2457
TOTAL: ALL STUDENTS	2779	1796	4575	2673	1817	4490	2674	1848	4522

Analysis of Overseas Students by Domicile, 1985-88

COUNTRY OF DOMICILE	1985-86			1986-87			1987-88		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Algeria	-	3	3	-	2	2	-	2	2
Andorra	1	-	1	1	-	1	1	-	1
Argentina	1	2	3	2	2	4	1	4	5
Australia	2	30	32	-	26	26	-	26	26
Austria	1	4	5	1	3	4	-	5	5
Bahamas	-	-	-	1	-	1	1	3	4
Bahrain	-	2	2	-	3	3	-	3	3
Bangladesh	3	4	7	4	8	12	3	6	9
Barbados	3	1	4	3	1	4	4	-	4
Belgium	8	12	20	11	14	25	11	9	20
Belize	1	-	1	-	-	-	-	-	-
Bermuda	3	1	4	2	3	5	3	2	5
Bhutan	-	1	1	-	-	-	-	-	-
Bolivia	1	-	1	-	1	1	-	-	-
Botswana	-	-	-	-	1	1	-	-	-
Brazil	3	27	30	1	28	29	4	31	35
Brunei	2	2	4	2	-	2	3	2	5
Burma	-	3	3	-	-	-	-	-	-
Cameroon	-	1	1	-	2	2	-	1	1
Canada	18	120	138	12	113	125	10	112	122
Cayman Is.	-	-	-	-	1	1	-	-	-
Chile	1	11	12	1	6	7	-	4	4
China (People's Republic)	2	10	12	2	13	15	-	20	20
Colombia	1	20	21	1	11	12	2	16	18
Costa Rica	-	1	1	-	1	1	-	1	1
Cyprus	40	8	48	35	11	46	43	6	49
Czechoslovakia	1	-	1	-	-	-	-	-	-
Denmark	5	4	9	7	5	12	6	5	11
Dominican Republic	-	-	-	-	-	-	1	-	1
Ecuador	1	1	2	1	2	3	-	2	2
Egypt	2	3	5	3	2	5	2	6	8
Eire	2	15	17	-	14	14	-	13	13

Analysis of Overseas Students by Domicile, 1985-88 — continued

COUNTRY OF DOMICILE	1985-86			1986-87			1987-88		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Ethiopia	-	2	2	-	6	6	-	5	5
Fiji	1	2	3	1	-	1	-	1	1
Finland	1	3	4	1	7	8	4	5	9
France	16	22	38	20	29	49	23	41	64
Gambia	1	1	2	1	1	2	-	1	1
Germany (West)	47	32	79	51	38	89	74	46	120
Ghana	2	6	8	2	8	10	3	5	8
Gibraltar	1	-	1	1	-	1	-	1	1
Greece	20	93	113	20	118	138	22	100	122
Grenada	-	1	1	-	1	1	-	1	1
Guatemala	-	-	-	-	1	1	-	1	1
Guyana	2	1	3	1	3	4	2	2	4
Honduras	1	1	2	1	-	1	-	-	-
Hong Kong	95	35	130	88	32	120	94	32	126
Hungary	-	1	1	-	-	-	-	-	-
Iceland	-	7	7	-	6	6	-	8	8
India	21	22	43	17	19	36	17	30	47
Indonesia	2	4	6	2	3	5	-	2	2
Iran	-	7	7	-	9	9	-	2	2
Iraq	-	1	1	-	-	-	-	-	-
Israel	7	20	27	7	17	24	5	18	23
Italy	20	46	66	19	36	55	20	40	60
Jamaica	-	1	1	-	-	-	-	1	1
Japan	8	48	56	10	53	63	10	34	44
Jordan	3	3	6	2	6	8	1	11	12
Kenya	29	6	35	29	5	34	23	9	32
Korea (Sth)	1	15	16	3	15	18	3	22	25
Korea (Nth)	1	-	1	-	-	-	-	-	-
Kuwait	3	3	6	3	-	3	4	-	4
Lebanon	1	2	3	3	4	7	3	2	5
Lesotho	1	1	2	-	-	-	-	1	1
Liberia	-	-	-	-	-	-	-	-	-

Analysis of Overseas Students by Domicile, 1985-88 — continued

COUNTRY OF DOMICILE	1985-86			1986-87			1987-88		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Luxembourg	-	3	3	-	2	2	1	2	3
Macao	1	-	1	1	-	1	1	-	1
Malawi	-	5	5	-	4	4	-	4	4
Malaysia	52	20	72	59	34	93	90	20	110
Maldives Islands	-	1	1	-	-	-	-	1	1
Malta	3	2	5	3	1	4	-	1	1
Mauritius	10	1	11	13	1	14	12	1	13
Mexico	1	11	12	1	14	15	3	12	15
Morocco	-	-	-	-	1	1	-	3	3
Mozambique	-	-	-	-	1	1	-	1	1
Namibia	-	1	1	-	2	2	-	1	1
Nepal	-	-	-	-	-	-	-	-	-
Netherlands	2	9	11	5	11	16	6	15	21
New Zealand	-	6	6	-	8	8	-	7	7
Niger	-	-	-	-	1	1	-	-	-
Nigeria	17	26	43	11	24	35	7	18	25
Norway	10	12	22	9	10	19	8	9	17
Oman	-	-	-	1	-	1	1	1	2
Pakistan	11	5	16	9	5	14	20	7	27
Panama	-	-	-	-	2	2	1	2	3
Papua New Guinea	-	1	1	-	2	2	-	-	-
Peru	-	4	4	1	6	7	-	8	8
Philippines	1	5	6	-	6	6	2	2	4
Poland	3	4	7	2	2	4	1	2	3
Portugal	3	2	5	1	1	2	1	4	5
Puerto Rico	-	-	-	-	1	1	-	1	1
Qatar	-	1	1	-	2	2	-	1	1
St. Kitts Nevis	-	1	1	-	1	1	-	-	-
St. Lucia	-	-	-	-	2	2	-	-	-
Saudi Arabia	1	2	3	2	2	4	2	1	3
Senegal	-	1	1	-	-	-	-	-	-
Seychelles	1	-	1	1	-	1	-	-	-

Analysis of Overseas Students by Domicile, 1985-88 — continued

COUNTRY OF DOMICILE	1985-86			1986-87			1987-88		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Sierra Leone	1	-	1	2	1	3	2	-	2
Singapore	32	15	47	37	17	54	39	18	57
Solomon Islands	-	-	-	-	-	-	-	1	1
Somali Republic	-	1	1	-	2	2	-	3	3
South Africa	2	12	14	3	16	19	-	18	18
Spain	8	27	35	7	24	31	9	28	37
Sri Lanka	5	5	10	3	4	7	4	2	6
Sudan	1	3	4	-	6	6	-	2	2
Surinam	1	-	1	-	-	-	-	-	-
Swaziland	-	-	-	1	-	1	1	-	1
Sweden	9	1	10	8	5	13	9	4	13
Switzerland	13	9	22	9	6	15	11	8	19
Syria	-	-	-	-	1	1	-	-	-
Taiwan	-	9	9	-	10	10	1	9	10
Tanzania	1	3	4	1	2	3	1	-	1
Thailand	6	6	12	6	7	13	5	9	14
Tonga	-	-	-	-	1	1	-	1	1
Trinidad and Tobago	9	2	11	7	-	7	4	7	11
Tunisia	-	-	-	-	2	2	-	-	-
Turkey	2	4	6	2	5	7	6	8	14
Uganda	-	2	2	-	4	4	-	3	3
United Arab Emirates	3	-	3	6	-	6	8	-	8
Uruguay	-	3	3	-	1	1	-	1	1
U.S.A.	370	273	643	311	237	548	280	250	530
U.S.S.R.	1	3	4	-	4	4	-	6	6
Venezuela	-	4	4	-	3	3	-	2	2
Yemen	1	-	1	-	1	1	-	2	2
Yugoslavia	-	2	2	1	1	2	3	2	5
Zambia	2	3	5	1	3	4	-	-	-
Zimbabwe	-	3	3	-	3	3	-	2	2
GRAND TOTAL	969	1184	2153	897	1206	2103	944	1211	2155

Analysis of Overseas Students by Domicile Group 1985-88

	SESSION 1985-86			SESSION 1986-87			SESSION 1987-88		
	Under-graduate	Post-graduate	Total	Under-graduate	Post-graduate	Total	Under-graduate	Post-graduate	Total
1. THE CONTINENTS OF:									
EUROPE	215	320	535	212	350	562	253	360	613
ASIA	265	255	520	269	278	547	322	278	600
AFRICA	69	84	153	69	100	169	53	76	129
NORTH AMERICA	405	412	817	338	378	716	307	393	700
SOUTH AMERICA	12	74	86	8	63	71	9	70	79
AUSTRALASIA	3	39	42	1	37	38	-	34	34
TOTAL	969	1184	2153	897	1206	2103	944	1211	2155
2. MEMBERSHIP OF THE COMMONWEALTH	352	334	686	338	342	680	367	327	694
3. MEMBERSHIP OF THE EUROPEAN ECONOMIC COMMUNITY	131	264	395	141	294	435	173	303	476

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The British Library of Political and Economic Science, which is the library of the School, serves the needs of the members of the LSE and is also used as a national reference library for the social sciences. These interdependent functions have grown together: the School has given the Library wide contacts with the public and academic worlds and a standing which it could not so easily have gained as an independent institution, and the Library has in its turn assisted in attracting research workers to the School. It is freely open to members of the School and is extensively used by other scholars and researchers.

The scope of the Library is the social sciences in the widest sense of the term. It is particularly rich in economics, in transport, in statistics, in political science and public administration, in international law and in the economic, political, social and international aspects of history. As well as purchasing books which students will be required to read for their courses the Library continues to build its collections for use by research students.

The Library has very long runs of periodicals of which over 13,000 are current, and new titles are subscribed to each year. Other notable features of the Library's stock are several hundred thousand controversial and other pamphlets and leaflets; rich collections of government publications from nearly all the countries of the world; depository sets of the publications of the United Nations and of its specialised organisations, and of the United States Federal Government; and many individual collections of rare books and manuscripts. The Library occupies five floors of the Lionel Robbins Building and the majority of the estimated 3 million separate items are on open shelves. In some subjects within its field, the Library is surpassed only by smaller, highly specialised libraries, and in others it is unsurpassed. It is perhaps the largest library in the world devoted exclusively to the social sciences as a whole.

The *Teaching Collection*, situated off the entrance lobby of the Library, contains additional copies of the more important books used in teaching and its stock may be borrowed by any member of the School.

All the Library's holdings are recorded in the author and subject catalogues. Until the end of 1979 the author catalogue was produced in conventional card form, since 1980, however, it has been computerised and from Summer 1988 will be online with the option of remote access from other parts of the School and connection with other databases within the University of London. The subject catalogue is published in bound volumes under the title *A London Bibliography of the Social Sciences*.

The Library has an extensive *Reference Collection* and Reference Desk staff are always present to provide factual and bibliographic information. An on-line bibliographic search service is offered on a cost recovery basis to members of the School. The Library also provides word processing facilities for postgraduate students, and has several photocopying machines.

The *Shaw Library* (established with the help of a gift from Mrs. George Bernard Shaw) is a lending collection of general literature, and also contains a substantial collection of gramophone records. It is housed in the Founders' Room on the sixth floor of the main building.

Guided tours of the library are provided for new students at the start of each session, and further information is available in the brochure *Guide to the Library* and various other leaflets which are available free of charge from any member of Library staff.

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 - (c) Members of the staff of the School
 - (d) Regular students of the School
 - (e) Members of the London School of Economics Society and subscribing members of overseas groups of Friends of LSE
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- (b) Applicants for a Library card or permit may be required to provide evidence of status. For the user categories specified in (i), (j), (k) and (l) of Paragraph (1) of this Section, applicants should submit a letter of recommendation from a member of staff of the School or from some other suitable person.
- (c) The Library Panel will, from time to time, prescribe fees to be charged to certain categories of permit holders.
- (d) If it appears that their presence in the Library will impair use of the Library by members of the School, users specified in categories (e) to (l) inclusive in Paragraph (1) of this Section may at certain hours, at any time, be refused access to the Library or parts of the Library at the discretion of the Librarian in consultation with the Library Committee.
- (e) Users may not bring cases, large bags, overcoats, hats, umbrellas or similar impedimenta into the Library. All such articles can be deposited in the cloakrooms of the School but no responsibility is accepted for their safe custody.

Hours of opening

- II (1) Hours of opening shall be determined from time to time by the Librarian in consultation with the Library Committee, and approved by the Library Panel.
- (2) All users must prepare to leave the Library ten minutes before closing time

- and to be out of the building by closing time.
- (3) The Library will be closed:
- (a) On School holidays
 - (b) For up to one week during the summer vacation for the purpose of stock checking
 - (c) On such other occasions as the Director of the School or the Librarian may direct.

Loan facilities and terms of borrowing

III Subject to the terms set out in this Section, the following persons may borrow from the Library:

- (a) Those stipulated in categories (a), (b), (c) and (d) of Section I, Paragraph (1).
 - (b) Such other persons who, on application to the Librarian, may in exceptional circumstances receive official authorisation to borrow.
- (1) *Books*
- (a) Books listed in the Library's catalogues are normally available for borrowing with the following exceptions:
 - (i) those in the reference collections
 - (ii) those in the special collections
 - (iii) those designated as 'Not for loan'.
 Some of these may, in special circumstances, be borrowed by arrangement with the Librarian or an authorised representative.
 - (b) Books may be borrowed from the Teaching Collection subject to the terms set out in sub-paragraph (4) of this paragraph of these Rules.
 - (c) Loans may be renewed if the book is not required by the Library for another user.
 - (d)
 - (i) Governors, Honorary Fellows, Academic and Academic-related staff of the School may borrow up to 20 volumes of books or serials at any one time.
 - (ii) Teaching assistants, secretarial, technical, clerical and related staff of the School may borrow up to six volumes of books at any one time.
 - (iii) Research students of the School may borrow up to six volumes of books at any one time.
 - (iv) Undergraduate and postgraduate course work students of the School may borrow up to six volumes of books over a weekend period.
- (2) *Serials*
- (a) Serials may normally be borrowed only by members of the academic and academic-related staff.
 - (b) Serials housed in the Periodicals Display area may not be borrowed.
 - (c) Certain serials and categories of serials, as determined from time to time by the Librarian in consultation with the Library Committee, may not be available for loan.
- (3) *Nonbook materials*
- (a) Nonbook materials — e.g. microforms, videoforms, audio discs and tapes, computer discs and tapes — are not normally available for loan but some categories as determined from time to time may be borrowed.
- (4) *Teaching Collection*
- (a) Books, serials and offprints are available in the Teaching Collection to support courses taught within the School. They may not be removed from the Collection unless issued on loan by a member of the Library staff at the designated issue desk.

- (b) Books, serials and offprints housed in the Teaching Collection are subject to special loan conditions and periods as determined from time to time by the Librarian in consultation with the Library Committee.
 - (c) Borrowing from the Teaching Collection is normally restricted to registered students of the School and to members of its academic staff.
- (5) All loans shall be authorised by a member of the Library staff at the designated issue desk. Borrowers shall present a current Library card on each occasion of borrowing.
- (6) Loan periods applicable to particular categories of material or categories of borrower shall be determined from time to time by the Librarian in consultation with the Library Committee.
- (7) Books or serials on loan to any one person may not be transferred to another. The person in whose name the loan is made is solely responsible for the safekeeping and due return of the volumes loaned.
- (8)
 - (a) Books or serials on loan may be recalled at any time if required by the Library for the use of another reader or for placing in the Teaching Collection, and the borrower must return the book within seven days of the recall notice.
 - (b) Failure to return a recalled book within the specified time may result in the imposition of a fine as provided by Paragraph (10) of this Section.
- (9)
 - (a)
 - (i) All books and serials borrowed must be returned within the stipulated loan period.
 - (ii) Failure to do so may result in the imposition of a fine as provided by Paragraph (10) of this Section.
 - (b) Where the last day for the return of a book or serial falls during vacation the Librarian or an authorised representative may, in the Librarian's discretion, decide to extend the stipulated loan period by such a period as shall appear reasonable in the circumstances.
- (10)
 - (a) Fines shall be charged at rates determined from time to time by the Librarian, in consultation with the Library Committee, and approved by the Library Panel.
 - (b) The late return of a book or serial or failure to pay a fine imposed for late return may result in the suspension of borrowing privileges.
- (11) Where an item is lost, returned damaged or not returned after a reasonable period of time, the borrower will be charged for the item at replacement cost. An item charged for as above remains the property of the Library.

Use of material within the Library

- IV
- (1) Library materials on open access shelves may be removed for use within the Library without reference to Library staff. After use they should be replaced in their correct position or left on the re-shelving stacks.
 - (2) Library materials not on open access may be read following application to the Library staff member on duty at the appropriate service point.
 - (3) Special rules apply to the use of rare books, manuscripts and other materials housed in the Manuscripts and Rare Books Reading Room or administered by its staff. These rules are on display in the Manuscripts and Rare Books Reading Room.
 - (4) Readers are permitted to bring their own books and papers into the Library but no responsibility is accepted for their safety.
 - (5) No book or other property of the Library may be taken from the building at any time without authority.
 - (6) Readers allocated a study room or carrel, may keep in it Library materials

formally on loan to them, and recorded as such at the designated issue desk. Other Library materials left in a study room or carrel may be removed by Library staff without prior notice.

Use of Photocopying Machines within the Library

- V (1) No copying machine is to be used in any way that infringes the Copyright Act 1956.
- (2) No person may copy the whole or a substantial part of any copyright work unless with the consent of the holder of the copyright or with some other lawful excuse.
- (3) Photocopies of parts of books, articles, stories or other copyright works may be made only for the personal use of the person making or procuring the making of the copy and only for the purposes of research or private study.
- (4) In no circumstances may more than one copy of a part or parts of a copyright work be made.

Conduct within the Library

- VI (1) Noise, disturbance or unseemly behaviour is forbidden in any part of the Library.
- (2) Eating and drinking is forbidden anywhere in the public areas of the Library.
- (3) Smoking is permitted only in areas of the Library where there is a notice to that effect.
- (4) Quiet conversation is permitted in the Old Entrance Hall, foyer and catalogue areas.
- (5) No talking is permitted in the reading areas or in the book-stacks adjacent to them.
- (6) Reading areas designated for use in conjunction with specific collections, such as the reference collection, the statistics collection or the Law Reports, must generally be used for the purpose of consulting works from those collections.
- (7) Readers may not alter the arrangement of furniture, fittings or equipment or misuse them in any way.
- (8) Litter is not to be left on floors or tables but is to be placed in the bins provided.
- (9) No broad sheets, hand bills, newspapers or any material other than official notices from the Library may be distributed within the Library.
- (10) Readers may not reserve reading places. Books may be removed from a reader place vacated for more than 15 minutes and the place allocated to another reader.
- (11) Personal books and papers should not be left at reader places overnight.
- (12) Readers may not enter staff areas unless by invitation or when accompanied by a member of the Library staff.
- (13) Readers must, on leaving the Library, present for inspection by Library staff all books, newspapers and folders they are carrying and any bag large enough to contain a book.
- (14) Any damage or defacement of Library materials, by marking, erasure or mutilation is strictly forbidden. Readers must report any instances of such defacement noted.

Enforcement

- VII (1) Failure to observe any of the foregoing provisions may, in the first instance, be dealt with by the Librarian or an authorised representative, who may take such action or apply such penalty as shall seem fit.

- (2) Any user who is aggrieved by a decision of the Librarian may appeal to the Chairman of the Library Committee. The Chairman will nominate two members of the Committee to form with him a panel to review the case. In the case of an appeal by a student of the School one of the members of the panel shall be a student member of the Committee.

VIII These Rules shall apply to members of the Court of Governors of the School, other than those members who are also students enrolled for courses of study at the School, as if the members are members of the academic staff of the School.

University Library

Any member of the University, staff or student, may apply to use the University Library (entrance on the fourth floor of the Senate House). An internal student may register to read in the Library and borrow books, by completing an application form (obtainable at the University Library) and producing their bar-coded library card. Short instructional tours of the Library are arranged for new members, particularly during the first few weeks of the session.

The University Library is a large general library of over 1,250,000 volumes the main strengths being in the Humanities and Social Sciences; many of the books are loanable. Some 560 reader places are provided, in general reading rooms where there are collections of reference works and bibliographies, and in a range of subject libraries for English, History, geography and geology, British Government publications, paleography, philosophy, psychology, romance studies, United States and Latin American studies, and music. Some 5,500 periodicals are received currently; the Periodicals Room provides a wide selection on display. The Goldsmiths' Library houses the collection of early economic literature presented to the University Library by the Goldsmiths' Company in 1903. It has been added to throughout the years and now consists of about 60,000 volumes, mainly works published before 1850.

Self-service photocopiers and a microfilm reader-printer are provided in the Library, and the Photographic Section will also supply photocopies in addition to microfilms, slides, enlargements, etc.

Hours of Opening

Term and Easter Vacation

Monday to Thursday: 9.30 a.m. to 9 p.m.

(book-stack service 10 a.m. to 6.30 p.m.)

Friday: 9.30 a.m. to 6.30 p.m.

(book-stack service: 10 a.m. to 6 p.m.)

Saturday: 9.30 a.m. to 5.30 p.m.

(book-stack service: 10 a.m. to 12 noon, 2.30 p.m. to 4.30 p.m.)

Christmas and Summer Vacations

Monday to Friday: 9.30 a.m. to 5.30 p.m.

(book-stack service: 10 a.m. to 5 p.m.)

Saturday: 9.30 a.m. to 5.30 p.m.

(book-stack service: 10 a.m. to 12 noon, 2.30 p.m. to 4.30 p.m.)

The Economists' Bookshop

The Economists' Bookshop, owned jointly by the School and The Economist Newspaper, was established in 1947 to provide a service to the staff, students and Library of the School and, through its mail order trade, to universities and institutions worldwide. The Bookshop's Board of Directors is composed equally of representatives of the School and of The Economist Newspaper. From small beginnings it has grown into a considerable bookselling enterprise, which numbers among its customers nearly all the universities in Great Britain as well as many universities and institutional bodies overseas. The main premises in Clare Market, has a stock of over 16,000 titles including many pamphlets and a wide range of paperbacks; the second-hand department sells both second-hand books and remainders, operates an out-of-print search service, buys textbooks from students and produces its own catalogue. The Bookshop also operates a mail order centre from premises in Camden Town which supplies universities and institutional customers in the U.K. and some 80 countries overseas and produces a bi-monthly selection of new titles, 'The Social Science Selection Guide'. The Company has expanded its business with the acquisition in 1981 of the Barbican Business Book Centre at 9 Moorfields, London EC2, now renamed The Economists' Business Bookshop, in 1984 with a small shop at the City University, Northampton Square, EC1 and in 1988 with a rather larger one at Queen Mary College, Mile End Road E1.

Information Technology Services

The Information Technology Service provides advisory, educational and operational support to all members of the School. This support is provided for teaching, research and administrative computing activities, and covers a wide spectrum of facilities from wordprocessing through micros, minis, mainframes up to supercomputers, available either locally at the School or readily accessible over London, UK, and world-wide networks.

The major components of the local provision are:

1. A Digital Equipment VAX Cluster of two VAX 11/785 computers with over 2,000 Mbytes of disc store. Running VMS this system provides universal access to a high quality interactive service.
2. Over 80 publicly available workstations from the IBM PC family of microcomputers, including many top-end AT systems. Most of the IBM PC's have Enhanced Graphics with high resolution colour monitors.
In addition there is a laboratory containing Apple Macintosh's.
3. Dedicated wordprocessing facilities for staff and research students, in addition to those available on the microcomputers.

Remote computing is principally carried out on the University of London Computer Centre (ULCC) Amdahl 5890 and twin Cray IS systems. These systems provide for large scale research activities, and for IBM mainframe-specific software. Specialist facilities are available at Queen Mary College (ICL 2988, CAFS and DAP) and Imperial College (CDC Cyber 855). A Local Area Network (LAN) provides a data communications infrastructure that enables a high degree of connectivity to be achieved between local systems. A Gateway from the LAN to the Janet Academic Network (JANET) provides access to all UK Universities, and onwards to the world-wide EARN/BITNET networks.

A wide range of software is available on all systems, spanning the whole Social Science spectrum. Of particular interest might be: SPSSX, SPSS/PC, SAS, SAS/PC, TSP, MINITAB, SCSS, GINO, SURFACE II, INGRES, SIR, LOTUS 1-2-3, dBASE, etc.

All members of the School are entitled to an allocation of computer time for teaching and academic research purposes but charges may be made for the hire of magnetic tapes or discs, and the use of some consumables. It is the policy of the University of London to charge those users in receipt of research grants with a financial provision for computing for all computer resources used.

Computer Reception and Computer Advisory are staffed during normal office hours, with occasional restriction during holiday periods. All enquiries should be addressed to Reception/Advisory in the first instance.

Conditions of Use

The School follows the University of London's Computing Services Conditions of Use which are as follows.

1. Any facility (including software) provided at the Computer Centres is used entirely at the risk of the USER.
2. The Computer Centres will not be liable for any loss, damage or inconvenience arising directly or indirectly from the use of any facility at the centres.
3. The USER is required to respect the copyright of all materials and software made available by the Centres and third parties. This requirement is laid out in the COPYRIGHT ACT 1956 which together with the COPYRIGHT (COMPUTER SOFTWARE) AMENDMENT ACT 1985 makes it an offence for USERS to copy copyright materials including software without the permission of the owner of the copyright.
4. Whilst the Computer Centres take appropriate security measures against unauthorised access to, or alteration, disclosure or destruction of personal or other data they do not operate high security systems and cannot and do not give any

- warranties or undertakings to the USER about the security and confidentiality of data, personal or other. The same applies to other material submitted to or processed by the computer services or otherwise deposited or left in the computing service areas or USER areas being those areas defined from time to time in the documentation of the Centres. Any hardcopy eg printed, microfilmed, plotted of a registered Data Base is still subject to the ACT and its security provisions. The USER must make appropriate security arrangements with the relevant central or local management.
5. It is and will be the USERS' responsibility to comply in relation to confidential or other such data or material with all statutory and other provisions and regulations for the time being in force in the field of data protection and information policy.
 6. Although the Centres take reasonable care to prevent the corruption of information the Centres cannot and do not give any warranties or undertakings to the USER about the integrity of information.
 7. Under this application no work of a commercial nature or for reward may be performed using the facilities of the Centres.
 8. The Centres reserve the right to withdraw permission to access the Centres and the facilities provided in the event of any abuse of the facilities by the USER.
 9. The USER is required to familiarise him/herself with and undertake not to act in breach of any requirement of the DATA PROTECTION ACT. The ACT is "To regulate the use of automatically processed information relating to individuals and the provision of services in respect of such information". In brief all persons using computers to hold data about living individuals are, with very few exceptions, required to register that fact either directly with the Data Protection Registrar or via the institute to which they are attached. Users are required to comply with the Data Protection Principles. The USER may incur severe penalties for failure to either register to comply with the principles and may be held legally responsible for any liability arising from that failure. USERS should check to see if their computer files hold personal data and if so register it. The following requirements apply to students use of personal data.
 - i) Student USERS must not construct or maintain computer files of personal data for use in connection with their academic studies/research without the express authority of an appropriate member of staff.
 - ii) When giving such authority, the member of staff should make the student aware of the Act's requirements, inform them that they must abide by the Data Protection Principles, and of the appropriate level of security arrangements which should attach to a particular set of personal data.

The Computer Centres reserve the right to withdraw the use of their facilities for the processing of personal data that has not been appropriately registered. Please contact your institute Data Protection Officer as to how to register.

Student Health Service

The Student Health Service aims to provide confidential medical care for all students of the School. The Health Service provides facilities for general medical, psychiatric, gynaecological, ophthalmic and first aid treatment.

Four psychotherapists, three of whom are part-time, are available to give advice, psychotherapy and counselling for emotional problems, whether of a personal nature or related to work difficulties.

The Service has a full-time general practitioner, with whom it is possible for students to register, but who nevertheless will see any student on an emergency basis or to give advice, whether they are registered or not. Enquiries about registration should be made through the Health Service receptionist.

A gynaecologist attends twice weekly in term time to provide contraceptive advice and counselling and advice on gynaecological problems. An ophthalmologist attends fortnightly in term time for sight testing. Appointments to see any of the doctors mentioned above should be made with the Health Service receptionist.

The Nursing Sister is available full-time to advise on medical problems and to provide a first aid and immunisation service. She is also available to give counselling for emotional difficulties.

There is, in addition, a dental service which provides dental care under the National Health Service and according to its rates. Appointments may be made with the Health Service receptionist.

A nursery for children between the ages of 6 months and 5 is provided by the School. There are places for 9 babies of students and staff between 6 months and 2 years and 15 children of students and staff between 2 and 5 years old. This nursery is open for 46 weeks of the year including all term time and further details are available on application to the Matron.

STAFF

To be appointed: *Senior Health Service Officer and Psychiatric Adviser*

Stephen J. Nickless, M.B.B.S., M.R.C.G.P., D.A., D.R.C.O.G., D.T.M.&H.: *Health Service Officer (Physician)*

J. F. Garner, B.S.C., M.B.Ch.B., D.P.M., M.R.C.PSYCH.: *Consultant Psychotherapist (Part-time)*

Valerie Little, B.S.C.PHYSIOL. (LONDON), M.B., B.S. (LONDON), M.R.C.S. (ENG.), L.R.C.P. (LONDON): *Gynaecological Adviser (Part-time)*

Jean White, M.A. (CANTAB., MEMBER OF THE GUILD OF PSYCHOTHERAPISTS): *Psychotherapist (Part-time)*

A. C. Twomey, B.D.S., L.D.S.R.C.S.: *Dental Surgeon*

E. Rosemary Malbon, S.R.N., S.C.M., R.S.C.N., CERTIFICATE IN STUDENT COUNSELLING: *Sister-in-Charge/Counsellor*

Judith V. McGowan: *Practice Administrator - Medical*

Liz Carr, B.A.: *Practice Administrator - Psychiatric*

Renee Tilla, N.N.E.B.: *Nursery Matron*

Claire Boyack, N.N.E.B.: *Senior Nursery Officer*

Careers Advisory Service

The Careers Service at L.S.E. which is part of the University of London Careers Advisory Service (U.L.C.A.S.), provides a comprehensive careers guidance and employment service for students seeking information on all areas of graduate employment in the U.K. The Service maintains an extensive careers information and reference library with staff to help students in their job search. Those who want to discuss their approach to the future, or those who are uncertain about what they could do, can talk to one of the Careers Advisers who are available for appointments throughout the year.

It is very important for students to make realistic assessments of their own capabilities, to use their imagination and initiative when establishing vocational targets and to research the background to organisations in preparation for applications and interviews.

The Service arranges careers seminars and talks usually in the Michaelmas Term, covering a wide range of topics and organises Graduate Recruitment Programmes in the Lent Term each year when many of the larger employers visit U.L.C.A.S. and the L.S.E. Careers Service, to conduct preliminary interviews with student applicants.

The possession of a degree, irrespective of subject, is only the first criterion that interests the majority of employers, although expert or specialist posts clearly demand an appropriate training.

Graduates of L.S.E. gain employment across a wide range of occupations requiring people who are well educated, broadly informed and mature in outlook. Employers recruit graduates who have developed personal as well as academic skills in extra-mural as well as academic activities. They look for people who can adapt to new environments, make decisions, exercise judgement and remain flexible in outlook. The importance of basic numeracy, the ability to present information in meetings and in written reports, a working familiarity with computers, and the ability to work in collaboration with others, in groups, cannot be over-emphasized.

The choice of career is wide, and L.S.E. graduates find employment in industrial and commercial management, enter the teaching profession, go on to undertake academic research, find expert posts as economists, lawyers, statisticians, join central and local government, or enter journalism. It would be misleading to catalogue areas of employment any further because L.S.E. graduates are found in every kind of profession and organisation.

Possession of a university degree can shorten a period of professional training considerably. Possession of the LL.B. degree leads to important exemptions from the Bar and Law Society examinations. Those who have taken Accounting and Finance as their special subject in the B.Sc. (Econ.) are given exemption from the Institute of Chartered Accountants' Foundation examination. To become a specialist economist or statistician it is usually necessary to take a Master's degree. The Bachelor's degrees in Sociology and the B.Sc. in Social Science and Administration provide basic qualifications for training in social work.

With regard to the choice of specialist or optional subjects, there is one golden rule to be followed: the subjects that students choose should be those they like and are good at. The syllabuses provided at the School are generally wide and comparatively flexible and, for this reason, students who are not firmly committed to a specific course for professional reasons ought not to allow their choice of courses to be dominated by thoughts of future careers.

Those who are in doubt about which avenue to follow should consult their tutor and a careers adviser. Students may use the Careers Service any time during their courses and also after graduation.

The Chaplaincy

The Chaplaincy is ecumenical and aims to promote the Christian and Jewish faiths within the School by giving support and encouragement to its Christian and Jewish communities and expressing its service of the whole School community in pastoral care and spiritual direction.

The School has a full-time Anglican Chaplain, The Reverend Stephen Williams and a full-time Pastoral Assistant Mr. Justin Anthony. The Reverend Kevin Swaine and Father Ben Lodge represent the Free Church and Roman Catholic University Chaplaincies. Father Alexander Fostiropoulos and Dr. Zalman Kossowski represent the Orthodox Church and Orthodox Jewish Community. The Chaplaincy has its office in K51 and the Chaplains are available to all members of the School staff and student bodies. There are many ways in which we try to help. We have a daily framework of prayer and silence. We have weekly celebrations of the Eucharist, and we are always available for spiritual direction, confession, or simply a chance to talk about something that is on your mind. There are also groups, seminars, workshops, bible studies, and visits open to all. We are here to help if you would like to be prepared for Christian Baptism or Confirmation. Also, information about the Jewish, Islamic, Buddhist and other religious communities at L.S.E. can be obtained from us.

The Chaplains also coordinate the arrangements for occasions when the whole School wishes to mark some special event for instance the annual Carol Service in the Shaw Library or a memorial service to honour a member of our School who has died. They also work together on regular ecumenical services throughout the year.

The work of the Chaplaincy continues to grow on both individual and group levels. As has been said, all the Chaplains are here to be used and to provide any help they can. They can be contacted at K51, L.S.E. extension 2893 or at the following:

The Reverend Stephen Williams (Anglican) K51	L.S.E. ext. 2893
The Reverend Kevin Swaine (Free Church) 333 Essex Road, N1	226 3737
Father Ben Lodge (Roman Catholic) 111 Gower Street, WC1	387 6370
Father Alexander Fostiropoulos (Orthodox) 17 Priory Street, Lewes, East Sussex	0273 478703
Mr. Justin Anthony (Pastoral Assistant) K51	L.S.E. ext. 2893
Dr. Zalman Kossowski (Jewish) 2 Carlisle Gardens Kenton, Harrow, Middlesex	907 5688

Students' Union and Athletic Union

Students' Union

The objects of the Students' Union are to promote welfare, the interests and corporate life of the students of the School and their common interests with the general student community as such, in all matters except those relating to athletics which are the responsibility of the Athletic Union.

The Union General Meeting, held every Thursday lunch time in the Old Theatre, is the central decision-making organ of the Union. There are three student sabbatical officers (General Secretary, Senior Treasurer and Social and Services Secretary) who, via the Executive Committee, are responsible to the Union General Meeting. The Executive Committee of the Students' Union (10 members) is charged with carrying out decisions made by the Union General Meeting and each member has responsibility for a different aspect of Union affairs, for example, services, Academic affairs, External affairs, welfare, and so on. There are also more than seventy societies which cover a wide range of interests. Full details of Union meetings and elections and of the Committees and Societies are obtainable from the Students' Union Reception Office and are also widely advertised in the School.

The Union runs a coffee bar, a bar and a shop. Its main focus for administration is its offices on the second floor of the East Building.

The Union employs a number of permanent staff. There is a Welfare Officer and an Accommodation Officer. The Welfare Officer works both as an advisor e.g. on welfare rights, immigration and visa concerns, and as a counsellor on personal problems. The Accommodation Officer administers an accommodation service and deals with general welfare enquiries.

The Union also provides a number of useful services in the fields of student and social welfare, entertainment and cultural and extra-mural education. Amongst these are the socials, discos and concerts organised by the Entertainments Committee and Societies. There is a free legal advice centre run by the Law Society every Monday and Thursday lunch time during term in Room E.295. N.U.S. cards, student rail cards and general information can be obtained from the Union Information Centre, Room E.297.

There is a nursery at the School with places for children between the ages of 6 months and five. Information on nursery places can be obtained from the Welfare Officer, Room E.295. Each half-term the Union pays for a qualified teacher/youth worker to run a holiday play group for school age children within the School. Enquiries about this to the Welfare Office, Room E.295.

Since a large number of students at the L.S.E. come from overseas, the Union has a special sub-committee relating to the general welfare of overseas students. Each term the Union administers a hardship fund to help British and overseas self-financing students. Applications for assistance are treated in strictest confidence and should be made to the Welfare Officer of the Union. In addition the Welfare Officer will advise students of funds available within the L.S.E. or outside. Other special Funds are available through the Welfare Office, for students with financial hardship who wish to continue or terminate their (or their partners) pregnancy, and for disabled students who incur additional expenses due to their disability. The Welfare Office also links up reading volunteers with visually handicapped students and welcomes such offers and enquiries. A free photocopying service is available to disabled students.

The Students' Union is a member of the National Union of Students and sends delegates to the biannual conference of the N.U.S. Students at the School are also members of the University of London union and are entitled to use all its premises and its services and to participate in its activities.

Through its Publications Committee the Union publishes a *Handbook for Students*, given free to all students and also a newspaper *Beaver* which is published fortnightly during term time. The editorial boards of these publications, are open to all students.

Representatives of the Union sit on various School Committees to represent the views of the students to the School.

Athletics Union

Athletics are the responsibility of the Athletic Union which has the status of a Society within the Students' Union and is a member of the University Athletic Union and Women's Interschool Athletics Board. All students are eligible to join the Athletic Union. The subscription charged for membership of each club is £1. A.U. membership is free.

The following clubs are affiliated to the Athletic Union:

Association Football, Athletics, Badminton, Basketball, Cricket, Croquet, Cross-Country, Golf, Hockey, Judo, Karate, Mountaineering, Netball, Parachuting, Riding, Rowing, Rugby Football, Sailing, Skiing, Snooker, Squash, Table Tennis, Tennis, Yoga.

Details about club activities may be obtained from the Athletic Union Office (E.65). There are two extensive sports grounds totalling some thirty-five acres at New Malden, to which there are frequent trains from Waterloo. There are pitches for Association and Rugby football, hockey and cricket, lawn tennis courts, and running tracks. The pavilions are well appointed and include refectories and bars, a games room and very well equipped dressing room accommodation. Facilities at the School itself include a circuit room which contains a modern poly-gym multi-station weight training unit and a gymnasium suitable for basketball, table tennis, five-a-side football etc.

The Rowing Club rows from the University Boat House, Chiswick; the Squash Club uses the School court; the Table Tennis and Judo Clubs use the School gymnasium; the Cross-Country Club runs on Hampstead Heath and in Richmond Park; the Sailing Club operates at the Welsh Harp, Hendon. The Mountaineering Club meets in England and on the Continent.

There is an annual open day at New Malden, held in June.

Staff and Officers of the Students' Union and Athletic Union

STUDENT OFFICERS

General Secretary of Students' Union—Amanda Hart
Senior Treasurer of Students' Union—Phil Davis
Social and Services Secretary of Students' Union—Jason Ruff

EXECUTIVE OFFICERS

Academic Affairs and Environment—Tom Bulman
Academic Affairs (Library)—Simon Duncon
Welfare (Accommodation)—Arshad Saeed Husein
Welfare (General)—Nick Markham
Welfare (Equal Opportunities)—Kirsty Ayre
N.U.S. and External Affairs—Simon Hix
Press and Publicity/Societies—Hugh Jones
Womens Officer—Mel Taylor
Post Graduate Officer—Avinash Persaud
Overseas Students Officer—Michael Van Hulst

ATHLETIC UNION OFFICERS

President—Josh Chetwode
External Vice-President—To be appointed
Internal Vice-Presidents—To be appointed
Treasurer—Darren Wallis
General Secretary—Jules Gotlieb
Assistant General Secretary—R. Davis

OFFICE STAFF

Administrative Officer—To be appointed
 Administrative Assistant—Zoë Kavadas
 Information Secretary—To be appointed
 Finance Secretary—Sam Kung
 Finance Assistant—To be appointed
 Welfare Officer—Joanna Best
 Welfare Assistant—Judith Paterson
 Accommodation Officer—Phil Wood
 General Assistant/Printer—Sian Bevan

TRADING STAFF

Bar Manager—Jim Fagan
 Assistant Bar Manager—Andrew Biss
 Shop Manageress—Kate Slay
 Assistant Shop Manageress—Jean Stevens
 Shop Assistant—Arnold Harris
 Shop Assistant (Part-Time)—Heather Moulding
 Café Manageress—Shirlee Posner
 Head Chef/Assistant Manager—Jean Claude Juston
 Second Chef—Stephen Parkins
 Kitchen Assistant—Adelaide Oluwa

Residential Accommodation

The School has three Halls of Residence and two blocks of self-catering flats, together with 18 furnished flats for married postgraduate students. In addition there is a number of University of London halls of residence open to all schools and colleges including the L.S.E. The Accommodation Office of the University of London helps students to find lodgings and flats in the private sector.

Detailed information about accommodation is sent as part of the process of admitting students to the School. Applications for places in the School's Halls of Residence and flats should be made to the Assistant Registrar (Admissions) at the School, if possible by 30 April for the following October.

School Halls of Residence and Flats**Carr-Saunders Hall and Fitzroy and Maple Street Flats**

Fitzroy Street, W1P 5AE.

Telephone: (Hall) 580-6338 (Fitzroy St Flats) 636-2139; (Maple St Flats) 580-0126
 Carr-Saunders Hall accommodates 157 **men** and **women** students in 131 single and 13 double study bedrooms. In addition there are, two blocks of flats one block adjoining the Hall and the other across the road. They provide accommodation for 200 **men** and **women** students in double to quintuple furnished flats.

Passfield Hall

Endsleigh Place, WC1H 0PW

Telephone: 387-7743

Passfield Hall accommodates 198 **men** and **women** students in single, double and triple rooms.

Rosebery Avenue Hall

Rosebery Avenue, London EC1R 4TY

Telephone: 278-3251

This hall accommodates 193 **men** and **women** students in 161 single and 16 double study bedrooms.

Anson Road and Carleton Road

London N.7

Telephone: 607-2032

The School has 18 furnished flatlets at the junction of Anson and Carleton Roads which are available for letting to married full-time students of graduate status.

University Halls of Residence

Only full-time students of the University are eligible for admission. An application form and information may be obtained from any one of the halls (a stamped addressed envelope must be sent with the enquiry), and the completed form should be sent to the hall of first choice by the end of April for admission the following October. There are occasional vacancies in the course of the academic year.

Canterbury Hall

Cartwright Gardens, WC1H 9EF

Telephone: 387-5526

For 222 **women** students in 214 single and four double study-bedrooms.

College Hall

Malet Street, WC1E 7HZ
Telephone: 580-9131

220 **women** residents are accommodated in 108 single and 56 double study-bedrooms.

Nutford House

Brown Street, off George Street, W1H 6AH
Telephone: 262-4431

Accommodation for women graduates and undergraduates in 148 single and 23 double rooms.

William Goodenough House

(London House for Overseas Graduates)
Telephone: 278-5131

Mecklenburgh Square, WC1N 2AN

William Goodenough House accommodates 116 postgraduate **women** students from the British Commonwealth, ex-Commonwealth, the United States of America, and the E.E.C.

Commonwealth Hall

Cartwright Gardens, WC1H 9EB
Telephone: 387-0311

For 346 **men** and 60 **women** from the United Kingdom and overseas.

Connaught Hall of Residence

36-45 Tavistock Square, WC1H 9EX
Telephone: 387-6181

For **men**; 195 places, mainly in single rooms.

International Hall

Brunswick Square, WC1N 1AS
Telephone: 837-0746

For 438 **men** students. Half the rooms are reserved for students from overseas. There are 10 double rooms and 418 single rooms.

London House

Mecklenburgh Square, WC1N 2AB
Telephone: 837-8888

London House has accommodation for 315 postgraduate **men** students from the overseas countries of the Commonwealth, the United Kingdom, former member countries of the British Commonwealth and the United States of America. It is administered by London House for Overseas Graduates.

Hughes Parry Hall

Cartwright Gardens, WC1H 9EF
Telephone: 387-1477

Hughes Parry Hall provides accommodation for 158 **men** and 120 **women** students. There are 246 single rooms and 16 double rooms.

Lillian Penson Hall

Talbot Square, W2 1TT
Telephone: 262-2081

Lillian Penson Hall is an intercollegiate hall of residence for full-time, registered, internal, postgraduate students of the University of London, both **men** and **women** and married couples without children.

Afsil Limited

10 Endsleigh Gardens, London WC1 4EJ
Telephone: 388-7144

Afsil Limited, a Housing Trust formed by five London colleges including the School, provides a number of furnished flats and flatlets for graduate students. A fifth of Afsil accommodation is reserved for students of the School. In allocating the flats preference is given to students from the British Commonwealth. The accommodation includes study bedrooms, self-contained bedsits for singles and couples and one- to three-bedroomed flats for couples with children.

The London School of Economics Society

HONORARY OFFICERS AND COMMITTEE, 1988

President: Professor R. Chapman

Deputy President: Dr. A. Bohm

Hon. Life Vice-President: Mrs. K. Russell

Joint Hon. Secretaries: Mrs. M. Murdoch and Mrs. M. Najjar

Treasurer: Mr. J. B. Selier

Assistant Treasurer: Mr. P. Kapadia

Programme Officers: Mr. D. Adlington and Miss E. Worth

Committee Members: Mrs. B. Asherson, Mr. C. Coulson-Thomas, Mrs. M. Hardiman, Mrs. B. Isaacs, Mrs. E. Morris, Miss A. Trowles

Ex officio:

The Editor, L.S.E. Magazine and Alumnus Office: John McLoughlin

The Economics Sports Clubs' representative: Mr. M. Gill

Representatives of the L.S.E. Society on the Court of Governors: Mrs. M. Murdoch, Mrs. M. Najjar and Mr. J. B. Selier

Membership of the London School of Economics Society is open to all former students who have been registered at the School, and to all members and former members of the staff of the School. People outside categories are admitted for membership at the discretion of the Committee. Free annual membership for two years is available to former students provided they join within one year of leaving the School.

Members of the Society are granted certain privileges as regards use of the British Library of Political and Economic Science: subject to certain restrictions, they are entitled to permits to use the Library during vacations, in the evenings and in some cases during term. The *LSE Magazine*, published twice yearly, is issued to all members free of charge, and a variety of events are arranged throughout the year including an Annual Dinner and a Social Science Day.

The life subscription is £20.00 and the annual subscription is £5.00. Application forms and information relating to the Society can be obtained from the Honorary Secretary, c/o the Alumnus Office at the School.

Overseas Alumnus Groups

In addition to the London School of Economics Society there are numerous overseas alumnus groups. Their aims are to help former students and friends of the School to keep in touch with the School and each other, and to engage in local activities, including fund-raising in support of the School's 1980s Fund appeal. Some of the groups are more formally based than others; some of them levy a local subscription. All former students resident in, or visiting, these countries are welcome to contact them.

There are 'Friends of LSE' groups in Australia, Austria, Belgium, Bolivia, Canada, Chile, Colombia, Cyprus, Egypt, Finland, France, West Germany, Greece, Hong Kong, Iceland, India, Israel, Italy, Japan, Luxembourg, Malaysia, Mauritius, Mexico, New Zealand, Nigeria, Norway, Peru, Philippines, Portugal, Singapore, South Africa (Johannesburg), Spain, Sweden, Switzerland (Geneva), Thailand, Tunisia, USA and Venezuela. Information about these and other groups which are developing elsewhere is available from the Alumnus Office at the School.

The American Friends of LSE

Approximately eight scholarships in the range of \$3,400 each are awarded annually to American citizens or permanent residents of the United States for one year of graduate study at LSE. The awards are based on academic merit and financial need. They are given toward the tuition of a full academic year beginning in the fall, and are not

renewable. There are no restrictions as to age, field of study or degree being sought. Current or former LSE students are not eligible.

The deadline for completed applications is March 1 of the year of intended enrollment. An applicant must *not* wait for acceptance by LSE before applying to AFLSE. Inquiries and requests for AFLSE application documents should be directed to American Friends of LSE Scholarship Office, Suite 700, 733 Fifteenth Street, N.W., Washington D.C. 20005. Telephone: (202) 347-3232.

The Canadian Friends of LSE

The Canadian Friends of LSE, c/o Dr. A. F. Earle, P.O. Box 752, Niagara-on-the-Lake, Ontario, LOS 1JO, Canada, have Regional Convenors in Calgary, Downsview, Edmonton, Guelph, Halifax, Kingston, Montreal, Regina, Vancouver and Winnipeg.

Membership is by annual subscription.

Members receive the *LSE Magazine* and may use the Library in certain circumstances.

Friends' Amenities Fund of the LSE Society

An Association of Friends of the London School of Economics was formed in July 1957. The principal object of the Association was to raise funds to provide for the School amenities which are important to its daily life, but which it cannot afford, either because of shortages of money or because it would not be appropriate to expend public funds on their acquisition. During its existence the Association made many gifts to the School, some valuable in themselves, such as the three Persian carpets provided for the Founders' Room and others whose usefulness is far in excess of their cost, such as the furniture for the roof gardens. Later gifts included the small organ in the Founders' Room; furniture for the Common Rooms in Halls of Residence; new curtains and furniture for the platform in the Old Theatre; furniture for the Alumnus Room in the Library in the Lionel Robbins Building and a cooled drinking water fountain and seats for the courtyard there, a contribution to the refurbishing of the Vera Anstey Room and plaques identifying portraits of former Directors and eminent former teachers in the Senior Common Room. In March 1983, the Friends decided to transfer its activities to a new trust to be set up by the LSE Society and, as a parting gift, agreed to meet the cost of replacing the seating in the Founders' Room and to provide a small fund from which pictures and prints for Halls of Residence could be purchased.

The Friends' Amenities Fund of the LSE Society is now continuing the aims of the old Friends. Its first gift to the School was a contribution to the cost of acquiring for the Shaw Library a superb piano used by Dame Nellie Melba.

Anyone wishing to subscribe is invited to write to the Trustees of the Friends' Amenities Fund of the LSE Society, care of the School.

Regulations as to Honorary Fellows

1. The Honorary Fellows Committee of the Court of Governors shall consist of the Chairman and Vice-Chairman of the Court of Governors, the Director, the Pro-Director, the Vice-Chairman of the Academic Board, and six members appointed by the Court, of whom four shall be appointed on the nomination of the Academic Board.
2. The Court may, on the recommendation of the Honorary Fellows Committee and with the concurrence of the Academic Board, elect as an Honorary Fellow of the London School of Economics and Political Science any past or present member of the School who has attained distinction in the arts, science or public life; and, exceptionally, any person who has rendered outstanding services to the School and its concerns.
3. No full-time member of the staff of the School shall be elected an Honorary Fellow.
4. Elections may be made annually in the Michaelmas term. The number of persons elected shall not, save for special reasons considered adequate by the Court, exceed six.
5. Suggestions for election to Honorary Fellowships shall be invited annually by the Honorary Fellows Committee in May from:
 - (i) each member of the Court of Governors
 - (ii) each member of the Academic Board
 - (iii) each Honorary Fellow
6. Every suggestion shall be made in writing, shall be signed by the person making it and shall be received by the Secretary not later than 31 May. Unless successful or withdrawn, it shall be regarded as current for three successive years, including the year of nomination, after which it shall lapse; but a fresh suggestion of the same name can be made.
7. The file of names suggested, past and current, shall be open to inspection in confidence by those persons who are to be invited, in accordance with regulation 5, to make suggestions.
8. In each year the Honorary Fellows Committee shall, in the Michaelmas term prior to the first ordinary meeting of the Academic Board, consider the current list of names suggested, and such other names as may be proposed in the course of their deliberations; and the names of persons recommended for election shall be arranged in alphabetical order in the report of the Committee.
9. The report of the Honorary Fellows Committee shall be considered by the Academic Board at their first meeting in the Michaelmas term and shall be transmitted by the Board, with such observations as they may think fit, to the Court of Governors for consideration at their meeting held in the Michaelmas term.
10. After the report of the Honorary Fellows Committee has been considered by the Academic Board, but before its transmission to the Court, the Director shall ask those who are recommended for election to Honorary Fellowships whether they would be willing to accept election. No such enquiry shall be made by those who suggest their names.

Part II: Regulations for Students and Courses

Admission of Students

1. Students are classified in the following categories:
 - (a) Regular students — those paying a composition fee for a degree or diploma or for any other full course and students paying a research fee.
 - (b) Occasional students — those paying a fee for one or more separate courses of lectures.
2. No student will be admitted to any course until he has paid the requisite fees. The School reserves the right at all times to withdraw or alter particular courses and course syllabuses.
3. **Concurrent Study**
No student is allowed to register or study concurrently for more than one examination of the University of London or of the School unless he or she has previously obtained in writing the permission of the Director of the School. Students studying for an examination of the University or of the School who wish to study at the same time for an examination held by an outside body, are required to state this fact when applying for admission to the School. Students failing to disclose this fact are liable to have their registration cancelled.
4. **University of London Regulations**
Students of the School who are reading for degrees or diplomas of the University of London are registered by the School as Internal Students of the University. As such they are bound by the Regulations of the University. The principal provisions of the Regulations, as they most commonly affect students at the School, are described in the following sections of the *Calendar*; but it is the responsibility of students to acquaint themselves with the Regulations, which are available from the Registry (for undergraduate students), the Graduate School Office (for graduate students), or from the University Senate House.

First Degrees

U.C.C.A.

All applications for admission to full-time courses leading to a first degree at the School should be made through the Universities Central Council on Admissions. The Council's address is P.O. Box 28, Cheltenham, Glos., GL50 1HY, and all completed application forms should be sent there. Students at school in Britain may obtain the application form and a copy of the U.C.C.A. handbook, which contains a list of universities and degree courses and instructions on completing the form, from their head teacher. Other students may obtain the form and handbook from the Secretary of the U.C.C.A. Completed application forms must be returned to the U.C.C.A. and not to the School. The School's code is **L LSE 44**.

The earliest date at which the U.C.C.A. will receive applications for admission in October 1989 is 1 September 1988. The closing date for the receipt of applications at the U.C.C.A. is 15 December 1988. However, all students are advised to submit their applications as soon as possible after 1 September and not to leave them until the last minute.

Entrance Requirements

All candidates for admission to degree courses at the School must, by the date on which they hope to be admitted, be able to satisfy: (i) The *general requirements* for admission to degree courses which are laid down by the University of London, and (ii) the *course requirement* (if any) for the particular degree they wish to follow.

Candidates may satisfy the *general requirements* by:

Passes in *either* two subjects at GCE A level
or one subject at GCE A level and two subjects at AS level
or four subjects at AS level

Evidence of broad general education may be sought by admission officers.

The following provisions must be fulfilled under any of the above schemes.

(a) The subjects offered must correspond to those approved in Appendix I.

(b) The restrictions against combination of overlapping subjects prescribed in Appendix I must be observed.

(c) A subject may be counted at only one level of examination, i.e. a qualification in the same subject in GCE A level and/or AS level and/or GCSE and/or GCE O level may be counted only as one subject for the purposes of satisfying any of the above schemes.

Holders of other qualifications and full details of the entrance requirements will be found in the pamphlet *Regulations for University Entrance*, obtainable from the Secretary, University Entrance Requirements Department, Senate House, London WC1E 7HU. Intending students are advised to obtain a copy of these regulations and to check that their qualifications are appropriate for the courses they wish to follow. The Assistant Registrar will be pleased to answer particular questions relating to the requirements.

The fact that a student has satisfied the general requirement does not mean that he or she will automatically obtain a place at the School. Candidates are usually expected to have reached a standard well above the pass mark in their qualifying examinations. Some candidates may also be asked to attend for interview or to take an entrance examination.

A person under the age of eighteen years may not be admitted as a student without the Director's special permission. A candidate who wishes to enter the School before his or her eighteenth birthday may be asked to write to state his or her reasons.

Those who hold qualifications enabling them to enter a foreign university, may be considered by the Special Entrance Board of the University of London. Such students should in the first instance apply for admission to the School throughout the U.C.C.A. If the School is willing to admit them it will forward their applications to the Special Board for consideration.

Early application from students from abroad is advised. However, where there is time to do so, students who are uncertain about their qualifications should write in the first instance to the Assistant Registrar, to check that they are eligible for consideration.

Students whose mother tongue is not English will be required to give evidence of proficiency in the language.

Candidates from overseas, whether living abroad or in the United Kingdom at the time they make application, will be required, before they are accepted, to show that they have adequate financial resources to cover the cost of the three-year full-time course of study for a first degree. They will be asked to provide a guarantee that they have available a sufficient sum to cover their maintenance in London (£3,790 for 1988/89) in addition to the fees. They may also be asked to produce a medical certificate.

Intending students from overseas should not set out for this country unless they have received a definite offer of a place at the School.

Besides the general requirements given above candidates must satisfy the *course requirements* for the degree they wish to take.

*Course and
Course Requirements*

B.Sc. Economics
'O' level pass in Mathematics expected

*Descrip-
tion
of
Course
Page
230*

LL.B.	294
No course requirement	
LL.B. with French Law	298
'A' level pass in French required	
LL.B. with German Law	301
'A' level pass in German required	
B.A. Geography	277
'O' level pass in Mathematics expected	
B.Sc. Degree	
'O' level pass in Mathematics expected for:	277
Geography	281
Management Sciences	284
Social Policy and Administration	285
Social Psychology	286
Sociology	
'A' level pass in a Mathematics subject expected for:	
Mathematics/Philosophy	282
Mathematics/Statistics/Computing/Actuarial Science	278
B.A. History	304
'O' level pass in a foreign language, modern or classical required	
'A' level pass in History or Economic History preferred	

General Course

Enrolment in this category is suitable for students who wish to follow a full-time course of study at the School for one year only. The facilities are intended mainly for foreign students, and attendance does not count towards any degree awarded by London University.

- Applications for General Course registration will be considered from undergraduates who will have completed at least two years of study in a foreign university by the time of their enrolment at the School. Highly qualified graduate students who wish to do general work in the social sciences may also apply. Graduates who wish to follow a more specialised course without preparing for a degree, should apply for Research Fee registration (see page 308).
- General Course enrolment enables a student to attend lectures and classes and receive tuition at the School for one academic year only.
- The number of students admitted each year is limited.
- (a) The Senior Tutor to General Course students has general responsibility for the arrangements for students in this category.
 (b) Every student is allocated a tutor, who will advise in the selection of courses and act throughout the session as supervisor.
 (c) The Student may attend most lecture courses and may also join up to four classes.
 (d) The student has full use of the Library without payment of any additional fee.
- General Course students are required to take two written examinations at the end of their year at the LSE unless special exemption is granted by the Senior Tutor. A further two examinations may also be taken to make the total up to four examinations. The results of examinations taken are added to the registration certificate.
 (a) At the end of the course each student will be given, on request, a certificate of registration. This certificate lists the lectures and classes for which the student was registered, but does not include a detailed record of attendance.
 (b) A tutor's confidential report will also be made available, on request, to the student's home university.

The School does not grade students or award credits on the American model. *Before*

committing themselves to attendance, students should, therefore, ensure that the facilities outlined above will satisfy the requirements of their home university.

6. Application forms for General Course registration may be obtained from the Assistant Registrar of the School. An application fee (non-refundable) of £15 (or its equivalent in foreign currency) must be submitted at the time of application. The closing date for application is 30 April in the year in which admission is sought.

Graduate Studies

Information on admissions criteria and procedures for higher degrees, Diplomas and other facilities for graduate students will be found in the section "The Graduate School and Regulations for Higher Degrees and Diplomas".

Occasional Students

1. Occasional students are entitled to select up to three lecture courses per term from those listed in the Sessional Timetable. They are normally required to enrol for a complete course or for a whole term; registration for single lectures is not permitted. Classes and seminars are not normally open to Occasional students. The fee for most courses is £2 per hour. Refunds of fees are not normally available.
2. Applicants for admission as Occasional students must normally be in full-time employment.
3. A person seeking admission as an Occasional student should obtain a form of application from the Assistant Registrar of the School and return it at least four weeks before the opening of the term in which he wishes to attend.
4. Applicants will be asked to state their qualifications for study at the School and the purpose for which they wish to study, and they may be invited to attend for interview before admission. In view of pressure on teaching resources and accommodation, only a limited number of Occasional students will be accepted. Candidates for external degrees of this University may not normally be registered as Occasional students.
5. If the application is accepted the student will, on payment of the fees receive a card of admission for the courses named thereon and must produce it on demand.
6. Occasional registration does not entitle a student to tutorial assistance. The teaching facilities are strictly limited to attendance at the courses for which the individual student is registered.
7. An Occasional student will be allowed full use of the Main Library but not of the Teaching Library.
8. At the end of their attendance students will, on request, be given a typed certificate listing the courses for which they have been registered, but this certificate will not include a detailed record of attendance.

Code of Practice on Free Speech

1. Preamble

- 1.1 Since 1901, the following has been one of the most important of the clauses in the School's Memorandum and Articles of Association.

"No religious, political or economic test or qualification shall be made a condition for or disqualify from receiving any of the benefits of the Corporation, or holding any office therein; and no member of the Corporation, or professor, lecturer or other officer thereof, shall be under any disability or disadvantage by reason only of any opinions that he may hold or promulgate on any subject whatsoever."

- 1.2 In pursuance of its duties as laid down in Section 43 of the Education (No. 2) Act 1986, the School has adopted this Code with a view to taking steps to ensure that freedom of speech within the law is secured for students, employees and other members of the School (including honorary and visiting staff) and for all persons authorised to be on School premises including visiting speakers duly invited in accordance with Clause 3.3.3 of this Code.
- 1.3 The Code takes cognizance of the fact that the United Kingdom is a party to the United Nations Covenant on Civil and Political Rights and the European Convention on Human Rights and the School attaches great importance to the values described in these documents. The basic right to freedom of expression and the permitted exceptions thereto are specified in Article 19 of the UN Covenant and Article 10 of the European Convention:

1.3.1 UN Covenant on Civil and Political Rights

- Article 19.* (1) Everyone shall have the right to hold opinions without interference.
- (2) Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his or her choice.
- (3) The exercise of the rights provided for in paragraph 2 of this Article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
- (a) For respect of the rights or reputations of others;
 - (b) For the protection of national security or of public order or of public health or morals.

1.3.2 European Convention on Human Rights

- Article 10.* (1) Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.
- (2) The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

2. Range and Application

This Code applies to all meeting and events (including lectures, seminars, committee meetings and musical and theatrical performances) on any premises wherever situated, of which the School has title or possession, by freehold, leasehold, licence or otherwise, including halls of residence. Notwithstanding that the Secretary of the School may from time to time prescribe procedures for operation of the Code, which require formal arrangements with the School authorities for certain types of meeting or other event, the Code also applies to any lawful activities in which students, staff and other members of the School, and visitors duly invited to the School, may engage, anywhere on the School's premises as defined above.

3. Responsibilities of the School Authorities

- 3.1 The School authorities are responsible for upholding and maintaining the principles set out in Section 1 of this Code.
- 3.2 The School authorities will prescribe from time to time procedures for operation of the Code; these procedures will, *inter alia*, specify formal arrangements for certain types of meeting or other event.
- 3.3 The School authorities will not deny use of School premises to any individual or body of persons on any grounds connected with the beliefs or views of that individual or of any member of that body; or with the policy or objectives of that body. This is provided that:
- 3.3.1 The School's premises are at all times used only for lawful purposes.
- 3.3.2 Room bookings are made by persons whom the School authorities regard as properly responsible, in compliance with the prescribed procedures for operation of the Code and with such reasonable requirements as the School may make.
- 3.3.3 Visiting speakers come on the School's premises only at the invitation of authorised staff, authorised students or other authorised members of the School.
- 3.3.4 The School authorities have authorised by general or specific permission use of the School's premises for the purpose concerned.
- 3.3.5 The School authorities reserve the right to refuse or withdraw permission for a meeting, or terminate a meeting once begun, or take such lawful action about a meeting as they see fit. Among circumstances in which such action might be taken would be the following:
- (a) Where the bounds of lawful free speech are exceeded or thought likely to be exceeded such as by incitement to commit crimes or breach of the peace. In particular, the School authorities will take into account the provisions of the Public Order Act 1986 which describes circumstances in which a person presenting or directing the public performance of a play; or a person distributing, showing or playing a recording of visual images or sounds; or any other person, may be guilty of an offence if he or she intends to stir up racial hatred or if, having regard to all the circumstances, racial hatred is likely to be stirred up;
- (b) Where damage to School property or physical harm to persons or a breach of the peace is taking place or thought to be likely to take place;
- (c) Where the frequency of bookings made by an individual or organisation seems calculated to inhibit access to the School's facilities by others;
- (d) If unlawful acts, or acts which in the opinion of the School authorities may be unlawful, take place or are thought likely to take place, anywhere on School premises.
- 3.3.6 A visiting speaker may be excluded on the grounds of prior conduct engaged in with the intent by him or at his instance of denying free speech to others.
- 3.3.7 The School reserves the right of final decision about admission or exclusion

of any person, including press, television and broadcasting personnel, in respect of any meetings or events covered by this Code.

4. Responsibilities of the Students' Union

- 4.1 The Students' Union is responsible for compliance with this Code and all procedures for operation of the Code, as prescribed by the School authorities, which derive from it in respect of all events which:
- 4.1.1 are organised, sponsored, or booked by the Students' Union, its societies or officers.
- 4.1.2 falling into category 4.1.1., take place on School premises, as defined in Section 2 of the Code, including those which may from time to time be allocated to the Students' Union for its use.
- 4.2 Where a student society or other group of students advises the School that the Students' Union has decided not to transmit their booking application to the School, the School reserves the right to consider that application directly and make a final decision.
- 4.3 In all other respects the Students' Union has the responsibilities set out in Section 5 of the Code.

5. Responsibilities of Event Organisers

- 5.1 Those who organise, sponsor or book events on School premises will, as a condition of the School authorities accepting a booking, confirm their agreement to comply with all provisions of this Code, with the prescribed procedures and with such reasonable requirements as the School may make.
- 5.2 The School authorities will require anyone wishing to book its facilities for an event or other meeting to meet such reasonable requirements as the School may make including appropriate organisational arrangements for the event, 5 working days' notice of a meeting and submission of the prescribed form. Procedures exist for arrangement of emergency meetings, with the permission of the School authorities in exceptional circumstances. These procedures are mandatory.
- 5.3 A reasonable charge may be made for use of a room on School premises and provision of services, when booked by any person or organisation.
- 5.4 Where the School refuses or withdraws permission for an event, the School will make every effort to inform the person booking the event of its decision but irrespective of the circumstances, event organisers may not proceed with their event if they know or ought to know that School permission for it is not extant at the time.

6. Responsibilities of Members of the School and others Admitted to the School's Premises

- 6.1 Compliance with this Code is obligatory on all students and employees of the School; honorary and visiting staff of the School; and all persons authorised to be present on School premises, including visiting speakers.
- 6.2 All students and employees of the School; honorary and visiting staff of the School; and all persons authorised to be present on School premises, other than visiting speakers, have the responsibility under this Code to take steps consistent with their personal safety to ensure that freedom of Speech within the law is enjoyed on School premises. Visiting speakers are expected to obey all those parts of the Code applicable to the purpose of their visit, in particular clause 3.3.5(a) concerning the bounds of lawful free speech.
- 6.3 All those attending a meeting, whether members of the School or not, must, as a condition of admittance to School premises and to the meeting itself, observe good order. Good order in a meeting on School premises means that the speaker(s) can be heard clearly. Any conduct which is engaged in with a view to denying the speaker a hearing, including interference with access to or egress from the meeting, and interference with the conduct of the meeting, is contrary to the Code.

7. Sanctions

- 7.1 If any person is dissatisfied with the School authorities' exercise of their responsibilities as set out in Sections 1 and 3 of the Code or with the Students' Union's exercise of its responsibilities as set out in paragraph 4 of the Code, he or she may appeal personally or in writing to the Director; a report will be made to the Standing Committee of the Court on the action the Director then takes in response to such a complaint.
- 7.2 If event organisers fail to comply with their responsibilities as set out in paragraph 5 of the Code, the School authorities may refuse or withdraw permission for the relevant event at any time, or terminate the event once begun. In the action they take the School authorities will bear in mind whether the organisers of the meeting are or are likely to be responsible for unlawful acts or whether persons not connected with the organisers, are or are likely to be responsible for such acts.
- 7.3 Action by any member of the School or other person contrary to this Code, will be regarded as a serious disciplinary offence and, subject to the circumstances of the case, may be the subject of proceedings under the relevant disciplinary regulations, as promulgated from time to time.
- 7.4 Action by anyone who is not a member of the School, including a visiting speaker, contrary to this Code, may result in the withdrawal of his or her licence to be on School premises, resulting in future exclusion from the School's premises or action for trespass if necessary.

8. Operation and Interpretation of the Code

- 8.1 The Standing Committee of the Court will be responsible for policy issues connected with interpretation of the Code, and will consider matters relevant to the Code as circumstances require. After appropriate consultation in the School the Standing Committee will review and approve the Code annually on behalf of the Court of Governors.
- 8.2 The Director will be responsible for appeals made under clause 7.1 of the Code.
- 8.3 The Secretary of the School is appointed by the Director to be responsible for the day to day operation of the Code.
- 8.4 In the event of disciplinary proceedings, interpretation of the Code will be entirely a matter for the relevant disciplinary body.

Approved by the Standing Committee for one year from 1 July 1988 on 21 June 1988.

Regulations for Students

Preamble

1. The School exists for the pursuit of learning. Its fundamental purpose can be achieved only if its members can work peacefully in conditions which permit freedom of thought and expression within a framework of respect for the rights of other persons.

The Regulations exist to maintain these conditions and protect the School from actions which would damage its academic reputation or the standing of the School and its members.

Alterations and Additions

2. There shall be a Rules and Regulations Committee. The Committee shall consist of the Director, three Academic Governors, and three other members of the Academic Board elected annually by the Board, the General Secretary and Senior Treasurer of the Students' Union and three other student members elected annually from among the registered full-time students in accordance with Regulation 25. The Committee may make recommendations for alterations and additions to these Regulations to the Standing Committee of the Governors and such alterations or additions shall come into effect forthwith upon publication after the approval of the Standing Committee has been given. If at any time the Standing Committee does not accept a recommendation of the Rules and Regulations Committee it shall state its reasons to that Committee in writing.

3. The Rules and Regulations Committee may also make recommendations to the Director on Rules for the conduct of School affairs, and the Director or any other person authorised by him may make and issue Rules that are not inconsistent with these Regulations after consultation with the Committee. The Director or any other person authorised by him may also, in circumstances which in the opinion of the Director or such other person constitute an emergency, issue Instructions for the duration of the emergency.

General

4. No student of the School shall:
- Disrupt teaching, study, research or administrative work, or prevent any member of the School and its staff from carrying on his work, or do any act reasonably likely to cause such disruption or prevention;
 - Damage or deface any property of the School, or do any act reasonably likely to cause such damage or defacing;
 - Use the School premises contrary to Regulations and Rules, or do any act reasonably likely to cause such use;
 - Engage in any conduct which is, or is reasonably likely to be, clearly detrimental to the School's purposes.

Academic Matters

5. The Director may at his discretion refuse to any applicant admission to a course of study at the School or continuance in a course beyond the normal period required for its completion. He may refuse to allow any student to renew his attendance at the School as from the beginning of any term, on the ground of the student's lack of ability or of industry, including failure in a degree examination or other examination relating to a course, or failure, without adequate reason, to enter for an examination after completing the normal course therefore, or for any other good academic cause.

The Press

6. The admission to the School of representatives of the press, radio or television shall be governed by Rules made under these Regulations.

Public Statements

7. A student using the name or address of the School on his own behalf or on behalf of an organisation in a public statement or communication shall make clear his status as a student, and the status of any such organisation.

Copyright in Lectures

8. The copyright in lectures delivered in the School is vested in the lecturers, and notes taken at lectures shall be used only for purposes of private study. Lectures may not be recorded without permission of the lecturer. Any recording permitted is subject to the conditions (if any) required by the lecturer.

Misconduct

9. Any breach by a student of these Regulations constitutes misconduct and renders the student guilty of such a breach liable to penalties as laid down in these Regulations. Misconduct shall not be excused by the fact that the offender may have acted on behalf of, or on the instructions of, any other person or organisation.

10. If suspension from any or all of the facilities of the School has been imposed by a Summary Tribunal or by a Board of Discipline, or by the Director or under his authority under Regulation 24, and the student upon whom it has been imposed fails during the period of the suspension to comply with its terms, this failure shall itself be misconduct.

11. If a student is convicted of a criminal offence in the courts which relates to an act committed within the School or immediately affecting the School or committed in such circumstances that the continued presence of the offender within the School may be clearly detrimental to the well-being of the School, the fact of a conviction will not necessarily preclude the institution of disciplinary action by the School under these Regulations.

Penalties for Breaches of Regulations

12. The following penalties may be imposed for a breach by a student of any of these Regulations:

Reprimand.

A fine not exceeding £25.

Suspension from any or all of the facilities of the School for a specified period.

Expulsion from the School.

In any case where a penalty is imposed (other than a reprimand) the Director or the authority imposing the penalty may suspend its coming into force conditionally upon the good behaviour of the offender during the remainder of his membership of the School.

13. A Board of Discipline may impose any of the penalties listed in Regulation 12. A Summary Tribunal may impose any of the following penalties:

Reprimand.

A fine not exceeding £25.

Suspension from any or all of the facilities of the School for a period not exceeding six weeks.

Disciplinary Procedures

14. Where any member of the staff or any student of the School believes that a breach of the Regulations has been committed by a student of the School he may file a complaint against that student for misconduct. The complaint shall be filed in writing with the Secretary, who will investigate the matter.

Should the Secretary be satisfied that a *prima facie* case exists, she will refer the complaint to the Director, or to another person authorised by the Director, and the Director or such person shall decide whether the complaint shall be proceeded with, and, if so, whether before a Summary Tribunal or before a Board of Discipline. In deciding whether proceedings shall take place before a Summary Tribunal or a Board of

Discipline the Director or the person authorised by him shall have regard to the seriousness of the alleged misconduct. Where the decision is made to proceed the Director or the person authorised by him shall formulate the charge or cause it to be formulated, and convene a Summary Tribunal or Board of Discipline as the case may require.

15. Subject as hereinafter provided, the members of Summary Tribunals and Boards of Discipline shall (other than the Chairman of a Board of Discipline) be drawn from a Disciplinary Panel and a Student Disciplinary Panel:

Provided that

(a) If a person who has been selected as a member of a Tribunal or Board, and to whom not less than seventy-two hours' notice of its convening has been despatched, is absent during any part of the proceedings of the Tribunal or Board, he shall thereafter take no further part in the proceedings and his absence shall not invalidate the proceedings unless the number of those present throughout the proceedings (including the Chairman) falls below two in the case of a Summary Tribunal or four in any other case.

(b) Students against whom charges of misconduct are laid shall have the right, if they so wish, to be heard by a disciplinary body without student members provided it is otherwise properly constituted.

16. The Disciplinary Panel shall consist of ten lay Governors appointed annually by the Court of Governors and ten members of the academic staff who are appointed teachers of the University of London or recognised teachers of the University of London of at least two years' standing at the time of selection, selected annually by lot in accordance with Regulation 27:

Provided that

(a) No Governor who is a member of the Standing Committee of the Court of Governors shall be a member of the Disciplinary Panel.

(b) No member of the Rules and Regulations Committee shall be a member of the Disciplinary Panel.

17. The Student Disciplinary Panel shall consist of ten persons who are registered full-time students selected annually by lot in accordance with Regulation 26.

18. Subject to Regulation 29, appointments of Governors to and selection of academic members of the Disciplinary Panel and the selection of the Student Disciplinary Panel shall take place in the year preceding the year of office, which shall commence on 1 August in each year. Additional appointments and selections may be made during the year of office to fill casual vacancies.

19. The members of a Summary Tribunal or of a Board of Discipline (other than lay Governors, who shall be selected by the person convening a Board, and the Chairman) shall be selected from the appropriate Panels by lot. No person shall be eligible for selection as a member of a Tribunal or Board if he is himself the subject of the case intended to be referred to that Tribunal or Board, or if he is the person who has brought the complaint, or if in the opinion of the person convening the Tribunal or Board it would be unfair to the person who is the subject of the case if he were to be selected. If at the commencement of a hearing a member of a Tribunal or Board is successfully challenged by the student who is the subject of the case, or his representative, that member shall be replaced by another person selected in a like manner.

20. Subject to Regulation 15, a Summary Tribunal shall consist of two academic members of the Disciplinary Panel and one member of the Student Disciplinary Panel. The Chairman of a Summary Tribunal shall be appointed from the Disciplinary Panel by the person convening the Tribunal. The decision of a Summary Tribunal shall be by a majority. At least seventy-two hours before a Tribunal meets, the student alleged to have committed a breach of these Regulations shall be informed in writing of the date of the hearing and of the nature of the breach which he is alleged to have committed. At the hearing of the Summary Tribunal he shall be entitled to be represented by an advocate of his own choice, who may be a lawyer. He or his representative shall be

entitled to cross-examine any witness called, and to call witnesses in his defence. He shall further be entitled to give evidence and to address the Tribunal in his defence. The Summary Tribunal shall report its findings and the penalty (if any) imposed in writing to the student concerned and the Director.

21. In every case where a Summary Tribunal reports that a breach of Regulations has been committed the student concerned shall be entitled to request, within forty-eight hours of being informed of the report and of the penalty proposed to be imposed, that the decision be reviewed by an Appeals Board consisting of two members of the Disciplinary Panel who shall not be persons concerned in the original hearing, selected in the same manner as the academic members of the Summary Tribunal. The Appeals Board shall not re-hear evidence, but otherwise shall determine its own procedure. It shall report its decision in writing to the student concerned and to the Director.

22. Subject to Regulation 15, a Board of Discipline shall consist of two members of the Disciplinary Panel who are also lay Governors, two academic members of the Disciplinary Panel, two members of the Student Disciplinary Panel and a Chairman who shall be a practising member of the Bar of at least seven years' standing who is not a member of the School and who shall be appointed in consultation with and subject to the agreement of the Vice-Chancellor of the University of London. The decision of a Board of Discipline shall be by a majority. At least three weeks before a Board of Discipline meets, the student alleged to have committed a breach of these Regulations shall be informed in writing of the date of the meeting and of the nature of the breach which he is alleged to have committed. At the hearing of the Board of Discipline he shall be entitled to be represented by an advocate of his own choice, who may be a lawyer. He or his representative shall be entitled to cross-examine any witness called, and to call witnesses in his defence. He shall further be entitled to give evidence and to address the Board in his defence. The Board of Discipline shall report its findings and the penalty (if any) imposed in writing to the student concerned and to the Director.

23. In every case where the Board of Discipline reports that a breach of Regulations has been committed the student concerned shall be entitled, within three weeks of being informed of the report and of the penalty proposed to be imposed, to appeal to an Appeals Committee of two members, neither of whom shall be members of the School, appointed in consultation with and subject to the agreement of the Vice-Chancellor of the University of London. The Appeals Committee shall not re-hear evidence but otherwise shall determine its own procedure and shall report in writing its decision to the student concerned and to the Director.

24. At any time when a decision to refer an alleged offence to a Board of Discipline is under consideration, or after any such reference has been made, the Director or a person under his authority may suspend the student concerned from all or any specified use of the School facilities pending the decision of the Board of Discipline.

Any order for suspension made pending a decision to refer shall lapse at the end of two weeks and shall not be renewable unless the case is, within that time, referred to a Board of Discipline. Any suspension under this Regulation will not be construed as a penalty, nor will it be reported to a grant-giving body as a penalty.

Student Members of Rules and Regulations Committee

25. The student members of the Rules and Regulations Committee shall be elected annually in the academic year preceding the year of office, which shall commence on 1 August in each year. Nomination of candidates shall be carried out in like manner to the nomination of candidates for the election of the General Secretary of the Students' Union. The election shall be by postal ballot and shall be conducted by the Secretary. The General Secretary of the Students' Union shall be entitled to nominate a student to observe the conduct of the election.

Student Disciplinary Panel

26. The annual selection of members of the Student Disciplinary Panel shall be made

by the Secretary in the academic year preceding the year of office, using a random selection process. In making this selection she shall seek the advice of an Appointed Teacher in Statistics of the University. She shall exclude from the selection students whose courses she anticipates will be completed during the year of selection. She shall notify the persons selected and shall ask them to state in writing whether they agree to serve as members of the Panel. If within fourteen days of this notification any of the persons selected has not given his consent, further selections shall be made in like manner until ten persons have been selected and have agreed to serve. Any casual vacancies that arise during the year of office may be filled by further selection in like manner from the same group of persons. The General Secretary of the Students' Union shall be entitled to appoint a student to observe the conduct of the selection.

Academic Members of Disciplinary Panel

27. The annual selection of the academic members of the Disciplinary Panel shall be made by the Secretary in the academic year preceding the year of office using a random selection process. In making this selection she shall seek the advice of an Appointed Teacher in Statistics of the University. She shall exclude from the selection persons who she anticipates will be absent from the School for any period in term time exceeding four weeks during the year of office for which the selection is made. She shall notify the persons selected and shall ask them to state in writing whether they agree to serve as members of the Panel. If within fourteen days of this notification any of the persons selected has not given this consent, the Secretary shall make further selection in like manner until ten persons have been selected and have agreed to serve. Any casual vacancies that arise during the year of office may be filled by further selection in like manner from the same group of persons.

Miscellaneous

28. These regulations shall come into force on 29 September 1969.

29. The first appointments to and selections for the Disciplinary Panel and the first selection of the Student Disciplinary Panel shall exceptionally be made and held as soon as practicable after 29 September 1969 and the members of each Panel as so constituted shall hold office until 31 July 1970.

30. Any disciplinary proceedings pending on 29 September 1969 and any appeal from any finding or penalty imposed in any disciplinary proceedings which is pending on such date shall, notwithstanding the coming into force of the Regulations, continue to be governed by and in the manner available under the Regulations for Students in force at the time when the pending proceedings or appeal were commenced.

31. Until the first Disciplinary Panel has come into existence a Summary Tribunal shall be duly constituted if its members (other than the student) consist of two members of the academic staff appointed by the person convening the Tribunal, and a Board of Discipline shall be duly constituted if its Chairman has been nominated as laid down in Regulation 22 and its other members (other than students) consist of any four persons appointed by the person convening the Board from the Board of Discipline in existence immediately before these Regulations come into force. If at any time there shall be no duly constituted Student Disciplinary Panel in existence a Summary Tribunal or a Board of Discipline shall be duly constituted if the Tribunal or Board as the case may be has no student members provided that it is otherwise properly constituted. Selection of members of a Summary Tribunal or Board of Discipline under Regulation 19 shall not be invalid only by reason of the fact that at the time of selection the number of members of the Disciplinary Panel or Student Disciplinary Panel is less than that specified in Regulation 16 or 17, as the case may be.

32. Rules and Instructions issued under these Regulations shall be deemed part of the Regulations. All Rules in force immediately before these Regulations come into force shall remain valid and shall be deemed part of these Regulations until they have been amended, altered or cancelled under the provision of Regulation 3.

33. An accidental defect in the constitution of a Summary Tribunal or Board of Discipline shall not invalidate its procedure.

34. Any actions that these Regulations require to be carried out by the Secretary may be carried out by a person acting under her authority. In the absence or incapacity of the Secretary her functions, under these Regulations may be exercised by her Deputy or by another person authorised by the Director, and references to these Regulations to the Secretary shall be read to include her Deputy or any such person.

Rules Relating to Student Activities

1. Preamble

These Rules deal with the use by students for extra curricular purposes of all School premises and facilities including those made available for use by the Students' Union but excluding student residential accommodation and the School's sports grounds for which separate regulations are in force. They are intended to enable students, whether individually or in groups and societies, to have the fullest use of the School's facilities, while reserving to the School authorities such rights as are necessary to ensure that public and private safety are not endangered, that normal functions can be carried out, that the relevant laws are observed and that the buildings can be managed in an orderly and efficient way. The Students' Union is responsible for good order in those rooms in the East Building and the Clare Market Building which have been placed at the disposal of the Students' Union and for the exercise of reasonable care in the use of these premises and their furniture and equipment, although ultimate responsibility for security of all premises remains with the School.

2. Meetings and Functions

The terms and conditions applicable in respect of meetings, functions and other events are as provided for in the School's Code of Practice on Free Speech.

3. Times of Opening and Closing the School

The opening times of the School are those set out annually in the *Calendar*.

4. Responsibility for Visitors

Students are expected to take responsibility for the conduct of any visitors they may introduce into the School to attend meetings or for any other purpose.

5. Admission of the Press

(a) Representatives of the press, radio or television are admitted to and may remain on the premises of the School only with the consent of the School.

(b) Specific permission must be sought from the Secretary and obtained where such persons seek admission to meetings or events of any kind taking place in the School. Consent shall be deemed to be given in all other cases without prior application.

(c) Consent to the presence of any representative of the press, radio or television anywhere on the School's premises may be revoked by the School at any time. The School shall provide, on request, reasons for its decision.

6. Sale of Alcohol on School Premises

(a) Alcohol may only be sold in licensed areas, namely:

- (i) The restaurants and bars operated by the School's Central Catering Services;
- (ii) In the Three Tuns Bar, which is the Students' Union's responsibility, and in any other licensed premises operated by the Students' Union, provided authority has been obtained from the School.

(b) Application to sell alcohol outside normal licensing permitted hours must be made in advance to the Bursar; permission from the relevant licensing authority is also necessary.

7. Notice Boards

Notice boards are placed at the disposal of the Students' Union and its societies in various parts of the School. Notices placed elsewhere may be removed by School staff.

The Law of the Land

All activities in the School are subject to the law of the land.

NOTE: Implementation and general interpretation of these Rules are the responsibility, in the first instance, of the Secretary of the School.

Copies of the Administrative Notes which relate to these Rules may be consulted in the Information Office.

School Policy on Disabled Students

The School's policy is:

1. To try to ensure that no application for a student place from a disabled person shall be rejected on grounds of disability alone. Potential applicants for graduate courses who have a physical disability or handicap are advised to write to the Assistant Registrar (Graduate School) prior to submitting an application, indicating the course, or courses in which they may be interested and the nature of their disability. Potential applicants for undergraduate courses are advised to write to the Assistant Registrar (Registry and Undergraduate Admissions). It is helpful for the School to know about the degree of disability or handicap in advance so that it may offer advice on what facilities — or special treatment where necessary — may be available.
2. So far as is practicable, reasonable and financially feasible
 - (a) to ensure for disabled students safe access to, and working conditions in, the premises of the School, (including residential accommodation), and
 - (b) to meet the special requirements a student may have.
3. To keep under review, through the Adviser to Disabled Students in consultation with the Student Health Service, the Students' Union Welfare Office and such disabled students organisations as may be in existence, the formulation of policy towards disabled students, their needs and the provision made for them.
4. To develop a positive attitude towards disability through the Adviser to Disabled Students in consultation with other individuals and groups as necessary by furthering the awareness of non-disabled members of the School concerning the nature of various forms of disability and the needs and abilities of disabled students.
5. Through the Adviser to Disabled Students to investigate, promote and maintain contacts with other institutions concerned with the education and welfare of disabled students, both in the United Kingdom and in other countries.
6. To continue to advise disabled students on their career prospects and to develop resources to that end wherever possible.

Fees

- 1 The fees stated are payable for the academic year 1988-89. They may not apply thereafter.
- 2 Students are normally expected to pay fees by the session and fees are due to be paid not later than the end of the first week of the Michaelmas term.
On application to the Academic Registrar, permission may be given by the School for payment to be made by instalments and in that case the following arrangements will apply:
 - (i) One third fees should be paid by the end of the first week of the Michaelmas term;
 - (ii) the balance of the sessional fee should be paid by the end of the first week of the Lent term;
 - (iii) any student who wishes to defer completion of fee payment beyond the first week of the Lent term should again apply for permission to the Academic Registrar, who will ask for full reasons why this permission should be granted.
- 3 If fees are not paid when due registration will be incomplete and the student will not be entitled to use any of the School's facilities unless an extension of time to pay is applied for in writing, and allowed in writing by the School. The School reserves the right to withhold or, where appropriate, to ask the University to withhold the award of a degree or diploma to any student owing fees.
- 4 The fees stated are composition fees and cover registration, teaching,¹ first entry to examinations,² the use of the library and membership of the Students' Union. For students working under intercollegiate arrangements the fees also cover teaching and the use of student common rooms at the other colleges which they attend.
- 5 Separate fees are payable by students from overseas. Information on the definition of overseas students for fees purposes is available from the Academic Registrar.
- 6 Students who withdraw in mid-course having given notice of their intention to do so may apply for a refund of an appropriate portion of fees paid.
- 7 Enquiries about fee accounts should be made in the first instance to the Registry or the Graduate School Office, but all payments should be made to the Accounts Department. Fees should, as far as possible, be paid by cheque. Cheques should be made payable to the 'London School of Economics and Political Science' and should be crossed 'A/c Payee'.

¹Composition fees do not include the cost of field work or practical work required to be undertaken in vacation or term time.
²The first entry to all examinations required by the regulations of a student's course is covered by the composition fee. Students needing information about re-entry fees for examinations should enquire at the Registry or Graduate School Office.

Full-time Students		
Sessional Fees	HOME AND EEC	OVERSEAS
All first degrees General Course	£578	£4470
Higher degrees, School diplomas, University diplomas and Research Fee, except as follows:	£1800	£4470
M.Sc. in Sea-Use Law, Economics and Policy- Making	£4764	£4764
M.Sc. in Health Planning and Financing	£1800	£6165
Part-time Students		
Sessional Fees	HOME, EEC AND OVERSEAS	
First degrees (where applicable)	£145	
Postgraduates	£900	
Continuation Fee: Home, EEC and Overseas	£222	

Part-time Registration for First Degrees

The School may admit each year a small number of students to follow part-time courses for a **first degree** by course units. The numbers are severely restricted and the fields of study available are few in number. This form of registration is intended for persons who are unable to obtain financial support for full-time courses or for any of the School's full-time students who may be given permission to take a year of part-time study before resuming their full-time course. Further details are available from the Assistant Registrar (Undergraduate admissions). Separate arrangements apply for part-time graduate students.

Continuation Fee

The continuation fee is payable by research degree students who have completed a year's full registration beyond completion of their minimum approved course of study, but have been permitted to continue their registration. It entitles them to receive advice from their supervising teachers and to attend one seminar, but not to attend any lecture courses. These arrangements apply to research degree students after they have been registered at L.S.E. for the M.Phil. or Ph.D. full-time for three years or part-time for four years.

Fees for Occasional Students

Approved students are admitted on payment of appropriate fees, the amounts of which will be quoted on request. For general guidance it may be stated that the fee for most courses is £2 per hour. Thus, for example, the fee for a course of ten lectures of one hour each is £20.

Financial Help Available to Applicants and Students

In general the School expects all students admitted to courses to make adequate arrangements for their maintenance and the payment of their fees, including making allowance for unavoidable increases.

The School is prepared, however, to consider applications for help from persons wishing to begin courses who lack the necessary funds to meet all their costs, and from students who fall into financial difficulties during a course. It uses funds from two sources: its own resources, and money donated in response to a major appeal launched in 1979 (the LSE 1980s Fund) when it was foreseen that high fees were going to cause problems for many students.

Information in the following section covers these subjects:

Public Awards

Help offered by the School

Scholarships, Studentships and Prizes offered under Trust Deeds and administered by the School.

Public Awards

(A) Undergraduates

The usual grant-awarding body for a student who lives in England, Wales or Northern Ireland is the Local Education Authority. Scottish students should enquire at the offices of the Scottish Education Department, Haymarket House, Clifton Terrace, Edinburgh.

(B) Postgraduates

The principal sources of public awards for postgraduates at the School are the Economic and Social Research Council, the Science and Engineering Research Council, the Natural Environment Research Council and the British Academy. With the exception of the ESRC Competition Award Scheme, students may not apply direct to these bodies but should enquire at the School (Scholarships Officer).

Assessment of Need

In assessing whether a student really needs help the School authorities take into account his income and expenditure as compared with that of students in the same category i.e. home or overseas, new student or continuing etc. It is normally assumed that students from overseas require more money for their maintenance than students whose homes are in Britain. This is because of the higher cost of covering vacation expenses or travelling to and from the home country.

The School is also prepared to consider applications for assistance from students who are parents and are experiencing financial hardship. Enquiries should be made to the Scholarships Officer, Room H.209.

Types of Help offered by the School

All awards are normally open to undergraduates and postgraduates, irrespective of fee, in any year of any course.

The main forms of help that are made available are these:

Scholarships

Awarded only to students of outstanding academic ability who are in financial need. An award can cover fees and there may be help with maintenance costs.

Loans

All loans are interest-free
— Short-term — up to £50 — repayable within a few weeks.

- Medium-term — larger sums for longer periods but usually repaid within the academic year.
- Long-term — larger sums for longer periods, normally repayable within three years of leaving the School.

Work Awards

Payment or reduction of fees made to students who undertake some form of work for the School in return e.g. work in the Library, statistical work, environmental improvement, as available from time to time.

Bursaries

Grants made to help with fees and hardship. They may be used to reduce the fees payable or form cash grants to applicants.

Notes for Applicants

If you wish to seek help you should obtain an application form from the Registry (H.310), or the Scholarships Officer (H.209). You should ask there and then about anything which is unclear, because there is normally someone available for this purpose.

It is most important that you should set out your case clearly, giving all the information which you think might help the School to reach a decision quickly. All information supplied will be regarded as confidential and knowing this students are asked to be full and frank in their statements. It is sensible to make sure that your Tutor or Supervisor knows of your problem, because he/she might be able to write in support of your application.

When you have completed the form please leave it with the Scholarship Officer. It will be considered by the Committee appointed by the School for this purpose. You might be invited to attend for interview though this will not normally be necessary if your application is clear, full and unambiguous.

Decisions and Appeals

After the Committee has obtained all the possible information they require on which to determine your application they will make a recommendation for or against an award. As soon as a decision on the recommendation has been made the Scholarships Officer will write to tell you, at your term-time address. If the decision is in your favour you will be told how the School is going to help you.

If you do not obtain the help you seek you may ask for a review, with or without submitting fresh material. You will normally be invited to attend for an interview to present your case at the review.

Time for Decisions

The time taken for decisions to be reached on the different forms of help will vary considerably, according to the nature of the application. The following should be taken as a rough guide:

<i>Form of Help</i>	<i>Time for Decision</i>
Short-term loan	up to £50 either at once or within a few hours; for larger sums, within 14 days.
Long-term loan	usually within 14 days; if longer reasons will be given for the delay
Bursary	
Work Award	

Scholarship as advised by the Scholarships Officer

Scholarships, Studentships and Prizes offered under Trust Deeds and administered by the School**(a) Undergraduate Scholarships**

These Scholarships may be awarded annually on the basis of academic achievement at the School. Applications are not required and all candidates in the appropriate categories are considered.

Name	Value	Eligibility or Department where offered
Institute of Chartered Secretaries and Administrators	£300	B.Sc. (Econ.), B.Sc. Management Sciences and LL.B. second or third year
Lillian Knowles	£300	Best results in Part I of B.Sc. (Econ.) specialising in Economic History at Part II
Harold Laski	£250	B.Sc. (Econ.) second or third year, specialising in Government
LSE 1980s Fund Undergraduate Scholarship	Fees and maintenance	For undergraduate work in the social sciences
C. S. Mactaggart Fees Scholarship	Fees only	Students intending to take B.Sc. (Econ.) degree
C. S. Mactaggart	£250	B.Sc. (Econ.) second or third year
Metcalf	£100	B.Sc. (Econ.) second or third year women students
Norman Sosnow Travel Scholarships	£500	For travel anywhere outside the United Kingdom
School Undergraduate Scholarships	£250	LL.B. or B.Sc. course unit degrees, second or third year
Stern Scholarships in Commerce	£125	Awarded on basis of final examination, B.Sc. (Econ.) or B.Sc. by course units in Faculty of Economics for postgraduate study in a field of commercial interest

(b) Undergraduate Prizes

These prizes are awarded on the basis of academic performance at the School. Applications are not required.

Allyn Young	£30	Performance in certain papers of Part I B.Sc. (Econ.)
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Arthur Andersen Prizes	£60; £40	Best and second best performance in the examination Accounting and Finance I, by second year B.Sc. (Econ.) students
Bassett Memorial Prizes	(i) £30	Performance in B.Sc. (Econ.) final examination, specialising in Government or Government and History, especially government of Great Britain
	(ii) £20	Performance in Trade Union Studies course
Janet Beveridge Awards	(i) £50	Third year B.Sc. in Social Science and Administration
	(ii) £50	First or second year B.Sc. in Social Science and Administration
Coopers and Lybrand Prizes	£60; £40	Best and second best performance in the examination, Accounting and Finance III
Deloitte Haskins + Sells Prizes	£60; £40	Best and second best performance in the examination, Accounting and Finance II
William Farr Prize	Silver medal and books	Performance in final examination of any Special Subject of the B.Sc.(Econ.) or Course Unit degrees offered by the Department of Statistical and Mathematical Sciences
Morris Finer Memorial Prize in Law	£100	Performance at Part I of LL.B.
Maurice Freedman	£50	Best dissertation for special essay paper in Social Anthropology; third year
Geoids Book Prize in Memory of S. W. Wooldridge	about £15	Student who makes a distinctive contribution to the life of the Joint School of Geography at King's College and LSE

Gonner Prize	£15	Performance in certain special subjects of B.Sc. (Econ.) degree final examination
Percy Gourgey Essay Prize	£7.50	Best project report submitted for Trade Union Studies course
Hobhouse Memorial Prize	£75	Performance in final examination B.Sc. Sociology or B.Sc. (Econ.) specialising in Sociology at Part II
Hughes Parry Prize	£50	Performance in subject of Law of Contract in Intermediate examination in Laws
Andrea Mannu Prizes	£100 each	For essays of high quality submitted for paper 6 (b) or 7 (a) in the special subject of Philosophy in the B.Sc. (Econ.) degree
Maxwell Law Prize	£75	Performance in Part I of LL.B.
George and Hilda Ormsby	(i) £75	Performance in B.A./B.Sc. in Geography or B.Sc. (Econ.) specialising in Geography at Part II
	(ii) £75	Best piece of original work in Geography
Peats Prizes	£60; £40	Best and second best performance in the examination, Elements of Accounting and Finance, by first year B.Sc. (Econ.) students
Gilbert Ponsonby Memorial Prizes	£100	Performance in Part II of B.Sc. (Econ.) final examination
Jim Potter Prize	£100	Outstanding examination performance by a General Course student
Premchand Prize	£175	Performance in special subject of Monetary Economics at Part II of the B.Sc. (Econ.) examination

Raynes Undergraduate Prize	£75	Best Performance in Part II of the B.Sc. (Econ.) examination
Sir Huw Wheldon Prizes	£150 each	Two prizes for outstanding performances at Part II of the B.Sc. (Econ.) final examination
S. W. Wooldridge Memorial Awards	—	To assist independent projects of field study by students registered in Joint School of Geography of King's College and LSE
<i>(c) Postgraduate Studentships</i>		
These Studentships are normally awarded on the basis of competitive interview after admission to the School. Competition is intense.		
Acworth Scholarship	£750	Graduate work in inland transport subjects
Delia Ashworth Scholarship	£275	Diploma course in Social Science and Administration
Carlo and Irene Brunner Scholarship	£200	Graduate work in banking and currency, or medieval history
Montague Burton Studentships in International Relations <i>(from the endowment provided by the late Sir Montague Burton and with additional funds donated by his daughter and three sons)</i>	£800 minimum	Graduate work in International Relations. Preference given to those wishing to qualify themselves for university teaching in International Relations
Morris Finer Memorial Studentships	Fees and maintenance	Research in socio-legal field on certain specified topics
Graduate Studentships	Fees and some maintenance	Graduate work in the social sciences
Hatton-Medlicott Awards	Interest-free loan or bursary up to £1,000	Research in International History
C. K. Hobson Studentships in Economics	Fees and some maintenance	Graduate work in Economics
Hutchins Studentship for Women	Maximum of £500	Research in the social sciences preferably Economic History

Rees Jeffreys Road Fund Award	Fees and maintenance	Research in the field of transport
Madge Waley Joseph Scholarship	£40	Woman student registered for one-year course in Social Science and Administration
Kahn-Freund Award	Fees and some maintenance	Graduate work in law in specified fields of interest
Jackson Lewis Scholarship	£850	Graduate work in social sciences
LSE 1980s Fund Studentship	Fees and some maintenance	Graduate work in the social sciences
Loch Exhibitions	£100	Students registered for a Diploma course in the Department of Social Science and Administration
Malinowski Memorial Studentship	£600	to assist self-financing students without access to adequate funding, with cost of writing-up after completing fieldwork
Metcalfe Studentship	At least £500	Woman student for research in social sciences, especially for study of a problem bearing on the welfare of women
Robert McKenzie Canadian Scholarship	\$3,300 (Canadian)	Graduate work in the Social Sciences. Applicants should have a first degree from a Canadian university
Louis Odette Prize	\$1,500 (Canadian)	Graduate work in the Social Sciences. Applicants should have a first degree from a Canadian university
Gilbert Ponsonby Memorial Awards	Grants or loans	Postgraduate students from developing countries registered in Department of Economics
Eileen Power and Michael Postan Awards	up to £750	Research in Social or Economic History. Preference to candidates whose research is undertaken in some country other than

		the country of their usual residence. Awards may be in the form of a studentship or travel or other research expenses
Rosebery Studentship	£450	Graduate work in social sciences, preference given to those including some aspect of transport in their studies
Leonard Schapiro Graduate Studentship	£1,000	Graduate work in Russian Studies
Suntory-Toyota Studentships	Fees and some maintenance	Research work in specified fields of study for which the Suntory-Toyota International Centre for Economics and Related Disciplines was established
Eileen Younghusband Memorial Fund Awards		Applications are invited for awards to support proposals which provide innovative studies and research in social work including study visits to the U.K., projects to increase capacity of institutions to provide learning opportunities for students from the Third World, and projects which enable social workers to help in disaster situations. For further information, please apply to: The Trustees of the Eileen Younghusband Memorial Fund, London School of Economics and Political Science, London, WC2A 2AE.
Alfred Zauberman Awards	£1,000	Scholarships, grants or any other forms of financial aid for postgraduate study. Regard will be given to Donor's wish that preference be given to students from East European Countries and to study of Economics of East European Countries
American Friends Scholarships		Financial aid to graduate students in the form of fee awards may also be available from the American Friends of LSE (AFLSE).

Applicants must be citizens or permanent residents of the United States of America and must have applied for admission to a graduate programme at LSE. Students who are already enrolled at LSE are not eligible. Selection is based on college transcripts, two letters of recommendation, a personal statement of reasons for selecting LSE and the proposed course of study, and financial need. Completed applications must reach AFLSE by 1 March of the intended year of enrolment. Enquiries about eligibility should be sent directly to the Chairman, Scholarship Committee, American Friends of the London School of Economics, 733 Fifteenth Street N.W., Suite 700, Washington D.C. 20005, USA.

Australian Graduate Scholarship For students who are graduates of Australian Universities who have been admitted to do postgraduate study or who are completing such study at L.S.E. Awarded on the basis of academic merit and financial need. Applicants must be citizens or permanent residents of Australia and must intend to return to Australia following their period of study at L.S.E. Information and application forms may also be obtained from the Registrar (Scholarships Office), University of Sydney, N.S.W. 2006, Australia.

(d) *Postgraduate Prizes*

These prizes are awarded on the basis of academic achievements at the School. Applications are not required.

Bowley Prize	£75	Written work in the field of economic or social statistics completed within four years prior to 1 January 1988
Ely Devons Prizes	£60	Best student registered for M.Sc. (Economics); best student for M.Sc. (Econometrics and Mathematical Economics)
Firth Awards	£200	Best paper contributed to a seminar in Department of Anthropology by a graduate student

Foundation on Automation and Human Development Annual Awards	£75 each	Two prizes for best performance in M.Sc. Industrial Relations; 1 prize for the best performance in Diploma in Trade Union Studies.
Gladstone Memorial Prize	£100	Student registered for Masters degree who submits best dissertation on subject connected with History, Political Science or Economics including some aspect of British Policy
Imre Lakatos Prizes	£150	For dissertations of high quality submitted in fulfilment of the examination requirement for the M.Sc. in Logic and Scientific Method
Andrea Mannu Prizes	£150 each	For dissertations of high quality submitted in fulfilment of the examination requirement for the M.Sc. in Social Philosophy
Robert McKenzie Prizes	total of £1,000	For outstanding performance in the M.A., M.Sc., M.Phil. or Ph.D. degrees
Mostyn Lloyd Memorial Prize	£75	Performance in Diploma in Social Science and Administration
George and Hilda Ormsby Prize	£100	Graduate work in Geography
Robson Memorial Prize	—	To help present or recent students of the School prepare for publication as articles or books work in subject area of interest to the late Professor Robson
<i>(e) Awards open to both Undergraduates and Postgraduates</i>		
Vera Anstey Memorial Award	—	Regard will normally be had to Dr. Anstey's special interest in India, Pakistan, Bangladesh and Sri Lanka

S. H. Bailey Scholarship in International Studies; and School Scholarship in International Law	£100	Awards are offered in alternate years. To enable attendance at some institute of international study; or to attend a session at the Academy of International Law at the Hague
Baxter-Edey Awards	£3,000 available	Accounting and Finance: second and third year undergraduates or postgraduates
Christie Exhibition	£125 if an annual award; £250 if offered biennially	Students registered in Department of Social Science and Administration
Elphick Trust Awards	£200	For students registered in the Department of Sociology; to assist in relief of hardship
W. G. Hart Bursary Award	£800	Undergraduate or graduate work in Law
Japan Air Lines Travel Awards		Through the generosity of Japan Air Lines, air tickets are available for part or complete journeys to London on Japan Air Lines flights via Tokyo. Japan Air Lines has an extensive network of flights from South East Asia and Oceania to Tokyo with good onwards flights from Tokyo to London. Any students who need help with their fares to come to LSE and who could join one of these routes should apply to the Scholarships Officer at the School
L.S.E. Scholarship for Jordanian Students	Fees, maintenance and return air fare	For Jordanian students at either first degree or postgraduate level
Robert McKenzie Scholarship	£3,000	Preference given to students from Canada and to those wishing to study Sociology, particularly Political Sociology and other related fields which would have been of interest to the late Professor McKenzie

Margot Naylor Memorial
Scholarship

at least £250 Women students; regard will be given to donor's request that preference be given to those intending a career in financial journalism.

Scholarships and Studentships awarded by the University of London

The University of London offers a number of awards for undergraduate and graduate students. All enquiries should be addressed to: the Scholarships Department, Senate House, Malet Street, London WC1E 7HU.

First Degree Courses

General Information

General Note: The School prepares students for degrees of the University of London. It has no power to award its own degrees.

All students should read the University Regulations for Internal Studies in the relevant faculty. They may be obtained from the University or the Registry at the School.

The School registers students for the following degrees of the University of London:

Bachelor of Science in Economics

B.Sc. Degree in the Faculty of Economics, with Main Fields in:

Geography,
Mathematics, Statistics, Computing and Actuarial Science,
Management Sciences,
Mathematics and Philosophy,
Social Anthropology,
Social Policy and Administration,
Social Psychology,
Sociology

B.A. degree in the Faculty of Arts, with Main Fields in:

Social Anthropology,
Geography

Bachelor of Arts in History

Bachelor of Laws

The information printed in this Calendar concerning these degrees is correct at the time of going to press, but minor modifications may be made by the beginning of the academic year.

The School reserves the right at all times to withdraw or alter particular courses and course syllabuses.

Students should note that for timetabling reasons, it may not be possible to make arrangements for some combinations of papers at Part II of the B.Sc. (Econ.) degree.

The approved course of study for a first degree extends over not less than three years.¹

Except by special permission of the Director, students of the School who fail at any degree examination, or whose progress has been unsatisfactory, or who have completed the normal course for an examination but, without adequate reason, have failed to enter, will not be eligible for re-registration. Students who are given this special permission will not be allowed in the year of re-registration to do any work at the School other than work for that examination in which they failed. Departures from this rule will be made only in exceptional cases and subject to such conditions as the Director may require in any particular case.

Course Guides

In the regulations which follow a Course Guide number is printed opposite each examination paper. The Course Guides are printed in detail in Part III of the Calendar with a general explanation on page 372. Students should first read the Regulations for their particular Degree, to see the rules governing their choice of examination subjects. They should then refer to the Course Guides, which in turn refer to the lecture and seminar series listed in the Sessional Timetable (published separately).

¹In certain circumstances candidates with appropriate qualifications and/or relevant professional experience be permitted to complete the course for a first degree in not less than two years. Details may be found in the General Regulations for Internal Students obtainable from the University of London, Senate House, London WC1 7HU.

Special Regulations for the B.Sc. (Econ.) Degree

(These regulations come into effect in October 1988)

These regulations must be read in conjunction with the General Regulations for Internal Students published by the University of London.

1. Conditions of Admission

In order to be admitted to the degree a candidate must

- (i) satisfy or be exempted from the general entrance requirements of the University of London;
- (ii) be admitted to and follow an approved course of study at the London School of Economics and Political Science. The course of study for the degree normally extends over three consecutive academic years;
- (iii) pass the relevant Part I and II examinations.

2. Dates of Examination

Examinations will be held once in each year in the Summer Term, commencing on dates to be published in the School's *Calendar*. Candidates will be informed by the Academic Registrar of the School of the time and place of the examinations.

3. Entry to Examinations

Every student entering for an examination must complete and return an entry form, to be obtained from the Academic Registrar of the School.

Students in attendance at the School are not required to pay separate examination fees. A student who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to enter for such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School. In all other cases students permitted to re-enter for an examination when not in attendance at the School will be required to pay a re-entry fee.

Details are available on enquiry at the Examinations Office.

4. Classification of Results

The classification for Honours will be based primarily on the candidate's performance in Part II of the examination but the marks obtained in Part I may be taken into account.

Successful candidates at the Final examination will be awarded First Class Honours, Second Class Honours (Upper Division), Second Class Honours (Lower Division), Third Class Honours, or in the case of candidates who do not qualify for Honours, a Pass Degree. The names in each class and division of the Honours List and the names on the Pass List will be in alphabetical order of surname. The Pass List will be published separately from the Honours List.

5. Notification of Results

A list of successful candidates will be published by the Academic Registrar of the University. The date of the award of the degree to successful candidates will be 1 August.

6. Issue of Diplomas

A diploma for the Degree of B.Sc. (Econ.) under the seal of the University, will be delivered to each candidate who is awarded the degree. The Diploma will state the special subject taken.

7. Aegrotat Provisions

A candidate who as an Internal Student has completed the course of study leading to the Part II examination and who, through illness or other cause judged sufficient by the Academic Council such as death of a near relative, has been absent from the whole or part of the examinations at the end of his or her final year, considers that his or her performance has been adversely affected by any of the above causes, may be considered for the award of an Honours or Pass degree or of an Aegrotat degree under the following Regulations.

- (a) Notice of an application for consideration under these provisions must be given to the University by the School on the candidate's behalf as soon as possible and within six weeks of the last day of the B.Sc. (Econ.) examinations and must be accompanied by a medical certificate or other statement of the grounds on which the application is made and by records of the candidate's performance during the course and by assessments provided by the candidate's teachers.

(b) Honours or Pass Degree

If the examiners are able to determine on the basis of examination evidence that a candidate who has been present for all papers or who has been absent from one or two papers or the equivalent of one or two papers, has in the papers for which he or she was present reached the standard required for the award of a degree with Honours or Pass classification, they shall recommend the award of such a degree and shall not consider the candidate for the award of an Aegrotat Degree. The examiners shall not recommend the award of a class of degree higher than the overall level which the candidate has achieved in the work actually presented.

(c) Aegrotat Degree

In the case of a candidate not recommended for a classified degree under paragraph (b) the examiners, having considered the work which the candidate has submitted at the examination or in such part of the examination as he or she has attended, if any; records of the candidate's performance during the course; and assessments provided by the candidate's teachers; will determine whether evidence has been shown to their satisfaction that, had he or she completed the examination in normal circumstances the candidate would clearly have reached a standard which would have qualified him or her for the award of the degree. If they determine that evidence has been so shown, the candidate will be informed that he or she is eligible to apply for the award of an aegrotat degree and that he or she may either:

- (i) apply for the award of the Aegrotat Degree or
 - (ii) not apply for the award of an Aegrotat Degree but re-enter the examination for a classified degree at a later date.
- (d) A candidate upon whom an Aegrotat Degree has been conferred following application under c (i) above ceases to be eligible to apply for the award of a classified degree.
 - (e) A candidate who under c (ii) above re-enters the examination for a classified degree, ceases to be eligible to apply for the award of an Aegrotat degree.
 - (f) An Aegrotat Degree will be awarded without distinction or class.
 - (g) Holders of an Aegrotat Degree are not permitted to re-enter for the same examination, but may apply for permission to proceed to a second or higher degree on complying with the regulations for such degree.

8. Course of Study

A student shall be eligible to sit for Part I of the examination after having satisfactorily attended approved courses extending over one academic year, and Part II after having satisfactorily attended approved courses extending over two further academic years.

9. Advanced Students

For advanced students, the course of study for the degree may extend over two years but a student registering under the regulations for advanced students will normally be required to pass the Part I examination before entry to the School. Exceptions to this requirement may be made at the discretion of the School in the case of well-qualified candidates.

10. Details of Examinations

The examination is divided into two Parts, and a candidate is normally required to pass Part I before entering for his or her final Part II examination papers.

11. Part I

11.1 The examination for Part I consists of four papers to be chosen from at least three of the listed groups.

French, German, Russian and Spanish are the foreign languages at present taught at the School, but a candidate may select any other language approved by the Convener of the department responsible for the candidate's intended Special Subject at Part II, provided that appropriate teaching and examining arrangements can be made. No restrictions will be imposed on a candidate who wishes to select a foreign language which is his or her mother tongue.

11.2 In addition to written papers, examiners may test any candidate by means of an oral examination.

11.3 The Collegiate Committee of Examiners may also at their discretion take into consideration the assessment of a candidate's course-work.

11.4 A student may, at the discretion of the Collegiate Committee, be referred in one paper which must normally be passed before the beginning of the third year of study. A student thus referred may, on re-entry, choose to be examined in a different subject from that in which he or she was referred provided he observes the general rule in regulation 11.1 and attends a course of study in the new subject.

11.5 If a candidate is absent through illness from one paper of the Part I examination but whose performance in the remaining papers is satisfactory he or she may be permitted by the School to proceed to the Part II course but will be required to take the examination in the outstanding paper on the next occasion of examination. If the candidate then fails the paper his or her case shall be governed by regulations 11.4 and 12.6.

11.6 A list of successful candidates in the Part I examination will be published and the School will officially communicate to each student the marks he or she has obtained in the individual papers of the examination.

11.7 As a transitional arrangement, students who have begun courses under the previous regulations for the B.Sc. (Econ.) but who have, with the School's permission, temporarily withdrawn from the School, shall be eligible on re-admission to continue under the new regulations. Such students who have completed a course of study for an examination under the previous regulations shall be eligible for re-examination under these regulations. A pass in the Part I examination under the previous regulations shall be accepted as exempting from the Part I examination under these regulations.

11.8 A student who has passed courses to the value of four course-units in appropriate subjects in a Course-unit Degree of the University of London may, with the approval of the School, be permitted to transfer to the B.Sc. (Econ.) Degree with direct entry to the course of study and examination for Part II of the Degree. The marks obtained by such a student in course examination will be treated for the purpose of classification for honours as the equivalent of marks obtained in Part I of the B.Sc. (Econ.) examination.

A student of the School who has successfully completed one year of the course for a degree other than the B.Sc. (Econ.) and who wishes to transfer, but some or all of whose subjects are judged by the School to be inappropriate, may be permitted to transfer to the second year of the B.Sc. (Econ.) on condition that in Part II he or she takes such papers as the School may consider appropriate to satisfy the intent of the Part I regulations.

Part I Subjects

Paper Number	Paper Title	Course Guide Number
I	(a) Economics A1	Ec1401
	or (b) Economics A2	Ec1400
	or (c) Economics B	Ec1403
	or (d) Economics C	Ec1408
	(e) Elements of Accounting and Finance	Ac1000
II	(a) Basic Mathematics for Economists	Ec1415
	or (b) Mathematics for Economists	Ec1416
	or (c) Mathematical Methods	SM7000
	or (d) Introduction to Algebra	SM7001
	(e) Introduction to Analysis and Set Theory	SM7002
III	(a) Basic Statistics	SM7200
	or (b) Elementary Statistical Theory	SM7201
	or (c) Methods of Statistical Analysis	SM7215
	(d) Introduction to Logic	Ph5200
	or (e) Introduction to Mathematical Logic	Ph5201
	(f) Problems of Philosophy and Methodology	Ph5211
IV	(a) Modern Politics and Government, with special reference to Britain	Gv3010
	(b) History of Political Thought I	Gv3002
	(c) English Legal Institutions	LL5020
	(d) The Structure of International Society	IR3600
	(e) Public International Law	LL5131
V	(a) Class, Economy and Society since Industrialisation: Britain in Comparative Perspective	EH1603
	or (b) Britain, America and the International Economy, 1870 to the Present Day	EH1602
	(c) Political History, 1789-1941	Hy3400
	or (d) World History since 1890	Hy3403
	or (e) The History of European Ideas since 1700	Hy3406
VI	(a) Principles of Sociology	So5802
	(b) Introduction to Individual and Social Psychology	Ps5400
	(c) Introduction to Social Anthropology	An1200
	(d) Geographical Perspectives on Modern Society	Gy1801
	(e) Introduction to Social Policy	SA5600
	(f) Population, Economy and Society	Pn7100
VII	(a) Programming in Pascal	SM7302
	and	
	Data Management Systems	SM7305
	or (b) Programming in Pascal	SM7302
	and	
	Data Structures	SM7303
	or (c) Introduction to Computing	SM7304
and		
Data Management Systems	SM7305	
(d) French	Ln3800	
or (e) German	Ln3801	
or (f) Russian	Ln3802	
or (g) Spanish	Ln3803	

12. Part II

12.1 Part II of the examination consists of eight papers as prescribed for each special subject. Each candidate must take one paper taught outside the Department and may take two, or, if required/permitted by the Department, two or more than two. The list of special subjects appears on page 236. In special circumstances the School may permit a candidate to substitute another approved paper for one of the papers listed in the regulations for the special subject concerned.

12.2 Certain papers may be examined before the final year of the Part II course. Candidates may be permitted or required* to take papers in advance of the final year provided that:

- (a) Each candidate shall have the right to take two papers in advance.
- (b) No candidate may be required to take more than two papers in advance.
- (c) No fewer than four papers are taken in the final year of the Part II course.

Part-time candidates may be permitted to offer advance papers in any two years prior to the final year of the Part II course.

12.3 A Pass list will be published giving the results of each examination taken at the end of the first year of the Part II course, and candidates will be credited with any Part II paper passed.

12.4 Candidates who are unsuccessful in Part II examinations taken at the end of the first year of the Part II course may, at the discretion of the School, proceed to the Second year of the Part II course and be re-examined in the paper or papers in which they have failed.

12.5 Candidates who fail the examination for the degree may offer, at any subsequent re-examination, only those papers which they took in the second year of the Part II course, including any paper or papers in which they failed at the end of the first year of the Part II course referred to in regulation 12.4 above.

12.6 A candidate who has been referred by the Board of Examiners at Part I of the examination, and has not succeeded in passing the outstanding papers at the end of the first year of the Part II course, may be permitted by the School, in exceptional circumstances, to proceed to the second year of the Part II course when he or she will be required to offer the outstanding paper concurrently with his or her remaining Part II papers. If such a candidate subsequently fails the outstanding paper from Part I but satisfies the Examiners at Part II, he or she may be recommended for the award of a degree though the Collegiate Committee of Examiners for Part II will take the failure into account when considering their recommendation for the class of Honours, if any, to be awarded to the candidate.

12.7 The Regulations provide in some cases for a course to be examined by means of an essay. Where the regulations do not so provide, the School may, in exceptional circumstances, give permission for a candidate to offer an essay in lieu of an examination paper on a prescribed course†.

12.8 The examiners may test any candidate by means of an oral examination.

12.9 The number of papers available in either Part I or Part II which a student may take in Part II will normally not exceed two. The School will permit the taking of more than two such papers in Part II only in exceptional circumstances.

12.10 Where a single examination paper is offered to students taking courses available at Part I and Part II the paper will be marked to a common standard without differentiation in respect of the Part of the degree in which it is taken. It is expected, however, that common material available at Part I and Part II will normally be taught in separate courses and examined by separate papers.

*Candidates for special subjects IX Accounting and Finance, X Government, XI Government and Law, XII Government and History, XXII Statistics, XXIII Computing and XXV Environment and Planning (Geography) are required to take papers at the end of the first year of the Part II course. Please see appropriate regulations.

†Where a candidate is allowed to offer work written outside the examination room, the work submitted must be his or her own and any quotation from the published or unpublished works of other persons must be acknowledged.

12.11 Where the Regulations permit essays and reports on practical work written during the course of study to count as part of the examination either in substitution for written papers or otherwise, such essays and reports should be submitted by 1 May preceding the final examination. At the discretion of the examiners, such essays and reports may be returned to the student as appropriate.

12.12 A student will not be permitted to offer as a specialist subject at Part II of the B.Sc. (Econ.) examination any subject which he or she has successfully taken as the main subject or field of another Honours degree examination.

12.13 The modern foreign languages available at Part II are French, German, Russian and Spanish, and candidates have permission to select any other language approved by the convener of the department responsible for the candidate's special subject at Part II, provided that appropriate teaching and examining arrangements can be made. No restrictions will be imposed upon a candidate who wishes to select a foreign language which is his or her mother tongue.

12.14 A list of successful candidates in the Part II examination will be published and the School will officially communicate to each student the marks he or she has obtained in the individual papers of the examination.

13. Supplementary Special Subjects

13.1 The School will consider an application for admission to a course of study and examination for a supplementary special subject from any person who has passed the B.Sc. (Econ.) examination under these Regulations.

13.2 Any student so admitted will normally be required to follow a course of study of not less than two academic years.

13.3 A supplementary special subject consists of not less than six papers, the selection of which must be approved by the School. The six papers will normally consist of the compulsory and optional papers prescribed for the special subject concerned. A candidate may be permitted by the School to be examined in up to three papers at the end of the first year of his or her two-year course.

13.4 A candidate offering a supplementary special subject may not offer a paper which he or she has previously offered and passed, unless it is a compulsory paper.

13.5 A candidate who enters and passes in a supplementary special subject shall be included on the Pass list as having satisfied the examiners in the special subject.

List of Special Subjects for Part II

Part II of the examination consists of eight papers as prescribed for each special subject. The special subjects are as follows:

I	Economics, Analytical and Descriptive
II	Monetary Economics
III	Industry and Trade
IV	International Trade and Development
V	Comparative Economic Systems
VI	Econometrics and Mathematical Economics
VII	Economics and Economic History
VIII	Economic History
IX	Accounting and Finance
X	Government
XI	Government and Law
XII	Government and History
XIII	Russian Government, History and Language
XIV	International History
XV	International Relations
XVI	Sociology
XVII	Social Anthropology
XVIII	Social Policy
XIX	Social Psychology
XX	Industrial Relations
XXI	Population Studies
XXII	Statistics
XXIII	Computing
XXIV	Mathematics and Economics
XXV	Environment and Planning (Geography)
XXVI	Philosophy
XXVII	Philosophy and Economics

Special Subjects

The papers prescribed for each special subject are as follows:

B.Sc. (Econ.) Part II Special Subjects

I. Economics, Analytical and Descriptive

Paper Number	Paper Title	Course Guide Number
Second Year		
1.	(a) Economic Principles	Ec1425
	or (b) Economic Analysis	Ec1426
2.	(a) Introduction to Econometrics and Economic Statistics	Ec1430
	or (b) Principles of Econometrics	Ec1561
3.	(a) Economics of Industry	Ec1451
	or (b) Labour Economics	Ec1452
	or (c) An approved outside paper ¹	
4.	An approved outside paper	
Third Year		
5.	(a) Problems of Applied Economics	Ec1500
	or (b) Topics in Quantitative Economics	Ec1579
6.	An approved paper from the Selection List	
7.	Advanced Economic Analysis	Ec1506
8.	Public Finance	Ec1507

Selection List

Note: Compulsory papers are shown in parentheses. Papers marked † are approved and are normally timetabled to be available. There may be limitations on other choices because of timetabling constraints.

(Advanced Economic Analysis)	Ec1506
†Economic Analysis of Law	LL5136
†Economic Development	Ec1521
†Comparative Economic Systems	Ec1454
†Economics of Industry	Ec1451
Economics of Investment and Finance	Ec1542
†Economics of the Welfare State	Ec1543
Elements of Accounting and Finance	Ac1000
Elements of Management Mathematics	SM7340
†History of Economic Thought	Ec1540
†International Economics	Ec1520
Introduction to Economic Policy	Ec1450
†Labour Economics	Ec1452
Monetary Systems	Ec1514
†National Economic Planning	Ec1527
†Principles of Monetary Economics	Ec1513
(Public Finance)	Ec1507
Selected Topics in Economics of Industry and Trade	Ec1541
Theory of Business Decisions ²	Ec1453
Philosophy of Economics	Ph5320
An approved outside paper	

¹If Paper 3 is taken in the Third Year, it may include any paper from the Selection List. Note that not more than two outside papers in total may be taken.

²This course will probably not be available during 1989-90. Students who wish to take this course at Part II should therefore do so in their second year, i.e. 1988-89.

II. Monetary Economics

Paper Number	Paper Title	Course Guide Number
Second Year		
1.	(a) Economic Principles or (b) Economic Analysis	Ec1425 Ec1426
2.	(a) Introduction to Econometrics and Economic Statistics or (b) Principles of Econometrics	Ec1430 Ec1561
3.	Introduction to Economic Policy	Ec1450
4.	An approved outside paper	
Third Year		
5.	(a) Problems of Applied Economics or (b) Topics in Quantitative Economics	Ec1500 Ec1579
6.	An approved paper from the Selection List taught in the Department of Economics	
7.	Monetary Systems	Ec1514
8.	Principles of Monetary Economics	Ec1513

Selection List

Note: Compulsory papers are shown in parentheses. Papers marked † are approved and are normally timetabled to be available. There may be limitations on other choices because of timetabling constraints.

†Advanced Economic Analysis	Ec1506
Economic Analysis of Law	LL5136
†Economic Development	Ec1521
†Comparative Economic Systems	Ec1454
†Economics of Industry	Ec1451
Economics of Investment and Finance	Ec1542
†Economics of the Welfare State	Ec1543
Elements of Accounting and Finance	Ac1000
Elements of Management Mathematics	SM7340
†History of Economic Thought	Ec1540
†International Economics	Ec1520
(Introduction to Economic Policy)	Ec1450
†Labour Economics	Ec1452
(Monetary Systems)	Ec1514
National Economic Planning	Ec1527
(Principles of Monetary Economics)	Ec1513
†Public Finance	Ec1507
Selected Topics in Economics of Industry and Trade	Ec1541
Theory of Business Decisions ¹	Ec1453
Philosophy of Economics	Ph5320
An approved outside paper	

¹This course will probably not be available during 1989-90. Students who wish to take this course at Part II should therefore do so in their second year, i.e. 1988-89.

III. Industry and Trade

Paper Number	Paper Title	Course Guide Number
Second Year		
1.	(a) Economic Principles or (b) Economic Analysis	Ec1425 Ec1426
2.	(a) Introduction to Econometrics and Economic Statistics or (b) Principles of Econometrics	Ec1430 Ec1561
3.	(a) Economics of Industry or (b) Theory of Business Decisions	Ec1451 Ec1453
4.	An approved outside paper	
Third Year		
5.	(a) Problems of Applied Economics or (b) Topics in Quantitative Economics	Ec1500 Ec1579
6.	An approved paper from the Selection List	
7.	A second approved paper from the Selection List	
8.	(a) Selected topics in the Economics of Industry and Trade ¹ or (b) Economics of Investment and Finance ² or (c) A paper under 3 above	Ec1541 Ec1542

Selection List

Note: Compulsory papers are shown in parentheses. Papers marked † are approved and are normally timetabled to be available. There may be limitations on other choices because of timetabling constraints.

†Advanced Economic Analysis	Ec1506
Economic Analysis of Law	LL5136
†Economic Development	Ec1521
†Comparative Economic Systems	Ec1454
†Economics of Industry	Ec1451
Economics of Investment and Finance ³	Ec1542
†Economics of the Welfare State	Ec1543
†Elements of Accounting and Finance	Ac1000
†Elements of Management Mathematics	SM7340
†History of Economic Thought	Ec1540
†International Economics	Ec1520
(Introduction to Economic Policy)	Ec1450
†Labour Economics	Ec1452
(Monetary Systems)	Ec1514
National Economic Planning	Ec1527
(Principles of Monetary Economics)	Ec1513
†Public Finance	Ec1507
Selected Topics in Economics of Industry and Trade	Ec1541
Theory of Business Decisions ⁴	Ec1453
Philosophy of Economics	Ph5320
An approved outside paper	

¹Available to candidates who have followed the lectures and classes for course 3a above.

²Available to candidates who have followed the lectures and classes for course 3b above.

³Ibid.

⁴This course will probably not be available during 1988-89. Students who wish to take this course at Part II should therefore do so in their second year, i.e. 1988-89.

IV. International Trade and Development

Paper Number	Paper Title	Course Guide Number
Second Year		
1. (a)	Economic Principles	Ec1425
or (b)	Economic Analysis	Ec1426
2. (a)	Introduction to Econometrics and Economic Statistics	Ec1430
or (b)	Principles of Econometrics	Ec1561
3.	The Economic Development of Russia, Japan and India	EH1643
4.	An approved outside paper	

Third Year

5. (a)	Problems of Applied Economics	Ec1500
or (b)	Topics in Quantitative Economics	Ec1579
6.	An approved paper from the Selection List	
7.	International Economics	Ec1520
8.	Economic Development	Ec1521

Selection List

Note: Compulsory papers are shown in parentheses. Papers marked † are approved and are normally timetabled to be available. There may be limitations on other choices because of timetabling constraints.

†Advanced Economic Analysis	Ec1506
†Economic Analysis of Law (Economic Development)	LL5136 Ec1521
†Comparative Economic Systems	Ec1454
†Economics of Industry	Ec1451
Economics of Investment and Finance	Ec1542
†Economics of the Welfare State	Ec1543
Elements of Accounting and Finance	Ac1000
†Elements of Management Mathematics	SM7340
†History of Economic Thought (International Economics)	Ec1540 Ec1520
†Introduction to Economic Policy	Ec1450
†Labour Economics	Ec1452
Monetary Systems	Ec1514
†National Economic Planning	Ec1527
Principles of Monetary Economics	Ec1513
†Public Finance	Ec1507
Selected Topics in Economics of Industry and Trade	Ec1541
Theory of Business Decisions ¹	Ec1453
Philosophy of Economics	Ph5320
An approved outside paper ²	
The following outside papers are approved and are normally timetabled to be available:	
†Economic History of England 1216-1603 (not available 1988-89)	EH1620
†Economic History and Social History of Britain since 1830 (not available 1989-90)	EH1630
†Latin America, the Third World and the International Economy	EH1644
†English Society in the Early Modern Period	EH1626
†Mathematical Methods	SM7000
†Further Mathematical Methods	SM7020
†Elementary Statistical Theory	SM7201

¹This course will probably not be available during 1989-90. Students who wish to take this course at Part II should therefore do so in their second year, i.e. 1988-89.

V. Comparative Economic Systems

Paper Number	Paper Title	Course Guide Number
Second Year		
1. (a)	Economic Principles	Ec1425
or (b)	Economic Analysis	Ec1426
2. (a)	Introduction to Econometrics and Economic Statistics	Ec1430
or (b)	Principles of Econometrics	Ec1561
3.	Comparative Economic Systems	Ec1454
4.	An approved outside paper	
Third Year		
5. (a)	Problems of Applied Economics	Ec1500
or (b)	Topics in Quantitative Economics	Ec1579
6. One	of the following:	
(a)	Economic Development	Ec1521
(b)	Economics of the Welfare State	Ec1543
(c)	Public Finance	Ec1507
7.	An approved paper from the Selection List taught in the Department of Economics	
8. (a)	The Economic Development of Russia, Japan and India	EH1643
or (b)	National Economic Planning	Ec1527

Selection List

Note: Compulsory papers are shown in parentheses. There may be limitations on other choices because of timetabling constraints.

Advanced Economic Analysis	Ec1506
Economic Analysis of Law	LL5136
Economic Development	Ec1521
(Comparative Economic Systems)	Ec1454
Economics of Industry	Ec1451
Economics of Investment and Finance	Ec1542
Economics of the Welfare State	Ec1543
Elements of Accounting and Finance	Ac1000
Elements of Management Mathematics	SM7340
History of Economic Thought	Ec1540
International Economics	Ec1520
Introduction to Economic Policy	Ec1450
Labour Economics	Ec1452
Monetary Systems	Ec1514
(National Economic Planning)	Ec1527
Principles of Monetary Economics	Ec1513
Public Finance	Ec1507
Selected Topics in Economics of Industry and Trade	Ec1541
Theory of Business Decisions ¹	Ec1453
Philosophy of Economics	Ph5320
An approved outside paper ²	

¹This course will probably not be available during 1989-90. Students who wish to take this course at Part II should therefore do so in their second year, i.e. 1988-89.

²Note that not more than two outside papers in total may be taken.

VI. Econometrics and Mathematical Economics

Paper Number	Paper Title	Course Guide Number
Second Year		
1.	Economic Analysis	Ec1426
2.	Principles of Econometrics	Ec1561
3.	(a) Mathematical Methods ¹ or (b) Further Mathematical Methods or (c) An approved outside paper	SM7000 SM7020
4.	(a) Elementary Statistical Theory ² or (b) Probability, Distribution Theory and Inference or (c) An approved outside paper	SM7201 SM7220
Third Year		
5.	(a) Topics in Quantitative Economics or (b) Econometric Theory or (c) Mathematical Economics ³	Ec1579 Ec1575 Ec1570
6.	(a) An approved paper from the Selection List or (b) A paper from 5 above	
7.	(a) A second approved paper from the Selection List or (b) An approved outside paper	
8.	A Project of up to 10,000 words on an approved subject in Quantitative Economics	Ec1569

Selection List

Note: Papers marked † are approved and are normally timetabled to be available. There may be limitations on other choices because of timetabling constraints.

†Advanced Economic Analysis	Ec1506
†Economic Analysis of Law	LL5136
†Economic Development	Ec1521
†Comparative Economic Systems	Ec1454
†Economics of Industry	Ec1451
Economics of Investment and Finance	Ec1452
†Economics of the Welfare State	Ec1543
Elements of Accounting and Finance	Ac1000
Elements of Management Mathematics	SM7340
†History of Economic Thought	Ec1540
†International Economics	Ec1520
†Introduction to Economic Policy	Ec1450
Labour Economics	Ec1452
†Monetary Systems	Ec1514
†National Economic Planning	Ec1527
†Principles of Monetary Economics	Ec1513
†Public Finance	Ec1507
Selected Topics in Economics of Industry and Trade	Ec1541
†Theory of Business Decisions ⁴	Ec1453
†Game Theory	SM7025
Philosophy of Economics	Ph5320

¹Only if not taken at Part I.

²Must be taken if not taken at Part I.

³Only if Mathematical Methods is taken under 3.

⁴This course will probably not be given in 1989-90. Students who wish to take this course at Part II should therefore do so in the second year, i.e. 1988-89.

VII. Economics and Economic History
For candidates entering Part II in and after October 1988

Paper Number	Paper Title	Course Guide Number
*1.	Economic Principles	Ec1425
*2.	(a) Introduction to Econometrics and Economic Statistics or (b) Principles of Econometrics	Ec1430 Ec1561
*3 & *4.	Two of the following:	
(a)	Economic History of England 1216-1603 ¹ (not available 1988-89)	EH1620
(b)	English Society in the Early Modern Period	EH1626
(c)	Economic and Social History of Britain since 1830 (not available 1989-90)	EH1630
(d)	The Origins of the Modern Economy, Comparative Industrialisation in Britain and Western Europe before 1830 (taught in alternate years)	EH1645
(e)	The Economic Development of Continental Europe 1830-1914 (taught in alternate years) (not available 1988-89)	EH1646
(f)	Latin America, the Third World and the International Economy	EH1644
(g)	The Economic Development of Russia, Japan and India	EH1643
(h)	Modern Business in Historical Perspective, 1900-1980	EH1660
(i)	Financial Markets Investment and Economic Development in Britain, Germany and the United States after 1870	EH1738
(j)	Africa and the World Economy	EH1739
5 & 6.	Two of the following:	
(a)	Problems of Applied Economics	Ec1500
(b)	History of Economic Thought	Ec1540
(c)	Economic Development	Ec1521
* (d)	Labour Economics	Ec1452
(e)	Principles of Monetary Economics	Ec1513
(f)	International Economics	Ec1520
* (g)	Economics of Industry	Ec1451
7.	The World Economic Crisis, 1919-1945	EH1737
8.	Problems in Quantitative Economic History	EH1750

*May be examined at the end of the first year of Part II course.

¹Subject to timetabling constraints and with appropriate permission students who have not already taken 3 and 4(a) may offer "British Economic History in the Early 16th Century" taught at Queen Mary College.

VII. Economics and Economic History
For candidates entering Part II in or before October 1987

Paper Number	Paper Title	Course Guide Number
*1.	Economic Principles	Ec1425
*2.	(a) Introduction to Econometrics and Economic Statistics	Ec1430
	or (b) Principles of Econometrics	Ec1561
*3 & *4.	Two of the following:	
	(a) Economic History of England 1216-1603 ¹ (not available 1988-89)	EH1620
	(b) English Society in the Early Modern Period	EH1626
	(c) Economic and Social History of Britain since 1830 (not available 1989-90)	EH1630
	(d) The Origins of the Modern Economy: Comparative Industrialisation in Britain and Western Europe before 1830	EH1645
	(e) Economic History of the USA from 1783 (not available 1988-89)	EH1641
	(f) The Economic Development of Russia, India and Japan	EH1643
	(g) Latin America, the Third World and the International Economy	EH1644
	(h) Modern Business in Historical Perspective, 1900-80	EH1660
	†(i) Africa and the World Economy	EH1739
5 & 6.	Two of the following:	
	(a) Problems of Applied Economics	Ec1500
	(b) History of Economic Thought	Ec1540
	(c) Economic Development	Ec1521
	* (d) Labour Economics	Ec1452
	(e) Principles of Monetary Economics	Ec1513
	(f) International Economics	Ec1520
	* (g) Economics of Industry	Ec1451
7.	The World Economic Crisis, 1919-1945	EH1737
8.	Problems in Quantitative Economic History (This paper will be taught over two years and will be examined by an essay of not more than 10,000 words)	EH1750

*May be examined at the end of the first year of Part II course.

†May be taken in the first year of Part II only by permission of the designated teacher.

¹Subject to timetabling constraints and with appropriate permission students who have not already taken 3 and 4(a) may offer "British Economic History in the Early 16th Century" taught at Queen Mary College.

VIII. Economic History
For candidates entering Part II in and after October 1988

Paper Number	Paper Title	Course Guide Number
Second Year		
1. & 2.	Two of the following, <i>one</i> to be selected from (a) to (e) and <i>one</i> from (e) to (i)	
	(a) Economic History of England 1216-1603 ¹ (not available 1988-89)	EH1620
	(b) English Society in the Early Modern Period	EH1626
	(c) Economic and Social History of Britain since 1830 (not available 1989-90)	EH1630
	(d) Modern Business in Historical Perspective, 1900-1980	EH1660
	(e) The Origins of the Modern Economy, Comparative Industrialisation in Britain and Western Europe before 1830 (this course will be taught in alternate years)	EH1645
	(f) The Economic Development of Continental Europe, 1830-1914 (this course will be taught in alternate years) (not available 1988-89)	EH1646
	(g) The Economic Development of Russia, Japan and India	EH1643
	(h) Latin America, the Third World and the International Economy	EH1644
	(i) Method and Quantity in Economic History	EH1647
3.	An approved outside option	
4.	(a) A further approved outside option or (b) A further paper from 1 and 2	
Third Year		
5. & 6.	Two of the following:	
	(a) Economic and Social History of England 1377-1485 (not available 1988-89)	EH1720
	(b) Economy and Society of London, 1600-1800	EH1726
	(c) Economy, Society and Politics in London, 1800-1914	EH1736
	(d) The World Economic Crisis, 1919-45	EH1737
	(e) Africa and the World Economy	EH1739
	(f) Financial Markets Investment and Economic Development in Britain, Germany and the United States after 1870 (not available 1988-89)	EH1738
7.	A 10,000 word project, which must be directly related to a course taken in the second or final year and under the direction of the teacher in charge of that course.	EH1799
8.	Another paper from the list of Second Year courses taught by the Economic History Department. In exceptional circumstances another outside option may be taken with the approval of the Convener of the department.	

¹Subject to timetabling constraints and with appropriate permission students who have not already taken 1 and 2(a) may offer "British Economic History in the Early 16th Century" taught at Queen Mary College. This course may also be offered subject to the same conditions as 4(b) or 8.

VIII. Economic History

For candidates entering Part II in or before October 1987

Paper Number	Paper Title	Course Guide Number
*1.	One of the following:	
	(a) Economic History of England 1216-1603 ¹ (not available 1988-89)	EH1620
	(b) English Society in the Early Modern Period	EH1626
	(c) Economic and Social History of Britain since 1830	EH1630
	(d) Modern Business in Historical Perspective, 1900-1980	EH1660
*2.	One of the following:	
	(a) The Origins of the Modern Economy, Comparative Industrialisation in Britain and Western Europe before 1830	EH1645
	(b) Economic History of the USA since 1783 (not available 1988-89)	EH1641
	(c) The Economic Development of Russia, India and Japan	EH1643
	(d) Latin America, the Third World and the International Economy.	EH1644
*3.	An additional paper from 1 or 2	
4 & 5.	Two of the following:	
	(a) Africa and the World Economy	EH1739
	(b) Economic and Social History of England 1377-1485 (not available 1988-89)	EH1720
	(c) The Economy and Society of London, 1600-1800	EH1726
	(d) The World Economic Crisis, 1919-1945	EH1737
	(e) Economy, Society and Politics in London, 1800-1914	EH1736
6.	An essay of not more than 10,000 words on an approved subject. (This essay is to be presented not later than 1 May in the candidate's final academic year.)	EH1799
7.	One of the following:	
	(a) A paper in Economics or Statistics	
	(b) A period of British History or International History	
	* (c) Literature and Society in Britain either 1830-1900 or since 1900	Ln3840/1
	* (d) The Population History of England	Pn7121
	* (e) The Demographic Transition and the Western World Today	Pn7122
	* (f) The Development of Modern Japanese Society	So5861
	* (g) Women, The Family and Social Policy in 20th Century Britain (not available 1988-89)	SA5756
	(h) A paper from 1-3 not already taken	
	† (i) An approved paper taught outside the Department of Economic History	
†8.	An approved paper taught outside the Department of Economic History. (This paper must be in Economics or Statistics unless a paper has been taken at Part I or under 7a).	

*May be examined at the end of first year of Part II course.

†See pages 272-276

¹Subject to timetabling constraints and with appropriate permission students who have not already taken 1(a) may offer "British Economic History in the Early 16th Century" taught at Queen Mary College. This course may also be offered subject to the same conditions as 3 or 7(h).

IX. Accounting and Finance

Paper Number	Paper Title	Course Guide Number
*1.	Managerial Accounting	Ac1021
2.	Financial Accounting	Ac1122
3.	Financial Decision Analysis	Ac1123
4.	Commercial Law	LL5060
*5.	(a) Economic Principles	Ec1425
	or (b) Economic Analysis	Ec1426
6.	One of the following:	
	(a) Auditing and Accounting Regulations	Ac1124
	(b) Economics of Industry	Ec1451
	(c) Theory of Business Decisions	Ec1453
	(d) Monetary Systems	Ec1514
	(e) Public Finance	Ec1507
	(f) Labour Economics	Ec1452
	(g) Any other paper approved by the candidate's teachers	
*7.	Candidates who have taken Elementary Statistical Theory or Basic Statistics must choose one of the following:	
	(a) Operational Research Methods	SM7345
	(b) Elements of Management Mathematics	SM7340
	All other candidates must take one of the following:	
	(c) Elementary Statistical Theory	SM7201
	(d) Basic Statistics	SM7200
	(e) Introduction to Econometrics and Economic Statistics	Ec1430
†*8.	(a) Elements of Accounting and Finance Option (Must be taken if not taken at Part I and examined at the end of the first year of Part II)	Ac1000
	or (b) An approved paper taught outside the Department of Accounting and Finance	

*May be examined at the end of first year of Part II course.

†See pages 272-276

X. Government

Paper Number	Paper Title	Course Guide Number
%1. (a)	History of Political Thought II (if H.P.T. I not taken in Part I)	Gv3003
φ or (b)	History of Political Thought III Special Period (if H.P.T. I taken at Part I)	
	(i) Ancient	Gv3123
or	(ii) Medieval/Renaissance	Gv3124
or	(iii) Modern	Gv3125
*2. (a)	Comparative Political Analysis ¹	Gv3046
or (b)	Comparative Political Institutions ¹ (not taught in 1988-89)	Gv3047
*3.	One of the following:	
(a)	Political Ideas in the United Kingdom	Gv3026
(b)	Political Behaviour with Special Reference to the United Kingdom	Gv3027
(c)	Cabinet Government and the National Policy Process	Gv3028
(d)	History of British Politics in the Twentieth Century	Gv3021
(e)	History of British Politics from the Seventeenth to the late Nineteenth Century	Gv3020
(f)	British Constitutional Ideas since the 1880s	Gv3029
4. (a)	Political Thought (a selected text)	Gv3130-38
or *(b)	Political Philosophy (provided H.P.T. I or H.P.T. II have been taken in a previous year)	Gv3121
5,6&7.	Three of the following:	
(a)	One, two or three of the papers under papers 2 and 3 not already chosen	
or (b)	One or two of the following:	
(i)	An option under 4 not already chosen	
(ii)	An option, or further option, not already chosen, from 1(b) above	
(iii)	Political Thought: Special Topic	
	(i) Language and Politics	Gv3126
or (ii)	Twentieth Century Political Thought	Gv3127
	(Students may choose only one subject from (iii) Political Thought: Special Topic)	

%Candidates are required to be examined in Paper 1 at the end of the first year of Part II course.

*May be examined at the end of first year of Part II course.

φHistory of Political Thought III may be chosen only by those students who have been examined in H.P.T. I or H.P.T. II in a previous year.

¹These courses are taught in alternate years.

†See pages 272-276

X. Government continued

Paper Number	Paper Title	Course Guide Number
(c)	Politics and Government of a Foreign Country or Group of Countries	
	(i) France	Gv3050
	(ii) Germany	Gv3051
	(iii) U.S.A.	Gv3053
	(iv) Russia	Gv3052
	(v) Eastern Europe	Gv3055
	(vi) Scandinavia	Gv3056
	(vii) Latin America	Gv3057
(d)	A further option from (c) above	
*(e)	Public Administration	Gv3035
*(f)	Public Policy: Political and Economic Aspects	Gv3036
†*(g)	An approved paper taught outside the Department of Government	
†8.	An approved paper taught outside the Department of Government	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XI. Government and Law

Paper Number	Paper Title	Course Guide Number
1.	Law and Government	Gv3128
*2.	One of the following:	
%(a)	History of Political Thought II (if H.P.T. I not taken at Part I)	Gv3003
%(b)	History of Political Thought III Special Period (if H.P.T. I taken at Part I)	
	(i) Ancient	Gv3123
or	(ii) Medieval/Renaissance	Gv3124
or	(iii) Modern	Gv3125
(c)	Political Philosophy (if H.P.T. I or H.P.T. II has been taken in a previous year. May not be taken if 3(b) is taken)	Gv3121
*3.	One of the following:- save that all candidates who have not taken Modern Politics and Government at Part I must choose option (c) - (candidates are not permitted to do both)	
(a)	Administrative Law	LL5115
(b)	Jurisprudence (may not be taken if 2(c) or 7(b) is being taken)	LL5100
(c)	Public Law: Elements of Government	LL5003
*4.	One of the following:	
+(a)	Comparative Political Analysis (not taught 1989-90)	Gv3046
+(b)	Comparative Political Institutions (not taught 1988-89)	Gv3047
(c)	Political Ideas in the United Kingdom	Gv3026
(d)	Political Behaviour with special reference to the United Kingdom	Gv3027
(e)	Cabinet Government and the National Policy Process	Gv3028
(f)	History of British Politics in the Twentieth Century	Gv3021
(g)	History of British Politics from the Seventeenth to the late Nineteenth Century	Gv3020
(h)	British Constitutional Ideas Since the 1880s	Gv3029
(i)	Public Administration	Gv3035
(j)	Public Policy: Political and Economic Analysis	Gv3036
*5.	One of the following:	
(a)	Law of Contract	LL5001
(b)	Law of Tort	LL5041
(c)	Property I	LL5002
(d)	Criminal Law	LL5040
*6.	One of the following:	
(a)	Public International Law	LL5131
(b)	Land Development and Planning Law	LL5140

*May be examined at the end of first year of Part II course.

%Candidates taking 2(a) or 2(b) are required to be examined in this paper at the end of the first year of the Part II course.

+These courses are taught in alternate years.

¹May be taken only by students who have taken Public International Law, and after consultation with the designated teacher.

²May be taken only after consultation with the designated teacher.

XI. Government and Law continued

Paper Number	Paper Title	Course Guide Number
(c)	Legal and Social Change since 1750	LL5137
(d)	Legislation (Essay)	LL5116
(e)	Women and the Law	LL5135
(f)	Local Government Law (Essay)	LL5117
(g)	Race, Nationality and the Law (not available 1988-89)	LL5177
(h)	Social Security Law I and Social Security Law II	LL5172
(i)	Elements of Law	LL5173
(j)	The Law Relating to Civil Liberties in England and Wales	LL5062
(k)	International Protection of Human Rights	LL5130
(l)	Introduction to the Anthropology of Law	LL5132
(m)	Economic Analysis of Law	LL5138
(n)	Outlines of Modern Criminology and Sentencing and Treatment of Offenders	LL5136
² (o)	Sociological Theory and the Idea of Law (Essay)	LL5170
7.	Either one paper from 4 above if not already chosen, or one of the following:	LL5171
(a)	Political Thought (a selected text)	LL5179
* ¹ (b)	Political Philosophy (may not be taken if 3(b) is taken)	Gv3130-8
* ¹ (c)	The Politics and Government of a Foreign Country or Group of Countries	Gv3121
	(i) France	Gv3050
	(ii) Germany	Gv3051
	(iii) U.S.A.	Gv3053
	(iv) Russia	Gv3052
	(v) Eastern Europe	Gv3055
	(vi) Scandinavia	Gv3056
	(vii) Latin America	Gv3057
8.	An approved paper from the following:	
(a)	A further paper from 3(a), or 3(b), 4, 5, 6 or 7 if not already chosen	
(b)	With the permission of the Law Department a further paper from 5 if not already chosen	
(c)	Political Thought: Special Topic	
	(i) Language and Politics	Gv3126
or	(ii) Twentieth Century Political Thought	Gv3127
(d)	An option, or further option not already chosen from 2(b)	
(e)	An approved paper taught in another department	

*May be examined at the end of first year of Part II course.

¹May be taken only by students who have taken Public International Law, and after consultation with the designated teacher.

²May be taken only after consultation with the designated teacher.

XII. Government and History

Paper Number	Paper Title	Course Guide Number
A Government		
%1.	(a) History of Political Thought II (if H.P.T. I not taken at Part I)	Gv3003
φ	or (b) History of Political Thought III Special Period (if H.P.T. I taken at Part I)	
	(i) Ancient	Gv3123
	or (ii) Medieval/Renaissance	Gv3124
	or (iii) Modern	Gv3125
*2.	One of the following:	
	(a) Comparative Political Analysis ¹ (not taught in 1989-90)	Gv3046
	or (b) Comparative Political Institutions ¹ (not taught in 1988-89)	Gv3047
	(c) Political Ideas in the United Kingdom	Gv3026
	(d) Political Behaviour with Special Reference to the United Kingdom	Gv3027
	(e) Cabinet Government and the National Policy Process	Gv3028
	(f) History of British Politics in the Twentieth Century	Gv3021
	(g) History of British Politics from the Seventeenth to the late Nineteenth Century	Gv3020
	(h) British Constitutional Ideas since the 1880's	Gv3029
3.	Either one paper not already chosen from 2 or one of the following:	
	(a) Political Thought (a selected text)	Gv3130-38
	* (b) Political Philosophy (provided H.P.T. I or H.P.T. II have been taken in previous year)	Gv3121
	* (c) The Politics and Government of a Foreign Country or Group of Countries	
	(i) France	Gv3050
	(ii) Germany	Gv3051
	(iii) U.S.A.	Gv3053
	(iv) Russia	Gv3052
	(v) Eastern Europe	Gv3055
	(vi) Scandinavia	Gv3056
	(vii) Latin America	Gv3057
	* (d) Public Administration	Gv3035
	* (e) Public Policy: Political and Economic Aspects	Gv3036

%Candidates are required to be examined in Paper 1 at the end of the first year of Part I course.

φHistory of Political Thought III may be chosen only by those students who have been examined in H.P.T. I or H.P.T. II in a previous year.

*May be examined at the end of first year of Part II course.

¹These courses are taught in alternate years.

†See pages 272-276

XII. Government and History continued

Paper Number	Paper Title	Course Guide Number
B History		
*4 & *5.	Two of the following:	
	(a) English History, 1399-1603	Hy3423
	(b) British History, 1603-1760 (cannot be taken if 2(g) above has been taken)	Hy3429
	(c) British History, 1760-1914 (cannot be taken if 2(g) above has been taken)	Hy3432
	(d) European History c. 1600-1789	Hy3459
	(e) The History of Russia, 1682-1917	Hy3545
	(f) (i) European History, 1789-1945 (cannot be taken if Political History was taken at Part I)	Hy3462
	or (ii) World History since 1890 (if not taken at Part I)	Hy3403
6.	One of the following:	
	(a) Rebellion and International Strife: Philip II and the North c. 1559-1598	Hy3566
	(b) War and Society, 1600-1815	Hy3520
	(c) British-American-Russian Relations, 1815-1914	Hy3526
	* (d) International Socialism and the Problem of War, 1870-1918	Hy3532
	* (e) Fascism and National Socialism in International Politics, 1919-1945	Hy3538
	(f) The Reshaping of Europe, 1943-1957	Hy3540
7 & 8.	Two approved papers from the following:	
	(a) (i) One paper not already chosen from 2 or 3	
	or (ii) An option, or further option, not already chosen from 1(b) above	
	or (iii) Political Thought: Special Topic	
	(i) Language and Politics	Gv3126
	(ii) Twentieth Century Political Thought	Gv3127
	(b) One paper not already chosen from 6	
	(c) (i) The Habsburg Monarchy and the Revolutions of 1848	Hy3550
	(ii) The Great Powers and the Balkans, 1908-1914	Hy3556
	(iii) The Russian Revolutions and Europe, 1917-1921	Hy3567
	(iv) The Manchurian Crisis, 1931-1933	Hy3562
	(v) Munich and the Road to War, 1937-1939	Hy3568
	(vi) Henry Kissinger and the Crisis of American Foreign Policy, 1969-1976	Hy3569
† (d)	An approved paper taught in another department	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XIII. Russian Government, History and Language

Paper Number	Paper Title	Course Guide Number
*1. (a)	Comparative Political Analysis	Gv3046
or (b)	Comparative Political Institutions (<i>not available 1988-89</i>)	Gv3047
*2.	The Politics and Government of Russia	Gv3052
*3. (a)	International History, 1815-1914	Hy3503
or (b)	International History since 1914	Hy3506
4.	The History of Russia, 1682-1917	Hy3545
5.	Russian Language	Ln3940
6. (a)	Aspects of Russian Literature and Society	Ln3941
or (b)	Report on a Subject within the Field of Russian Studies	Ln3942
7 & 8.	Two of the following:	
(a)	International Communism	IR3770
* (b)	Geography of the Soviet Union	Gy1879
(c)	Soviet Economic Structure	Ec1548
(d)	British-American-Russian Relations, 1815-1914	Hy3526
* (e)	The Social Structure of the Soviet Union	So5860
(f)	The Economic Development of Russia, Japan and India	EH1643
(g)	The Russian Revolutions and Europe, 1917-1921	Hy3567
†* (h)	Any other approved subject within the B.Sc. (Econ.) Part II	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XIV. International History

Paper Number	Paper Title	Course Guide Number
*1.	International History, 1494-1815	Hy3500
*2.	International History, 1815-1914	Hy3503
*3.	International History since 1914	Hy3506
4.	One of the following:	
(a)	The Habsburg Monarchy and the Revolutions of 1848	Hy3550
(b)	The Great Powers and the Balkans, 1908-1914	Hy3556
(c)	The Russian Revolutions and Europe, 1917-1921	Hy3567
(d)	The Manchurian Crisis, 1931-1933	Hy3562
(e)	Munich and the Road to War, 1937-1939	Hy3568
(f)	Henry Kissinger and the Crisis of American Foreign Policy, 1969-1976	Hy3569
5, 6 & 7.	Three of the following, not more than <i>one</i> from any one group	
I (a)	Rebellion and International Strife: Philip II and the North c. 1559-1598	Hy3566
(b)	War and Society, 1600-1815	Hy3520
II (a)	British-American-Russian Relations, 1815-1914	Hy3526
(b)	International Socialism and the Problem of War, 1870-1918	Hy3532
III (a)	Fascism and National Socialism in International Politics, 1919-1945	Hy3538
(b)	The Reshaping of Europe, 1943-1957	Hy3540
IV * (a)	English History, 1399-1603	Hy3423
* (b)	British History, 1603-1760	Hy3429
* (c)	British History, 1760-1914	Hy3432
* (d)	The History of British Politics in the Twentieth Century	Gv3021
* (e)	The History of Russia, 1682-1917	Hy3545
* (f)	English Society in the Early Modern Period	EH1626
* (g)	Economic and Social History of Britain since 1830 (<i>not available 1989-90</i>)	EH1630
* (h)	Economic History of the United States of America from 1783 (<i>not available 1988-89</i>)	EH1641
* (i)	Latin America, the Third World and the International Economy	EH1644
* (j)	The Economic Development of Russia, Japan and India	EH1643
†8.	An approved paper taught outside the Department of International History.	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XV. International Relations

Paper Number	Paper Title	Course Guide Number
1.	Foreign Policy Analysis	IR3702
*2.	International History since 1914	Hy3506
3.	International Institutions	IR3703
4.	International Politics	IR3700
*5.	Public International Law (unless already passed at Part I, or being taken as paper 8; in either case a paper from (6) shall be substituted)	LL5131
6.	One of the following:	
	(a) The Ethics of War	IR3755
	(b) European Institutions	IR3771
	(c) The International Legal Order	IR3750
	(d) The Politics of International Economic Relations	IR3752
	(e) Strategic Aspects of International Relations	IR3754
	* <i>(f)</i> Theories and Problems of Nationalism	So5883
	(g) Any other subject approved by the candidate's teachers within the field of International Relations	
7.	One of the following to be chosen from those currently taught by the Department responsible:	
	(a) International History (Special Period)	
	* <i>(b)</i> The Politics and Government of a Foreign Country or Group of Countries:	
	(c) A Modern Foreign Language	
	(d) One further paper from (6) not already chosen	
	†* <i>(e)</i> An approved paper taught outside the Department of International Relations	
†*8.	An approved paper taught outside the Department of International Relations	
Essay Option:	As an alternative to any one of papers 6, 7 or 8, a candidate may submit an Essay of not more than 10,000 words to be written during the course of study on a subject to be approved by the candidate's Tutor and by the department teaching the subject concerned	IR3799

*May be examined at the end of first year of Part II course.

†See pages 272-276

XVI. Sociology

Paper Number	Paper Title	Course Guide Number
*1.	Issues and Methods of Social Research	So5801
*2	Sociological Theory	So5821
3,4,5 & 6.	Four of the following:	
	* <i>(a)</i> Methods of Statistical Analysis (This paper is compulsory for candidates who have not passed in one of the three Statistics papers: IIIa, b or c at Part I, and is not available to those who have)	SM7215
	* <i>(b)</i> Comparative Social Structures I	So5820
	(c) Comparative Social Structures II	So5830
	(d) Social and Moral Philosophy	So5810
	(e) Social Philosophy	Ph5250
	(f) The Social Structure of Modern Britain	So5809
	(g) The Social Structure of the Soviet Union	So5860
	(h) The Development of Modern Japanese Society	So5861
	(i) Social Structure and Politics in Latin America	So5862
	(j) Political Sociology	So5880
	(k) Political Processes and Social Change (not available 1988-89)	So5881
	(l) Urban Sociology (not available 1988-89)	So5916
	(m) Sociology of Work, Management and Employment	So5923
	(n) Sociology of Religion (not available 1989-90)	So5921
	(o) Sociology of Development (not available 1988-89)	So5882
	(p) Criminology	So5919
	(q) Sociology of Deviant Behaviour	So5920
	(r) Society and Literature	So5945
	(s) Sociology of Sex and Gender Roles: Women in Society	So5918
	(t) Race Relations and Ethnic Minority Groups	SA5754
	(u) Theories and Problems of Nationalism (this course will be taught in alternate years) (not available 1989-90)	So5883
	(v) The Psychoanalytic Study of Society	So5960
	(w) Evolution and Social Behaviour	So5961
	(x) Sociology of Medicine	So5922
	(y) An essay of not more than 10,000 Words on an approved topic (to be presented not later than 1 May in the candidate's third academic year)	So5831
†*7 & †*8.	Two approved papers taught outside the Department of Sociology	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XVII. Social Anthropology

Paper Number	Paper Title	Course Guide Number
*1.	Kinship, Sex and Gender	An1220
*2.	Political and Economic Anthropology	An1222
3.	The Anthropology of Religion	An1302
4.	Advanced Theory of Social Anthropology	An1300
5.	Topics in Social Anthropology	An1334
*6.	One of the following:	
	(a) Economic Principles	Ec1425
	(b) Economics of Social Policy	Ec1420
	(c) Sociological Theory	So5821
	(d) Demographic Description and Analysis	Pn7120
	(e) Introduction to Logic (unless taken at Part I)	Ph5200
	(f) Problems of Philosophy and Methodology (unless taken at Part I)	Ph5211
	(g) An approved paper in Psychology	
	(h) Third World Demography	Pn7123
7 & 8.	Two of the following:	
	(a) An essay of not more than 10,000 words to be written during the course of study on an approved subject	An1397
	(b) Further Topics in Social Anthropology	An1335
	†*(c) Either one or two approved papers taught outside the Department of Anthropology	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XVIII. Social Policy

Note: Candidates who have not taken Basic Statistics or Elementary Statistical Theory at Part I are required to take one of these subjects or Methods of Social Investigation under papers 7 or 8.

Paper Number	Paper Title	Course Guide Number
*1.	Social Administration	SA5620
2.	Social Policy	SA5720
3 & 4.	Two of the following:	
	*(a) Educational Policy and Administration	SA5730
	*(b) Personal Social Services	SA5731
	*(c) Housing and Urban Structure	SA5732
	*(d) Health Policy and Administration	SA5733
	*(e) Race Relations and Ethnic Minority Groups	SA5754
	*(f) Sociology of Deviance and Control	SA5734
	*(g) Social Security Policy	SA5735
	*(h) The Finance of the Social Services (not available 1988-89)	SA5755
	*(i) Psychology and Social Policy (not available 1988-89)	SA5753
	*(j) Women, The Family and Social Policy in 20th Century Britain (not available 1988-89)	SA5756
	(k) A long essay on an approved topic. (This option may only be chosen by third year students)	SA5799
5.	One of the following:	
	*(a) The Social Structure of Modern Britain	So5809
	(b) (i) Sociological Theory	So5821
	(ii) Social and Political Theory	SA5725
	(c) Comparative Social Structures II: Industrial Societies	So5830
	*(d) Social Structure and Social Policy	SA5623
*6.	One of the following:	
	(a) Political Ideas in the United Kingdom	Gv3026
	(b) Political Philosophy	Gv3121
	(c) Public Administration	Gv3035
	(d) Political Behaviour with Special Reference to the United Kingdom	Gv3027
	(e) Cabinet Government and the National Policy Process	Gv3028
7.	One of the following:	
	*(a) Economics of Social Policy	Ec1420
	*(b) Economic Principles	Ec1425
	*(c) Introduction to Economic Policy	Ec1450
	*(d) Introduction to Econometrics and Economic Statistics	Ec1430
	*(e) Class, Economy and Society since Industrialisation: Britain in Comparative Perspective (unless taken at Part I)	EH1603
	*(f) Economic and Social History of Britain since 1830 (not available 1989-90)	EH1630
	*(g) Methods of Social Investigation	SA5622
	(h) Demographic Description and Analysis	Pn7120
	(i) Statistical Techniques and Packages	SM7240
†*8.	An approved paper taught outside the Department of Social Science and Administration	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XIX. Social Psychology
For candidates entering Part II in and after 1988

Paper Number	Paper Title	Course Guide Number
*1.	Social and Biological Processes in Behaviour	Ps5404
*2.	Social Psychology	Ps5423
*3.	Cognitive Science	Ps5424
*4.	Methods of Psychological Research II	Ps5420
5.	<i>One</i> paper selected from the following:	
	(a) Issues in the History of Philosophy of Psychology	Ps5503
	(b) Cognition and Social Behaviour	Ps5504
	(c) Social Psychology and Society	Ps5505
	(d) Applied Information Processing	Ps5506
	Not all the papers listed above may be offered in any one year.	
6.	<i>One</i> Paper = <i>Two</i> options selected from the following:	
	(a) Social Representations	Ps5534
	(b) Artificial Intelligence	Ps5533
	(c) Cognitive Development	Ps5521
	(d) Personality and Psychopathology	Ps5524
	(e) Psychotherapies	Ps5535
	(f) The Psychology of Economic Life	Ps5536
	(g) The Social Psychology of the Media	Ps5531
	(h) Social Psychology of Health	Ps5525
	(i) Decision Making and Decision Support Systems	Ps5537
	(j) Psychology of Gender	Ps5538
	(k) Psychological Aspects of Legal Processes	Ps5529
	(l) Issues in Social Psychology	Ps5539
	Normally <i>eight</i> options will be available in any one year. Choice of options may be restricted by timetabling constraints.	
7.	(i) Another paper from 5 or 6 above	
† or	(ii) An approved paper outside the Department	
†8.	An approved paper outside the Department	

It is recommended that papers 1, 2, 3 and 4 should *normally* be taken in year II and papers 5, 6, 7 and 8 in year III
Note: In the case of candidates who are judged to lack the necessary background in quantitative methods to achieve success in Methods of Psychological Research II, the Department reserves the right to require that the candidate takes a basic course in Statistics as one of the approved papers under (7) and (8). Such candidates will normally be required to take this paper in year II and to postpone Methods of Psychological Research II to year III

*May be examined at the end of first year of Part II course.

†See pages 272-276

XIX. Social Psychology
For candidates entering Part II in or before 1987

Paper Number	Paper Title	Course Guide Number
*1.	Social and Biological Processes in Behaviour	Ps5404
*2.	Social Psychology	Ps5423
*3.	Cognitive Science	Ps5424
*4.	Methods of Psychological Research II	Ps5420
5.	Advanced Psychological Processes	Ps5501
6.	<i>One</i> paper = <i>Two</i> linked options selected from the following combinations:	
	(a) Cognitive Development	Ps5521
and	Applied Developmental Psychology	Ps5526
	(b) Personality and Psychopathology	Ps5524
and	Personality and Social Pathology	Ps5528
	(c) Collective Psychologies	Ps5523
and	Sociological Forms of Social Psychology	Ps5532
	(not available 1988-89)	
	(d) Social Psychology of Health	Ps5525
and	Life-Span Development	Ps5527
	(e) Other available combinations approved by the Convener	
7.	(i) Another paper from (6) above	
† or	(ii) An approved paper outside the Department	
†8.	An approved paper outside the Department	

It is recommended that papers 1, 2, 3 and 4 should *normally* be taken in year II and papers 5, 6, 7 and 8 in year III
Note: In the case of candidates who are judged to lack the necessary background in quantitative methods to achieve success in Methods of Psychological Research II, the Department reserves the right to require that the candidate takes a basic course in Statistics as one of the approved papers under (7) and (8). Such candidates will normally be required to take this paper in year II and to postpone Methods of Psychological Research II to year III

*May be examined at the end of first year of Part II course.

†See pages 272-276

XX. Industrial Relations

Paper Number	Paper Title	Course Guide Number
*1.	Industrial Relations	Id3220
2.	Selected Topics in Industrial Relations	Id3320
*3.	Elements of Labour Law	LL5062
4.	Sociology of Work, Management and Employment	So5923
5,6,7 & 8.	Four of the following:	
*(a)	(i) Labour Economics	Ec1452
or	(ii) The Economics of the Labour Market	Id3222
*(b)	Economic Principles	Ec1425
*(c)	Introduction to Econometrics and Economic Statistics	Ec1430
*(d)	History of British Politics in the 20th Century	Gv3021
*(e)	Political Sociology	So5880
*(f)	Organisational Theory and Behaviour	Id3221
*(g)	Economic and Social History of Britain since 1830 (not available 1989-90)	EH1630
*(h)	Modern Business in Historical Perspective 1900-1980	EH1660
(i)	Development of Modern Japanese Society	So5861
(j)	An essay of not more than 10,000 words on an approved topic (to be presented not later than 1 May in the candidate's third academic year)	Id3399
†(k & l)	Two approved papers taught outside the Department of Industrial Relations.	—

*May be examined at the end of first year of Part II course.

†See pages 272-276

XXI. Population Studies

Paper Number	Paper Title	Course Guide Number
*1.	(a) Demographic Description and Analysis	Pn7120
	or (b) Demographic Methods and Techniques	Pn7128
*2,3 & 4.	Three of the following:	
	(a) The Population History of England	Pn7121
	(b) The Demographic Transition and the Western World Today	Pn7122
	(c) Population, Family and Health in Britain and the West	Pn7129
	(d) Third World Demography	Pn7123
	(e) Family Composition in Developed and Developing Countries	Pn7125
*5,6,7 & 8.	Four of the following, including one from (i) or (j) if none of these papers was taken at Part I. A candidate who has taken one of the papers under (i) at Part I may take a paper under (j) at Part II and vice versa	
	(a) One paper from 2, 3 and 4 above if not already chosen	
	(b) (i) Economics of Social Policy	Ec1420
	or (ii) Economic Principles	Ec1425
	(c) The Social Structure of Modern Britain	So5809
	(d) Social Policy	SA5720
	(e) Kinship, Sex and Gender	An1220
	(f) Economic and Social History of Britain since 1830 (not available 1989-90)	EH1630
	(g) Advanced Methods in Geographical Analysis	Gy1816
	(h) Introduction to Computing	SM7304
	and	
	Data Management Systems	SM7305
	(i) (i) Elementary Statistical Theory	SM7201
	or (ii) Basic Statistics	SM7200
	(j) (i) Mathematical Methods	SM7000
	or (ii) Mathematics for Economists	Ec1416
	or (iii) Basic Mathematics for Economists	Ec1415
†(k)	One or two other approved papers	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XXII. Statistics

Paper Number	Paper Title	Course Guide Number
*1.	Further Mathematical Methods	SM7020
*2.	Probability, Distribution Theory and Inference	SM7220
3.	Statistical Theory	SM7241
4.	Statistical Techniques and Packages	SM7240
5 & 6.	Two of the following:	
(a)	Actuarial Investigations — Statistical and Financial ¹	SM7260
(b)	Actuarial Life Contingencies	SM7261
(c)	Statistical Demography	Pn7126
(d)	Econometric Theory	Ec1575
* <i>(e)</i>	Any two half subjects out of the following:	
	Programming in Pascal	SM7302
	Introduction to Computing	SM7304
	Data Management Systems (if not taken at Part I)	SM7305
<i>(f)</i>	Numerical Computing and Artificial Intelligence Techniques and Tools	SM7332
<i>(g)</i>	Operational Research Methods ²	SM7345
<i>(h)</i>	Model Building In Operational Research	SM7347
<i>(i)</i>	Game Theory	SM7025
* <i>(j)</i>	Introduction to Analysis and Set Theory (if not taken at Part I)	SM7002
<i>(k)</i>	Further Analysis	SM7030
<i>(l)</i>	Topology and Convexity	SM7021
<i>(m)</i>	Any two half subjects out of the following:	
	Knowledge Management Using Expert Systems	SM7324
	Data Base Systems	SM7325
	Computer Architectures	SM7326
	Networks and Distributed Systems	SM7327
<i>(n)</i>	Decision Analysis ³	SM7216
†*7 & †*8.	Two approved papers taught outside the Department of Statistical and Mathematical Sciences.	

*May be examined at the end of first year of Part II course.

†See pages 272–276

¹Candidates are required to be familiar with the use of calculating machines and to use them at the examination of this paper.

²Normally taken in the first part of Part II by candidates who wish to take Model Building in Operational Research in the final year.

³Prerequisites for this course are Mathematical Methods and Elementary Statistical Methods.

XXIII. Computing

Paper Number	Paper Title	Course Guide Number
*1.	Information Systems Development	SM7323
2.	Applications of Computers	SM7321
*3.	Knowledge Management Using Expert Systems and Data Base Systems	SM7324
*4.	Computer Architectures and Networks and Distributed Systems	SM7325
*5&6.	Two of the following:	SM7326
(a)	Software Engineering	SM7327
* <i>(b)</i>	Two of the following:	
	Numerical Computing	SM7332
	Artificial Intelligence Techniques and Tools	SM7333
	Data Structures (if not taken at Part I)	SM7303
	Computer Graphics	SM7335
<i>(c)</i>	Model Building in Operational Research	SM7347
<i>(d)</i>	Statistical Techniques for Management Sciences	SM7230
<i>(e)</i>	Elements of Accounting and Finance	Ac1000
<i>(f)</i>	Theory of Business Decisions	Ec1453
<i>(g)</i>	Economics of Industry	Ec1451
<i>(h)</i>	Economic Principles	Ec1425
<i>(i)</i>	Elementary Statistical Theory	SM7201
<i>(j)</i>	Mathematics for Economists (if not taken at Part I)	Ec1416
<i>(k)</i>	Mathematical Methods (if not taken at Part I)	SM7000
<i>(l)</i>	Probability, Distribution Theory and Inference	SM7220
<i>(m)</i>	Further Mathematical Methods	SM7020
<i>(n)</i>	Statistical Theory (not to be taken with 5 & 6(d))	SM7241
<i>(o)</i>	Statistical Techniques and Packages (not to be taken with 5 & 6(d))	SM7240
<i>(p)</i>	Statistical Demography	Pn7126
<i>(q)</i>	Econometric Theory	Ec1575
<i>(r)</i>	Decision Analysis ¹	SM7216
<i>(s)</i>	An Approved Mathematics Paper	
†*7.	<i>(i)</i> An approved paper taught outside the department or <i>(ii)</i> Another paper from 5 & 6 above	
*8.	An approved paper taught outside the Department of Mathematical and Statistical Sciences	

*May be examined at the end of the first year of Part II course.

¹Prerequisites for this course are Mathematical Methods and Elementary Statistical Theory.

†See pages 272–276

XXIV. Mathematics and Economics

Paper Number	Paper Title	Course Guide Number
1.	Economic Analysis	Ec1426
2.	Topology and Convexity	SM7021
3.	One of the following:	
	(a) Further Analysis	SM7030
	(b) Introduction to Algebra (<i>if not taken at part I</i>)	SM7001
	(c) Elementary Statistical Theory (<i>if not taken at part I</i>)	SM7201
	(d) Probability, Distribution Theory and Inference	SM7220
4.	One of the following:	
	(a) Labour Economics	Ec1452
	(b) Economics of Industry	Ec1451
	(c) Theory of Business Decisions ¹	Ec1453
	(d) Principles of Econometrics	Ec1561
5.	Mathematical Economics	Ec1570
6.	(a) Measure, Probability and Integration ²	SM7061
	or (b) Further Analysis (<i>if not already taken</i>)	SM7030
7 & 8.	Two of the following:	
	(a) Advanced Economic Analysis	Ec1506
	(b) Game Theory	SM7025
	(c) History of Economic Thought	Ec1540
	(d) Economics of Investment and Finance ³	Ec1542
	(e) Principles of Monetary Economics	Ec1513
	(f) Problems of Applied Economics	Ec1500
	(g) International Economics	Ec1520
	†(h) Any other approved paper	—

*May be examined at the end of first year of Part II course.

†See pages 272-276

¹This course will probably not be available during 1989-90. Students who wish to take this course at Part II should therefore do so in their second year, i.e. 1988-89.

²Only if 3(a) taken.

³Students will normally be expected to have followed the lectures and classes for 4 (c).

XXV. Environment and Planning (Geography)

Paper Number	Paper Title	Course Guide Number
*1.	Man and His Physical Environment	Gy1808
*2.	(a) The Location of Economic Activity	Gy1824
	or (b) Social Geography: Spatial Change and Social Process	Gy1821
*3.	Urban and Regional Planning	Gy1926
4.	One of the following:	
	(a) Resource and Environmental Management	Gy1943
	(b) The Social Geography of Urban Change	Gy1929
	(c) Comparative Studies in Spatial Policy	Gy1931
	(d) Urban Change and Regional Development	Gy1935
5 & 6.	Two of the following:	
	* (a) The Location of Economic Activity (if not taken under 2)	Gy1824
	* (b) Social Geography: Spatial Change and Social Process (if not taken under 2)	Gy1821
	(c) A further agreed paper not taken under 4 ¹	
	(d) Spatial Aspects of Economic Development	Gy1920
	(e) Transport: Environment and Planning	Gy1942
	* (f) Geography of Rural Development	Gy1922
	(g) An approved regional course	
	(h) An Essay of not more than 7,500 words on an approved topic	Gy1998
	† (i) Another approved paper in the field of Environment and Planning	
*7 & *8.	Two of the following:	
	(a) (i) Economic Principles	Ec1425
	or (ii) Economics of Social Policy	Ec1420
	† (b) Another approved paper in Economics	
	† (c) An approved paper in Economic History	
	(d) Public Policy: Political and Economic Aspects	Gv3036
	(e) Public Administration	Gv3035
	(f) The Social Structure of Modern Britain	So5809
	† (g) A further approved paper taught outside the Department of Geography	

*May be examined at the end of first year of Part II course.

¹Students taking 4(d) Urban Change and Regional Development cannot offer 4(b) or 4(c).

†See pages 272-276

XXVI. Philosophy

For candidates entering Part II in and after October 1988

Paper Number	Paper Title	Course Guide Number
1.	Epistemology and Metaphysics	Ph5310
2.	History of Modern Philosophy	Ph5300
*3.	(a) Introduction to Logic (if not already taken or Introduction to Mathematical Logic taken at Part I)	Ph5200
	or (b) Logic (not available if Introduction to Mathematical Logic was taken at Part I)	Ph5220
	or (c) Philosophy of Mathematics (only if Introduction to Mathematical Logic taken at Part I)	Ph5315
4, 5, 6 & 7.	Four of the following:	
	* (a) Scientific Method	Ph5231
	* (b) Social Philosophy	Ph5250
	* (c) Rise of Modern Science	Ph5240
	* (d) Theories of Probability	Ph5223
	* (e) Methodology of the Social Sciences	Ph5251
	* (f) Philosophy of Mathematics (if not taken under 3c)	Ph5315
	(g) An Essay written during the course of study	Ph5398
	* (h) An approved paper taught outside the Department	
†8.	An approved paper taught outside the Department	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XXVI. Philosophy

For candidates entering Part II in or before 1987

Paper Number	Paper Title	Course Guide Number
*1.	Scientific Method	Ph5231
2.	History of Modern Philosophy, Bacon to Kant	Ph5300
3.	Logic (if Introduction to Mathematical Logic not already taken)	Ph5220
4.	Epistemology and Metaphysics	Ph5310
*5.	(a) Social Philosophy	Ph5250
	or (b) Theories of Probability	Ph5223
6.	* (a) The Rise of Modern Science	Ph5240
	or (b) An essay written during the course of study	Ph5398
7.	One of the following:	
	(a) An essay written during the course of study (unless taken under 6)	Ph5398
	* (b) Political Philosophy	Gv3121
	* (c) Introduction to Social Anthropology	An1200
	(d) An approved economics paper	
	(e) The History of European Ideas since 1700	Hy3406
	(f) An approved modern foreign language	
	* (g) Elementary Linguistics (<i>not available 1988-89</i>)	Ln3810
	* (h) Introduction to Individual and Social Psychology	Ps5400
	† * (i) An approved mathematics paper	
	* (j) Elementary Statistical Theory	SM7201
	† * (k) Any other approved paper taught outside the Department of Philosophy	
†8.	An approved paper taught outside the Department of Philosophy	

*May be examined at the end of first year of Part II course.

†See pages 272-276

XXVII. Philosophy and Economics
For candidates entering Part II in and after October 1988

Paper Number	Paper Title	Course Guide Number
1.	History of Modern Philosophy	Ph5300
2. & 3.	Two of the following:	
* <i>(a)</i>	Scientific Method	Ph5231
* <i>(b)</i>	Social Philosophy	Ph5250
* <i>(c)</i>	Logic (if Introduction to Mathematical Logic not already taken)	Ph5220
* <i>(d)</i>	Theories of Probability	Ph5223
* <i>(e)</i>	Philosophy of Mathematics	Ph5315
* <i>(f)</i>	Epistemology and Metaphysics	Ph5300
*4.	Economic Principles	Ec1425
5.	<i>(a)</i> Problems of Applied Economics	Ec1500
or * <i>(b)</i>	Introduction to Economic Policy	Ec1450
6.	<i>(a)</i> History of Economic Thought	Ec1540
or <i>(b)</i>	with the approval of the teachers concerned, another approved paper in Economics	Ec1540
*7.	Introduction to Econometrics and Economic Statistics	Ec1430
8.	Philosophy of Economics	Ph5320

*May be examined at the end of first year of Part II course.

XXVII. Philosophy and Economics
For candidates entering Part II in or before 1987

Paper Number	Paper Title	Course Guide Number
*1.	Scientific Method	Ph5231
2.	History of Modern Philosophy	Ph5300
3.	One of the following:	
<i>(a)</i>	Social Philosophy	Ph5250
<i>(b)</i>	Logic (if Introduction to Mathematical Logic not already taken)	Ph5220
<i>(c)</i>	Theories of Probability	Ph5223
*4.	Economic Principles	Ec1425
5.	<i>(a)</i> Problems of Applied Economics	Ec1500
or * <i>(b)</i>	Introduction to Economic Policy	Ec1450
6.	<i>(a)</i> History of Economic Thought	Ec1540
or † <i>(b)</i>	with the approval of the teachers concerned, another approved paper in Economics	Ec1540
*7.	Introduction to Econometrics and Economic Statistics	Ec1430
8.	Philosophy of Economics	Ph5320

*May be examined at the end of first year of Part II course.

†See pages 272-276

Part II Subjects Taught "Outside the Department"

The following subjects are available in Part II as "papers taught outside the Department" i.e. papers listed as paper 7 or 8 and marked † in the regulations for Special Subjects in the preceding pages.

Selection of subjects should be made by students under the guidance of their Tutors.

A subject taken at Part I may not be taken again in Part II.

Unless otherwise noted, all subjects are available to second and third year students, subject to timetabling constraints.

Title	Course Guide Number
Accounting	
Elements of Accounting and Finance	Ac1000
Managerial Accounting	Ac1021
Financial Decision Analysis (Prerequisite Ac1000)	Ac1123
Anthropology	
Introduction to Social Anthropology	An1200
Political and Economic Anthropology	An1222
Kinship, Sex and Gender	An1220
The Anthropology of Religion (3rd-year course)	An1302
Economic History	
Class, Economy and Society since Industrialisation: Britain in Comparative Perspective	EH1603
Britain, America and the International Economy 1870 to the Present Day	EH1602
The Economic Development of Russia, Japan and India	EH1643
English Society in the Early Modern Period	EH1626
Economic and Social History of Britain since 1830 (<i>not available 1989-90</i>)	EH1630
Latin America, the Third World and the International Economy	EH1644
The World Economic Crisis, 1919-1945 (3rd-year course)	EH1737
Modern Business in Historical Perspective 1900-1980	EH1660
The Origins of the Modern Economy, Comparative Industrialisation in Britain and Western Europe before 1830 (<i>this course will be taught in alternate years</i>)	EH1645
Africa and the World Economy (3rd-year course)	EH1739
Economics	
Economics A1	Ec1401
Economics A2	Ec1400
Economics B	Ec1403
Economics C	Ec1408
Basic Mathematics for Economists	Ec1415
Mathematics for Economists	Ec1416
The Economics of Social Policy	Ec1420
Economic Principles	Ec1425
Labour Economics	Ec1452
Economic Analysis	Ec1426
History of Economic Thought (3rd-year course)	Ec1540
Economics of Industry	Ec1451
Introduction to Economic Policy	Ec1450
Comparative Economic Systems	Ec1454
The Economics of the Welfare State (3rd-year course)	Ec1543
Principles of Econometrics	Ec1561

Title	Course Guide Number
Environment and Planning (Geography)	
Geographical Perspectives on Modern Society	Gy1801
Methods in Geographical Analysis	Gy1816
The Location of Economic Activity	Gy1824
Urban Geography	Gy1822
Man and his Physical Environment	Gy1808
Historical Geography of the British Isles	Gy1829
Advanced Methods in Geographical Analysis	Gy1857
An approved Regional Study:	
British Isles	Gy1876
Europe	Gy1877
Soviet Union	Gy1878
North America II	Gy1887
Spatial Aspects of Economic Development (3rd-year course)	Gy1920
Social Geography: Spatial Change and Social Process	Gy1821
Resource and Environmental Management (by permission only)	Gy1943
Government	
Modern Politics and Government with Special Reference to Britain	Gv3010
History of Political Thought II	Gv3003
<i>(not available to candidates who have taken History of Political Thought I)</i>	
Public Policy: Political and Economic Aspects	Gv3036
Public Administration	Gv3035
Political Thought (a selected text) (3rd-year course)	Gv3130-3138
Political Philosophy	Gv3121
History of Political Thought III Special Period:	
(i) Ancient	Gv3123
(ii) Medieval/Renaissance	Gv3124
(iii) Modern	Gv3125
<i>(History of Political Thought III Special Period may only be chosen by candidates who have been examined in History of Political Thought I or History of Political Thought II in a previous year)</i>	
Political Thought: Special Topic	
(i) Language and Politics (3rd-year course)	Gv3126
(ii) Twentieth Century Political Thought (3rd-year course)	Gv3127
Politics and Government of an approved foreign country:	
U.S.A.	Gv3053
Russia	Gv3052
Germany	Gv3051
France	Gv3050
Eastern Europe	Gv3055
Scandinavia	Gv3056
Latin America	Gv3057
History of British Politics from the 17th to the late 19th Century	Gv3020
History of British Politics in the 20th Century	Gv3021
Comparative Political Institutions (<i>Not available in 1988-89</i>)	Gv3047
Political Ideas in the United Kingdom	Gv3026
Political Behaviour with Special Reference to the United Kingdom	Gv3027
Cabinet Government and the National Policy Process	Gv3028
Comparative Political Analysis	Gv3046

Title	Course Guide Number
Industrial Relations	
Industrial Relations	Id3220
The Economics of the Labour Market (not available as an outside option to students in special subjects I-VI. May not be combined with Labour Economics Ec1452)	Id3222
International History	
Political History 1789-1941	Hy3400
World History since 1890	Hy3403
The History of European Ideas since 1700	Hy3406
International History 1494-1815	Hy3500
International History 1815-1914	Hy3503
International History since 1914	Hy3506
Fascism and National Socialism in International Politics 1919-1945	Hy3538
War and Society 1600-1815	Hy3520
Rebellion and International Strife: Philip II and the North c. 1559-1598	Hy3566
<i>Non-specialists may choose any other paper offered by the Department, provided permission is obtained from the teacher concerned.</i>	
International Relations	
International Politics (two-year course)	IR3700
International Institutions	IR3703
Foreign Policy Analysis (two-year course)	IR3702
The Ethics of War (3rd-year course)	IR3755
The Politics of International Economic Relations (3rd-year course)	IR3752
Strategic Aspects of International Relations (3rd-year course)	IR3754
The International Legal Order (3rd-year course)	IR3750
European Institutions	IR3771
Language Studies	
One of the following languages:	
French	} two-year courses
German	
Russian	
Spanish	
Elementary Linguistics (not available 1988-89)	Ln3820
Language, Mind and Society (not available 1988-89)	Ln3821
Literature and Society in Britain (i) 1830-1900 (not available 1988-89)	Ln3822
Literature and Society in Britain (ii) 1900 Present Day	Ln3822
	Ln3833
	Ln3810
	Ln3831
	Ln3840
	Ln3841
Law	
Public International Law	LL5131
English Legal Institutions	LL5020
Elements of Labour Law	LL5062
Commercial Law	LL5060
Women and the Law	LL5135
Legislation (Essay)	LL5116
Legal and Social Change since 1750	LL5137
Philosophy	
Introduction to Logic	Ph5200
Problems of Philosophy and Methodology	Ph5211

Title	Course Guide Number
The Rise of Modern Science	Ph5240
History of Modern Philosophy (two-year course)	Ph5301
Scientific Method	Ph5230
Social Philosophy	Ph5250
Introduction to Mathematical Logic	Ph5201
Philosophy of Economics (Prerequisite Ph5211)	Ph5320
Methodology of the Social Sciences	Ph5251
(Prerequisite Ph5320) (May not be combined with Ph5320)	
Population Studies	
Population, Economy and Society	Pn7100
Demographic Description and Analysis	Pn7120
The Population History of England	Pn7121
The Demographic Transition and the Western World Today	Pn7122
Third World Demography	Pn7123
Demographic Methods and Techniques (May not be combined with Pn7120 Demographic Description and Analysis or Pn7126 Statistical Demography)	Pn7128
Family Composition in Developed and Developing Countries	Pn7125
Statistical Demography	Pn7126
Population, Family and Health in Britain and the West	Pn7129
Social Psychology	
Introduction to Individual and Social Psychology	Ps5400
Social Psychology (Prerequisite Ps5400)	Ps5423
Cognitive Science (Prerequisite Ps5400)	Ps5424
Collective Psychologies and Sociological Forms of Social Psychology (Prerequisite Ps5400) (Ps5532 not available 1988-89)	Ps5523
	and Ps5532
Social Administration	
Introduction to Social Policy	SA5600
Social Administration	SA5620
Social Policy	SA5720
Sociology of Deviance and Control	SA5734
Educational Policy and Administration	SA5730
Personal Social Services	SA5731
Housing and Urban Structure	SA5732
Health Policy and Administration	SA5733
Race Relations and Ethnic Minority Groups	SA5754
Social Security Policy	SA5735
The Finance of the Social Services (not available 1988-89)	SA5755
Women, The Family and Social Policy in 20th Century Britain (not available 1988-89)	SA5726
Sociology	
Principles of Sociology	So5802
Social and Moral Philosophy	So5810
The Social Structure of Modern Britain	So5809
Comparative Social Structures I: Complex	So5820
Pre-Industrial Societies	
Political Sociology	So5880
Sociological Theory	So5821
Sociology of Sex and Gender Roles: Women in Society	So5918
Comparative Social Structures II: Industrial Societies	So5830

Title

Urban Sociology (<i>not available 1988-89</i>)
Criminology
Theories and Problems of Nationalism
Sociology of Development (<i>not available 1988-89</i>)
Sociology of Deviant Behaviour
Sociology of Religion (<i>not available 1989-90</i>)
Sociology of Medicine

Non-specialists may choose any other paper offered by the Department subject to the candidate having taken the appropriate prerequisite (please see Study Guides).

Statistical and Mathematical Sciences

Mathematical Methods	SM7000
Elementary Statistical Theory	SM7201
Basic Statistics	SM7200
Introduction to Analysis and Set Theory	SM7002
Topology and Convexity	SM7021
Further Mathematical Methods	SM7020
Introduction to Econometrics and Economic Statistics	Ec1430
Probability, Distribution Theory and Inference	SM7220
Actuarial Investigations	SM7260
Actuarial Life Contingencies	SM7261
Marketing and Market Research	SM7231
Operational Research Methods	SM7345
Numerical Computing	SM7332
<i>and</i>	
Artificial Intelligence Techniques and Tools	SM7333
Game Theory	SM7025
Statistical Techniques for Management Sciences	SM7230
Decision Analysis	SM7216
Further Analysis	SM7030
Ideas in Mathematics and Science	SM7024
Further Algebra	SM7040
Elements of Management Mathematics	SM7340
Model Building in Operational Research (3rd-year course)	SM7347
Information Systems Development	SM7223
Any <i>two</i> half subjects out of:	
Programming in Pascal	SM7302
Introduction to Computing	SM7304
Data Management Systems	SM7305

Course Guide
Number

So5916
So5919
So5883
So5822
So5920
So5921
So5922

Course Unit Degrees

The School registers students for the B.Sc. and B.A. degrees by course units. A course unit is defined as one third of the amount of study which an adequately prepared student can reasonably be expected to complete in a year; that is to say one third of the total work load which every student who is capable of obtaining a degree at all should be able to manage. To obtain the degree candidates must complete, to the satisfaction of the School, courses valued at a minimum of nine course units and must satisfy the examiners in courses to the value of at least nine course units.

All students should read the full regulations for the degree: they may be obtained from the Registry at the School.

The following Main Fields of study within which candidates may qualify for Honours, are available:

B.Sc. Degree

Geography
Mathematics, Statistics, Computing and Actuarial Science
Management Sciences
Mathematics and Philosophy
Social Policy and Administration
Social Psychology
Sociology

B.A. Degree

Geography
Social Anthropology

Chemistry and Philosophy of Science (Candidates are registered at King's College and attend the LSE on an intercollegiate basis for courses in Philosophy).

1 Geography

Courses are given in the Joint School of Geography at LSE and King's College and teaching is provided by both Colleges.

- 1.1 Candidates for Honours will be expected to take subjects to the value of four course-units in each of the three years of the degree course.
- 1.2 First year subjects will be included in the assessment for Honours, though they will not have weight equal to second and third year subjects.
- 1.3 A candidate is required to take the following subjects:

Paper Number	Paper Title	Course Guide Number
<i>Year 1</i>		
Four-course units		
1.	Physical Geography	Gy1812
2.	Geographical Perspectives on Modern Society	Gy1801
3.	Methods in Geographical Analysis	Gy1816
†4.	An approved LSE course outside Geography	
<i>Year 2</i>		
Four course-units, at least two must be selected from 5-11		
5.	The Location of Economic Activity	Gy1824
6.	Social Geography: Spatial Change and Social Process	Gy1821
7.	Man and his Physical Environment	Gy1808
8.	Urban and Regional Planning	Gy1926
9.	Geomorphology I	Gy1840
either 10.	Advanced Methods in Geographical Analysis	Gy1857
or 11.	Techniques in Physical Geography	Gy1817
12.	Historical Geography of the British Isles	Gy1829
13.	Urban Geography	Gy1822

†See pages 289-292

Paper Number	Paper Title	Course Guide Number
14.	Environmental Change	Gy1962
15.	Soils and Biogeography (<i>not available 1988-89</i>)	Gy1841
16.	Hydrology and Water Resources (<i>not available 1988-89</i>)	Gy1844
†17.	An approved LSE subject outside Geography	
18.	An approved inter-collegiate course	
Year 3	Four course-units which must include number 19. Not more than two course-units may be taken from 32-37 inclusive.	
19.	Essay of not more than 7,500 words on an approved topic, to be submitted not later than the first day of the Summer Term of the Third Year	Gy1998
20.	Spatial Aspects of Economic Development	Gy1920
21.	Transport: Environment and Planning (<i>may be taken as a 2nd-year course in 1988-89</i>)	Gy1942
22.	Resource and Environmental Planning	Gy1943
23.	Social Geography of Urban Change	Gy1929
24.	Comparative Studies in Spatial Policy	Gy1931
25.	Urban Politics: a Geographical Perspective (<i>not available 1988-89</i>)	Gy1919
26.	Geography of Rural Development	Gy1922
27.	Map Design and Evaluation (half-unit)	Gy1950
28.	Advanced Cartography (half-unit)	Gy1951
29.	Geomorphology II (Paleogeomorphology)	Gy1966
30.	Third World I	Gy1884
31.	British Isles	Gy1876
32.	Europe	Gy1877
33.	Soviet Union	Gy1886
34.	Latin America I (half-unit) (<i>not available 1988-89</i>)	Gy1882
35.	Latin America II (half-unit)	Gy1883
36.	North America I (half-unit)	Gy1880
37.	North America II	Gy1887
38.	A course from second year list if not already taken (N.B. Pre-requisites for third year courses must be taken in the second year.)	
39.	Courses to the value of one unit from LSE and outside Geography	
40.	Approved intercollegiate courses to the value of one unit	

2 Mathematics, Statistics, Computing and Actuarial Science

- 2.1 Candidates will normally be expected to take courses to the value of four course units during each of the three years of study.
- 2.2 The field or fields in which honours are awarded depends on the courses chosen. The normal basic requirements for each field are listed below. The remaining courses are chosen under tutorial guidance.
- Mathematics: Courses 1, 2, 10, 11 and two from 12-16, 21, 22.
 Statistics: Courses 3, 4, 17, 30, 31, 32.
 Computing: Courses 3, 5(a), 5(b), 40, 41, 48, 52 and two units from 42, 43, 45, 47, 49, 50, 51, 53
- Actuarial Science: Courses 3, 4, 6, 7(a)(ii), 17, 30, 34, 60, 61, 63.
 (If 6(b) is taken, 63 may be omitted.)

†See pages 289-292

- 2.3 A student may also qualify for combined honours.
- Mathematics/
Statistics: Courses 1, 2 or 3, 4, 10 or 11, 17, 30, one from 11-16, 31 or 32.
- Statistics/
Computing: Courses 3, 4, 17, 30, 5(b), one unit from 31, 32, 33, 34, and two units from 5A, 40, 41, 42, 43, 49, 50, 51, 53.
- Mathematics/
Computing: Courses 1 or 2, 3, 10 or 11, 17, 5(a) or 5(b) or 5(c), either 42 and 43, or 45, one unit from 40, 41, 49, 50, 51, 52, and one further course from 10-16.
- Actuarial Science/
Statistics: Courses 3, 4, 6, 17, 30, 34, 63 and two from 7(a)(ii), 60, 61. (If 6(b) is taken, 63 may be omitted.)

Paper Number	Paper Title	Unit Value	Course Guide Number
First Year			
1.	Introduction to Analysis and Set Theory	1	SM7002
2.	Introduction to Algebra	1	SM7001
3.	Mathematical Methods	1	SM7000
4.	Elementary Statistical Theory	1	SM7201
5.	(a) Programming in Pascal	1	SM7302
	and		
	Data Structures		SM7303
(b)	Introduction to Computing	1	SM7304
	and		
	Data Management Systems		SM7305
(c)	Programming in Pascal	1	SM7302
	and		
	Data Management Systems		SM7305
6.	At most one course from:		
(a)	Economics A2	1	Ec1400
(b)	Economics B	1	Ec1403
(c)	Economics C	1	Ec1408
7.	At most one course from:		
(a)	(i) Elements of Accounting and Finance	1	Ac1000
or	(ii) Elements of Accounting and Investment for Actuarial Science (<i>available to Actuarial Students only</i>)	1	Ac1001
(b)	Introduction to Mathematical Logic	1	Ph5201
(c)	Introduction to Individual and Social Psychology	1	Ps5400
(d)	A course from the list of course units available to non-specialists	1	

Second and Third Years Mathematics

10.	Further Analysis (<i>to follow course 1</i>)	1	SM7030
11.	Further Algebra (<i>to follow course 2</i>)	1	SM7040
12.	Topology and Convexity	1	SM7021
13.	Infinite Abelian Groups	1	SM7042
14.	Category Theory	1	SM7041
15.	Game Theory	1	SM7025
16.	Sets and Models (<i>to follow course 7b</i>)	1	SM7031

Paper Number	Paper Title	Unit Value	Course Guide Number
17.	Further Mathematical Methods (to follow course 3)	1	SM7020
18.	Incompleteness and Undecidability (not available 1988-89)	1	Ph5222
19.	Ideas in Mathematics and Science	1	SM7024
20.	Philosophy of Mathematics	1	Ph5315
21.	Graphs and Combinatorics	1	SM7063
22.	Measure, Probability and Integration (to follow course 10)	1	SM7061
Statistics			
30.	Probability, Distribution Theory and Inference (to follow course 4)	1	SM7220
31.	Statistical Theory (3rd-year course)	1	SM7241
32.	Statistical Techniques and Packages (3rd-year course)	1	SM7240
33.	Statistical Techniques for Management Sciences (not to be taken with 31, 32 or 34)	1	SM7230
34.	Statistical Methods for Actuarial Science (3rd-year course; not to be taken with 31 or 33)	1	SM7250
35.	Statistical Demography	1	Pn7126
36.	Econometric Theory	1	Ec1575
37.	Decision Analysis (to follow courses 3 and 4)	1	SM7216
Computing and Operational Research			
40.	Information Systems Development (to follow course 5)	1	SM7323
41.	Applications of Computers	1	SM7321
42.	Numerical Computing	$\frac{1}{2}$	SM7332
43.	Artificial Intelligence Techniques and Tools	$\frac{1}{2}$	SM7333
45.	Operational Research Methods	1	SM7345
47.	Model Building in Operational Research (to follow course 45)	1	SM7347
48.	Software Engineering	1	SM7334
49.	Networks and Distributed Systems	$\frac{1}{2}$	SM7327
50.	Computer Architectures	$\frac{1}{2}$	SM7326
51.	Knowledge Management Using Expert Systems	$\frac{1}{2}$	SM7324
52.	Data Base Systems	$\frac{1}{2}$	SM7325
53.	Computer Graphics	$\frac{1}{2}$	SM7335
Actuarial Science and Economics			
60.	Actuarial Investigations: Statistical and Financial	1	SM7260
61.	Actuarial Life Contingencies	1	SM7261
62.	Financial Decision Analysis (to follow course 7(a))	1	Ac1123
63.	(a) Economic Principles (to follow course 6)	1	Ec1425
	(b) Economic Analysis (to follow course 6)	1	Ec1426
64.	Theory of Business Decisions (to follow course 6)	1	Ec1453
65.	Economics of Investment and Finance (to follow course 54)	1	Ec1542
66.	Economics of Industry	1	Ec1451
67.	Topics in Quantitative Economics	1	Ec1579

Other Courses

Courses to the value of at most two course-units from:

Paper Number	Paper Title	Unit Value	Course Guide Number
70.	A course in Social Psychology	1	
72.	A course or courses from the list of course units available to non-specialists (timetable permitting)		

Subject to departmental approval, students may also offer first year courses which they have not taken or, where practicable courses taught at other colleges of the University. (These courses sometimes occupy half a year and are valued at half a unit. Students should not offer an odd number of such half units.) Note that 13 and 14 are offered in alternate years.

3 Management Sciences

- 3.1 Candidates will normally be expected to take courses to the value of four course units in each of the three years of the course of study.
- 3.2 In assessing candidates for Honours, achievement in Part B will be given more weight than in Part A.
- 3.3 A candidate is required to take the following courses:

Part A: Foundation courses to be completed in the first and second years.

Candidates with 'A' level mathematics or its equivalent normally take the five foundation courses 2 to 6 below. Four of them will be taken in the first year and one in the second year. The order in which they are taken must be agreed by the candidates' teachers. Candidates without 'A' level mathematics or its equivalent normally take all six foundation courses. The courses 1 to 4 will be taken in the first year and courses 5 and 6 in the second year.

Paper Number	Paper Title	Unit Value	Course Guide Number
1.	Basic Mathematics for Economists	1	Ec1415
2.	Programming in Pascal and Data Management Systems	1	SM7302
3.	(a) Economics A2	1	Ec1400
	or (b) Economics B	1	Ec1403
	or (c) Economics C	1	Ec1408
4.	Elements of Accounting and Finance	1	Ac1000
5.	Mathematical Methods	1	SM7000
6.	Elementary Statistical Theory	1	SM7201

Part B: Specialist courses to be taken in the second and third years.

All candidates are normally required to take the following courses (prerequisites in brackets):

7.	Operational Research Methods (5,6)	1	SM7345
8.	Statistical Techniques for Management Sciences (5,6)	1	SM7230
At least one paper from 9 to 19.			
9.	Systems Analysis and Design (2)	1	SM7323
10.	Applications of Computers (9)	1	SM7321
11.	Two out of the following:		
	Data Structures	$\frac{1}{2}$	SM7303
	Knowledge Management Using Expert Systems	$\frac{1}{2}$	SM7324
	Data Base Systems	$\frac{1}{2}$	SM7325
	Networks and Distributed Systems	$\frac{1}{2}$	SM7327
	Computer Architectures	$\frac{1}{2}$	SM7326

Paper Number	Paper Title	Unit Value	Course Guide Number
12.	Marketing and Market Research (6)	1	SM7231
13.	Model Building in Operational Research (7)	1	SM7347
14.	Applied Management Sciences	1	SM7360
15.	Decision Analysis (5,6)	1	SM7216
16.	Further Mathematical Methods (5)	1	SM7020
17.	Game Theory (17), (21b)	1	SM7025
18.	Software Engineering	1	SM7334
19.	Two out of the following: Numerical Computing Artificial Intelligence Techniques and Tools Computer Graphics	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	SM7332 SM7333 SM7335
20.	Graphs and Combinatorics (5)	1	SM7063
At least one paper from 21 to 29			
21.	(a) Economic Principles or (b) Economic Analysis (3, 5)	1	Ec1425 Ec1426
22.	Theory of Business Decisions (3, 21a)	1	Ec1453
23.	Economics of Industry (3, 21a)	1	Ec1451
24.	Principles of Econometrics (5,6)	1	Ec1561
25.	Financial Decision Analysis (4)	1	Ac1123
26.	Organisational Theory and Behaviour	1	Id3221
27.	(a) Elements of Labour Law or (b) Commercial Law	1	LL5062 LL5060
28.	Introduction to Individual and Social Psychology	1	Ps5400
29.	Managerial Accounting	1	Ac1021

Subject to departmental approval, and provided that at least one paper is taken from 9 to 20 and one from 21 to 29, candidates may substitute for the papers 9 to 29 up to two other papers from those taught within the School or at other colleges of the University.

4 Mathematics and Philosophy

- 4.1 Candidates will normally be expected to take courses to the value of four course units in each of the three years of the course of study.
- 4.2 All students take courses 1-6, 7 or 8, 18 and 19. The remaining courses are selected under tutorial guidance from the other courses listed. At least one of 5 and 6 and at least one of 7 and 8 must be taken in the second year.

Paper Number	Paper Title	Unit Value	Course Guide Number
First Year			
1.	Introduction to Analysis and Set Theory	1	SM7002
2.	Introduction to Algebra	1	SM7001
3.	Introduction to Mathematical Logic	1	Ph5201
4.	Problems of Philosophy and Methodology	1	Ph5211
Second and Third Years			
5.	Incompleteness and Undecidability (not available 1988-89)	1	Ph5222
6.	Sets and Models	1	SM7031
7.	Further Analysis	1	SM7030
8.	Further Algebra	1	SM7040
9.	Topology and Convexity	1	SM7021

Paper Number	Paper Title	Unit Value	Course Guide Number
10.	Game Theory	1	SM7025
11.	Infinite Abelian Groups	1	SM7042
12.	Category Theory (not available 1988-89)	1	SM7041
13.	Scientific Method	1	Ph5231
14.	The Rise of Modern Science	1	Ph5240
15.	Epistemology and Metaphysics	1	Ph5310
16.	Ideas in Mathematics and Science	1	SM7024
17.	An essay of 5,000-7,000 words written during the course of study on an approved topic in Philosophy	1	Ph5398
18.	History of Modern Philosophy, Bacon to Kant (two-year course)	1	Ph5300
19.	Philosophy of Mathematics	1	Ph5315
20.	Theories of Probability	1	Ph5223

(Note that 11 and 12 are offered in alternate years.)

5 Social Anthropology

- 5.1 Candidates for Honours are required to take courses to the value of ten course units during three years. They will normally be taken in the following sequences: three in the first year, three in the second year and four in the third year.
- 5.2 There will be no exemption from first year courses.
- 5.3 The level of Honours awarded to a candidate will be determined largely by the assessments and examinations of courses taken in the second and third years. Less weight will be given to performance in courses in the first year.
- 5.4 A candidate is required to take the following courses:

Paper Number	Paper Title	Unit Value	Course Guide Number
First Year			
1.	Introduction to Social Anthropology	1	An1200
2.	Ethnography and Theory: Selected Texts	1	An1204
3.	An approved course or courses to the value of one course-unit from the list of course units available to non-specialists.	1	—
Second Year			
4.	Political and Economic Anthropology	1	An1222
5.	Kinship, Sex and Gender	1	An1220
6.	A course or courses to the value of one course-unit selected from those listed under Topics in Social Anthropology below.	1	—
Third Year			
7.	Advanced Theory of Social Anthropology	1	An1300
8.	The Anthropology of Religion	1	An1302
9 & 10.	Courses to the value of two course-units selected from those listed under Topics in Social Anthropology below.	2	—

Topics in Social Anthropology

(The courses offered under this heading will vary from year to year. The courses listed below are the courses to be offered in 1988/89. The department will announce details of courses to be taught in the following session at the end of Lent Term each year.)

Study Guide Number	Paper Title	Unit Value
An1398	Special Essay Paper in Social Anthropology	1
An1331	Anthropological Linguistics (<i>Not available 1988-89</i>)	1
An1330	Social Aspects of Political and Economic Development (<i>not available 1988-89</i>)	1
Ln3831	Language, Mind and Society (<i>Not available 1988-89</i>) (<i>for students who have already taken An1331 Anthropological Linguistics</i>)	1
An1346	The Anthropology of Hinduism and Indian Society	1
An1347	Advanced Ethnography, Hunters and Gatherers of Sub-Saharan Africa	$\frac{1}{2}$
—	A course or courses to the value of one course-unit on an approved subject.	$\frac{1}{2}$ or 1
An1311	Advanced Ethnography, Latin America: Lowlands	$\frac{1}{2}$
An1312	Advanced Ethnography, Latin America: Highlands (The Andes)	$\frac{1}{2}$
An1316	Advanced Ethnography, Melanesia	$\frac{1}{2}$
An1315	Advanced Ethnography, Australian Aborigines (<i>not available 1988-89</i>)	$\frac{1}{2}$
An1342	Urban Anthropology (<i>not available 1988-89</i>)	$\frac{1}{2}$
An1343	Anthropology of Death (<i>not available 1988-89</i>)	$\frac{1}{2}$

6 Social Policy and Administration

- 6.1 Candidates are required to take courses to the value of four course-units in each year. Courses will normally be examined at the end of the session in which they are taught.
- 6.2 The level of Honours awarded to a candidate will be determined largely by the assessments and examinations of courses taken in the second and third years. Less weight will be given to performance in courses in the first year.
- 6.3 A candidate is required to take the following courses:

Paper Number	Paper Title	Unit Value	Course Guide Number
First Year			
1.	History of Social Policy in the 19th and 20th Centuries	1	SA5612
2.	Sociology and Social Policy	1	SA5613
3.	Social Economics	1	SA5614
4.	An approved course or courses to the value of one course-unit outside Social Administration	—	—
Second Year			
5.	Social Administration	1	SA5620
6.	Social Structure and Social Policy	1	SA5623
7.	Methods of Social Investigation	1	SA5622
8.	One of the following		
(a)	Educational Policy and Administration	1	SA5730
(b)	Personal Social Services	1	SA5731
(c)	Housing and Urban Structure	1	SA5732
(d)	Health Policy and Administration	1	SA5733
(e)	Sociology of Deviance and Control	1	SA5734
(f)	Social Security Policy	1	SA5735

Paper Number	Paper Title	Unit Value	Course Guide Number
(g)	Sociology of Sex and Gender Roles	1	So5918
(h)	Women, The Family and Social Policy in 20th Century Britain (<i>not available 1988-89</i>)	1	SA5756
(i)	Race Relations and Ethnic Minority Groups	1	SA5754
(j)	Psychology and Social Policy (<i>not available 1988-89</i>)	1	SA5753
(k)	The Finance of the Social Services (<i>not available 1988-89</i>)	1	SA5755
(l)	An approved course or courses to the value of one course-unit outside Social Administration (which may be taken in either the second or third year)	—	—
Third Year			
9.	Social Policy	1	SA5720
10.	Social and Political Theory	1	SA5725
11.	A long essay on an approved topic	1	SA5799
12.	A paper listed under paper 8 not already taken	1	—

7 Social Psychology

- 7.1 Candidates are normally required to take courses to the value of twelve course units during the three years of study.
- 7.2 In the final year each candidate is required to carry out a research project under the supervision of a member of staff.
- 7.3 The level of Honours awarded to a candidate will be determined largely by the assessments and examinations of courses taken in the second and third years. Less weight will be given to performance in courses in the first year.
- 7.4 A candidate is required to take the following courses:

Paper Number	Paper Title	Unit Value	Course Guide Number
First Year			
1.	Introduction to Individual and Social Psychology	1	Ps5400
2.	Methods of Psychological Research I: General and Statistical	1	Ps5406
3.	Social and Biological Processes in Behaviour	1	Ps5404
4.	Course outside Psychology	1	—
Second Year			
5.	Social Psychology	1	Ps5423
6.	Cognitive Science	1	Ps5424
7.	Methods of Psychological Research II: Social and Statistical	1	Ps5420
8.	Course outside Psychology	1	—
Third Year			
For candidates beginning in or before October 1986			
9.	Advanced Study of Psychological Processes	1	Ps5501
10.	Methods of Psychological Research III: Project and Data Analysis	1	Ps5500
11 & 12.	Two half-unit papers selected from the following:		
(a)	Cognitive Development	$\frac{1}{2}$	Ps5521
(b)	Cognitive Structures (<i>not available 1988-89</i>)	$\frac{1}{2}$	Ps5522
(c)	Collective Psychologies	$\frac{1}{2}$	Ps5523
(d)	Personality and Psychopathology	$\frac{1}{2}$	Ps5524

Paper Number	Paper Title	Unit Value	Course Guide Number
(e)	Social Psychology of Health	1/2	Ps5525
(f)	Artificial Intelligence	1/2	Ps5533
(g)	with the approval of the department, a paper not already taken under papers 13 & 14		
13 & 14.	Two half-unit papers selected from the following:		
(a)	Applied Development Psychology	1/2	Ps5526
(b)	Life-Span Development	1/2	Ps5527
(c)	Personality and Social Pathology	1/2	Ps5528
(d)	Psychological Aspects of Legal Processes	1/2	Ps5529
(e)	The Social Psychology of Conflict	1/2	Ps5530
(f)	The Social Psychology of the Media	1/2	Ps5531
(g)	Sociological Forms of Social Psychology (not available 1988-89)	1/2	Ps5532
(h)	with the approval of the department, a paper not already taken under papers 11 & 12		
Third Year			
For candidates beginning in and after October 1987			
9 & 10.	Students would select <i>two</i> full units. <i>Three</i> full units would normally be offered in any one session		
(a)	Issues in the History and Philosophy of Psychology	1	Ps5503
(b)	Cognition and Social Behaviour	1	Ps5504
(c)	Social Psychology and Society	1	Ps5505
(d)	Applied Information Processing	1	Ps5506
11 & 12.	Students would select <i>two</i> half units. <i>Eight</i> half units would normally be offered in any one session		
(a)	Social Representations	1/2	Ps5534
(b)	Artificial Intelligence	1/2	Ps5533
(c)	Cognitive Development	1/2	Ps5521
(d)	Personality and Psychopathology	1/2	Ps5524
(e)	Psychotherapies	1/2	Ps5535
(f)	The Psychology of Economic Life	1/2	Ps5536
(g)	The Social Psychology of the Media	1/2	Ps5531
(h)	Social Psychology of Health	1/2	Ps5525
(i)	Decision Making and Decision Support Systems	1/2	Ps5537
(j)	Psychology of Gender	1/2	Ps5538
(k)	Psychological Aspects of Legal Processes	1/2	Ps5529
(l)	Issues in Social Psychology	1/2	Ps5539
13.	Methods of Psychological Research III	1	Ps5500

8 Sociology

For candidates beginning in and after October 1987

- 8.1 Candidates are required to take courses to the value of twelve course units, with a minimum of four course units each year. Courses will normally be examined at the end of the session in which they are taught.
- 8.2 To qualify for Honours in Sociology a candidate is required to complete seven course units in Sociology, including the four compulsory courses and to pass in Sociology courses to the value of five course units.
- 8.3 In addition a candidate will be required to complete the course Methods of Statistical Analysis.

- 8.4 The compulsory course unit Issues and Methods of Social Research may be taken in any one of the three years.
- 8.5 A candidate may take up to five course units in courses outside Sociology.
- 8.6 A candidate will be required to submit a report of not more than 10,000 words on a sociological topic to be approved by the convener of the department of Sociology in substitution for any optional course in Sociology. The report (Unit Essay) must be presented not later than 1 May in the academic year of submission.
- 8.7 A candidate is required to take the following courses:

Paper Number	Paper Title	Unit Value	Course Guide Number
First Year			
1.	Principles of Sociology	1	So5802
2.	Methods of Statistical Analysis	1	SM7215
3.	A course or courses to the value of one unit from outside Sociology	1	—
4.	A course or courses to the value of one unit from inside or outside Sociology	1	—
Second Year			
1.	Sociological Theory	1	So5821
2, 3 & 4.	Courses to the value of three units from inside or outside Sociology	3	—
Third Year			
1.	Basic Issues in Comparative Sociology	1	So5822
2, 3 & 4.	Courses to the value of three units from inside or outside Sociology	3	—
(Note: these must include Issues and Methods of Social Research unless already taken)			
Courses inside Sociology — please see list below			
Courses outside Sociology — please see list below			

For candidates beginning in or before October 1986

- 8.1 Candidates are required to take courses to the value of twelve course units, with a minimum of four course units each year. Courses will normally be examined at the end of the session in which they are taught.
- 8.2 To qualify for Honours in Sociology a candidate is required to complete seven course units in Sociology, including the five compulsory courses and to pass in Sociology courses to the value of five course units.
- 8.3 In addition a candidate will be required to complete the course Methods of Statistical Analysis.
- 8.4 The compulsory course unit Issues and Methods of Social Research may be taken in any one of the three years.
- 8.5 A candidate may take up to five course units in courses outside Sociology.
- 8.6 A candidate will be permitted to submit a report of not more than 10,000 words on a sociological topic to be approved by the convener of the department of Sociology in substitution for any optional course in Sociology. The report (Unit Essay) must be presented not later than 1 May in the academic year of submission.
- 8.7 A candidate is required to take the following courses:

Paper Number	Paper Title	Unit Value	Course Guide Number
First Year			
1.	Principles of Sociology	1	So5802
2.	Methods of Statistical Analysis	1	SM7215
3.	A course or courses to the value of one unit from outside Sociology	1	—
4.	A course or courses to the value of one unit from inside or outside Sociology	1	—
Second Year			
1.	Comparative Social Structures: I	1	So5820
2.	Sociological Theory	1	So5821
3 & 4.	Courses to the value of two units from inside or outside Sociology	2	—
Third Year			
1.	Comparative Social Structures: II	1	So5830
2,3&4.	Courses to the value of three units from inside or outside Sociology (Note: these must include Issues and Methods of Social Research unless already taken)	3	—

Courses inside Sociology — please see list below

Courses outside Sociology — please see list below

Optional Courses

Courses in Sociology	Normally Taken in Year	Unit Value	Course Guide Number
Issues and Methods of Social Research	1,2 or 3	1	So5801
Social and Moral Philosophy	1,2 or 3	1	So5810
Social Philosophy	2 or 3	1	Ph5250
The Social Structure of Modern Britain	1,2 or 3	1	So5809
The Social Structure of the Soviet Union	2 or 3	1	So5860
The Development of Modern Japanese Society	2 or 3	1	So5861
Social Structure and Politics in Latin America	2 or 3	1	So5862
Political Sociology	2 or 3	1	So5880
Political Processes and Social Change (not available 1988-89)	2 or 3	1	So5881
Sociology of Work, Management and Employment	2 or 3	1	So5923
Sociology of Religion (not available 1989-90)	1,2 or 3	1	So5921
Sociology of Medicine	2 or 3	1	So5922
Urban Sociology (not available 1988-89)	2 or 3	1	So5916
Sociology of Development (not available 1988-89)	2 or 3	1	So5882
Criminology	2 or 3	1	So5919
Sociology of Deviant Behaviour	2 or 3	1	So5920
Society and Literature	2 or 3	1	So5945

	Normally Taken in Year	Unit Value	Course Guide Number
Sociology of Sex and Gender Roles: Women in Society	2 or 3	1	So5918
Race Relations and Ethnic Minority Groups	2 or 3	1	SA5754
Theories and Problems of Nationalism	2 or 3	1	So5883
The Psychoanalytic Study of Society	1,2 or 3	1	So5960
Evolution and Social Behaviour	1,2 or 3	1	So5961
Unit Essay	3	1	So5831

Courses outside Sociology — please see list below.

List of course units available for selection by non-specialists where the regulations for the Main Field of study permit, subject to the approval of their tutors and the teaching department and to the successful completion of prerequisites where necessary.

Course	Normally Taken in Year	Unit Value	Course Guide Number
Anthropology			
Introduction to Social Anthropology	any	1	An1200
Ethnography and Theory: Selected Texts	any	1	An1204
Kinship, Sex and Gender	2 or 3	1	An1220
Political and Economic Anthropology	2 or 3	1	An1222
The Anthropology of Religion	3	1	An1302
Economic History			
Britain, America and the International Economy, 1870 to the Present Day	any	1	EH1602
Modern Business in Historical Perspective, 1900-1980	2 or 3	1	EH1660
Economic and Social History of Britain since 1830 (not available 1989-90)	2 or 3	1	EH1630
Latin America, the Third World and the International Economy	2 or 3	1	EH1644
Economy, Society and Politics in London, 1800-1914	3		EH1736
The Origins of the Modern Economy, Comparative Industrialisation in Britain and Western Europe before 1830	2 or 3	1	EH1645
English Society in the Early Modern Period	2 or 3	1	EH1626
Economics			
Economics A2	any	1	Ec1400
Economics of Social Policy	2 or 3	1	Ec1420
Geography			
Geographical Perspectives on Modern Society	any	1	Gy1801
Methods in Geographical Analysis	2 or 3	1	Gy1816
Location of Economic Activity	2 or 3	1	Gy1824
Urban and Regional Planning	2 or 3	1	Gy1926
Historical Geography of the British Isles	2 or 3	1	Gy1829
Urban Geography	2 or 3	1	Gy1822

Course	Normally Taken in Year	Unit Value	Course Guide Number
Government			
Modern Politics and Government with Special Reference to Britain	any	1	Gv3010
International History			
English History 1399-1603	any	1	Hy3423
British History 1603-1760	any	1	Hy3429
British History 1760-1914	any	1	Hy3432
International History 1815-1914	any	1	Hy3503
International History since 1914	2 or 3	1	Hy3506
Industrial Relations			
Industrial Relations	2 or 3	1	Id3220
The Economics of the Labour Market (may not be combined with Labour Economics Ec1452)	2 or 3	1	Id3222
International Relations			
The Structure of International Society	1	1	IR3600
International Politics	two-year	1	IR3700
Language Studies			
Elementary Linguistics (<i>not available 1988-89</i>)	any	1	Ln3810
Language, Mind and Society (<i>not available 1988-89</i>)	2 or 3	1	Ln3831
Literature and Society in Britain 1830-1900 (<i>not available 1988-89</i>)	any	1	Ln3840
Literature and Society in Britain 1900 to the present day	any	1	Ln3841
French Part I	any	1	Ln3800
Law			
English Legal Institutions	any	1	LL5020
Public International Law	any	1	LL5131
Introduction to the Anthropology of Law	2 or 3	1	LL5138
Women and the Law	2 or 3	1	LL5135
Mathematics			
Basic Mathematics for Economists	any	1	Ec1415
Mathematics for Economists	any	1	Ec1416
Mathematical Methods	any	1	SM7000
Introduction to Analysis and Set Theory	any	1	SM7002
Introduction to Computing	1,2 or 3	$\frac{1}{2}$	SM7304
<i>and</i>			
Data Management Systems	1,2 or 3	$\frac{1}{2}$	SM7305
Philosophy			
Problems of Philosophy and Methodology	any	1	Ph5211
Introduction to Logic	any	1	Ph5200
Social Philosophy	2 or 3	1	Ph5250
Methodology of the Social Sciences (Prerequisite Ph5211)	2 or 3	1	Ph5251
Scientific Method (Prerequisite Ph5211)	2 or 3	1	Ph5231
Population Studies			
Population, Economy and Society	any	1	Pn7100

Course	Normally Taken in Year	Unit Value	Course Guide Number
Demographic Description and Analysis	2 or 3	1	Pn7120
The Demographic Transition and the West World Today	2 or 3	1	Pn7122
Third World Demography	2 or 3	1	Pn7123
Demographic Methods and Techniques (May not be combined with Pn7120)	2 or 3	1	Pn7128
Demographic Description and Analysis or with Pn7126 Statistical Demography)			
Family Composition in Developed and Developing Countries	2 or 3	1	Pn7125
Population, Family and Health in Britain and the West	2 or 3	1	Pn7129
Social Administration			
Introduction to Social Policy	any	1	SA5600
Social Administration	2 or 3	1	SA5620
Social Policy	2 or 3	1	SA5720
Sociology of Deviance and Control	2 or 3	1	SA5734
Educational Policy and Administration	2 or 3	1	SA5730
Personal Social Services	2 or 3	1	SA5731
Housing and Urban Structure	2 or 3	1	SA5732
Health Policy and Administration	2 or 3	1	SA5733
Race Relations and Ethnic Minority Groups	2 or 3	1	SA5754
Social Security Policy	2 or 3	1	SA5735
The Finance of the Social Services (<i>not available 1988-89</i>)	2 or 3	1	SA5755
Women, The Family and Social Policy in 20th Century Britain (<i>not available 1988-89</i>)	2 or 3	1	SA5756
Social Psychology			
Introduction to Individual and Social Psychology	any	1	Ps5400
Social Psychology	2 or 3	1	Ps5423
(Prerequisite Ps5400)			
Cognitive Psychology	2 or 3	1	Ps5424
(Prerequisite Ps5400)			
Collective Psychologies and Sociological Forms of Social Psychology (Prerequisite Ps5400)	3	1	Ps5523 and Ps5532
(<i>not available 1988-89</i>)			
Sociology			
Principles of Sociology	any	1	So5800
Social and Moral Philosophy	any	1	So5810
The Social Structure of Modern Britain	any	1	So5809
Political Sociology	2 or 3	1	So5880
Sociological Theory	2 or 3	1	So5821
Sociology of Sex and Gender Roles: Women in Society	2 or 3	1	So5918
Comparative Social Structures II: (Industrial Societies)	2 or 3	1	So5830
Urban Sociology (<i>not available 1988-89</i>)	2 or 3	1	So5916

Course	Normally Taken in Year	Unit Value	Course Guide Number
Issues and Methods of Social Research	2 or 3	1	So5801
Criminology	2 or 3	1	So5919
Theories and Problems of Nationalism	2 or 3	1	So5883
Sociology of Development (not available 1988-89)	2 or 3	1	So5882
Sociology of Deviant Behaviour	2 or 3	1	So5920
Sociology of Religion (not available 1989-90)	2 or 3	1	So5921
Sociology of Work, Management and Employment	2 or 3	1	So5923
The Social Structure of the Soviet Union	2 or 3	1	So5860
The Development of Modern Japanese Society	2 or 3	1	So5861
Political Processes and Social Change (not available 1988-89)	2 or 3	1	So5881
Society and Literature	2 or 3	1	So5945
The Psychoanalytic Study of Society	any	1	So5960
Evolution and Social Behaviour	any	1	So5961
Sociology of Medicine	2 or 3	1	So5922
Statistics			
Elementary Statistical Theory	any	1	SM7201
Decision Analysis (Prerequisites SM7000 and SM7201)	2 or 3	1	SM7216

B.Sc. Chemistry and Philosophy of Science

Last entry to this course was in October 1986

Candidates for this combined field of study are registered at King's College and attend the L.S.E. on an intercollegiate basis for courses in Philosophy. The curriculum of individual candidates will be arranged by King's College, including such matters as the order in which courses are to be taken and the total number required of each candidate, though to be awarded Honours in Chemistry and Philosophy of Science it will be necessary for a candidate to have taken and passed courses in Philosophy at the L.S.E. with a total value of at least four course units. There will be no requirement on any candidate to take an examination in courses followed at the L.S.E. at the end of the second year of the three-year course. Courses in Philosophy available at the L.S.E. are as follows:

Paper Number	Paper Title	Normally Taken in Year	Unit Value	Course Guide Number
1.	Introduction to Logic	1	1	Ph5200
2.	Problems of Philosophy and Methodology	1	1	Ph5211
3.	History of Modern Philosophy, Bacon to Kant (two-year course)	2 or 3	1	Ph5300
4.	The Rise of Modern Science	2 and 3	1	Ph5240
5.	Epistemology and Metaphysics	2 and 3	1	Ph5310
6.	Scientific Method	2 and 3	1	Ph5231
7.	Logic or Incompleteness and Undecidability (not available 1988-89)	2 and 3	1	Ph5220 Ph5222
8.	an Essay of 5,000-7,500 words written during the course of study on a topic approved by the Philosophy Department or an Essay written under examination conditions on a Philosophical topic		1	Ph5398 Ph5399

Degree of Bachelor of Laws

The School provides a three-year course leading to the LL.B. degree of the University of London. The University regulations are not, however, the same for all the London colleges, and the pattern of the course is unique to students of the School. Subjects which are not exclusively legal have been introduced into the new syllabus, and an attempt has been made to break down the arbitrary boundaries between legal subjects. In addition, instruction in each subject is not always limited in length to one academic year, thus making it possible to emphasise the inter-relationship between different branches of the law.

The subjects which most L.S.E. students take are taught, both in lectures and classes, at this School, but exceptionally, arrangements will be made for students to attend other colleges of the University for instruction in subjects not taught here.

The attention of students taking the LL.B. degree is drawn to the advantages and concessions granted in professional training (see page 307).

INTERMEDIATE EXAMINATION

A candidate is eligible to present himself for the Intermediate examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year. The Intermediate examination is normally held twice each year, in May or June and in September. A candidate who enters for the examination in May or June but is unable to sit for the whole or any part of that examination may be permitted by the School, *if there is good cause*, to enter for the Intermediate examination in September of the same year.

The examination consists of written papers in four subjects:

	<i>Course Guide Number</i>
Public Law	LL5003
Law of Contract	LL5001
Law of Property I	LL5002
English Legal System	LL5000

A candidate who passes three of the papers at an Intermediate examination and fails in the remaining paper will normally be referred in that paper, though he may, at the discretion of the Board of Examiners, be required to sit the whole of the Intermediate Examination again. If he satisfies the examiners in a paper in which he has been referred at either of the two next following Intermediate Examinations he is regarded as having passed the whole examination, otherwise he is required to take the whole of the Intermediate examination again.

In exceptional cases, with permission of the School, a candidate who fails to reach the minimum standard in two or more subjects in May or June, whether or not he has presented himself for all or part of the examination, may be permitted to re-enter for the whole examination in September of the same year.

PART I EXAMINATION

A candidate is eligible to present himself for the Part I examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate examination. The Part I examination is normally held twice each year, in May or June and in September. A candidate who enters for the examination in May or June but is unable to sit for the whole or any part of that examination may be permitted by the School, *if there is good cause*, to enter for the Part I examination in September of the same year.

A candidate is required to satisfy the examiners in the following papers:

	<i>Course Guide Number</i>
Law of Tort	LL5041
and in	
Criminal Law	LL5040
and in other courses to the value of two subjects from the following lists:	
(i)	
Property II	LL5105
Law of Evidence	LL5113
Public International Law	LL5131
Conflict of Laws	LL5114
Mercantile Law	LL5110
Labour Law	LL5112
Domestic Relations	LL5118
Law of Business Associations	LL5111
Local Government Law (Essay)	LL5117
International Protection of Human Rights	LL5132
Legislation (Essay)	LL5116
Introduction to the Anthropology of Law	LL5138
Introduction to European Law	LL5133
Legal and Social Change since 1750	LL5137
Housing Law	LL5119
Administrative Law	LL5115
Economic Analysis of Law	LL5136
Women and the Law	LL5135
Law Relating to Civil Liberties	LL5130
Land Development and Planning Law	LL5140
Taxation	LL5141
Computers, Information and the Law	LL5142
(ii)	
Sentencing and Treatment of Offenders	LL5171
Legal Services to the Community (Essay)	LL5176
(<i>may not be available 1988-89</i>)	
Social Security Law I	LL5172
Social Security Law II	LL5173
Race, Nationality and the Law	LL5177
Sociological Theory and the Idea of Law (Essay)	LL5179
Outlines of Modern Criminology	LL5170
Public Law and Economic Policy	LL5178
(<i>not available 1988-89</i>)	
Medical Care and the Law	LL5175

One course from among those listed in the B.Sc. (Econ.) Part II Subjects Taught "Outside the Department", (see pages 272-276), other than those offered by the Law Department. The availability of courses may also be affected by timetabling constraints.

(ii)	
Sentencing and Treatment of Offenders	LL5171
Legal Services to the Community (Essay)	LL5176
(<i>may not be available 1988-89</i>)	
Social Security Law I	LL5172
Social Security Law II	LL5173
Race, Nationality and the Law	LL5177
Sociological Theory and the Idea of Law (Essay)	LL5179
Outlines of Modern Criminology	LL5170
Public Law and Economic Policy	LL5178
(<i>not available 1988-89</i>)	
Medical Care and the Law	LL5175

Each course in list (i) counts as one subject, while each course in list (ii) counts as one half subject. A candidate may not select more than four courses from list (ii). All the courses in lists (i) and (ii) will not necessarily be available each year.

A candidate who selects courses to the value of three and a half subjects will be required to make up the remaining half subject by writing an essay of about 6,000-8,000 words on a legal topic approved by the School.

At the discretion of the School and with the permission of the other School concerned, a candidate may be permitted to offer, as one of the two subjects required under this

regulation, an LL.B. course taught at another School of the University of London and deemed to be of the value of one subject.

The Part I examination is conducted by written papers with the exception that a candidate who offers any course which is identified as being examinable by means of an essay will be required in that course to write an essay instead.

A candidate who passes courses to the value of three subjects and fails in the examination for the remaining courses may be referred in the paper(s) or essay(s) concerned: if he satisfies the examiners in the referred paper(s) or essay(s) at either of the two next following Part I examinations he is regarded as having passed the whole examination, otherwise he is required to take the whole of the Part I examination again.

A candidate who passes courses to the value of three subjects and fails in the examination for a course listed in the B.Sc. (Econ.) Part II Subjects Taught "Outside the Department" may be permitted, at the discretion of the examiners, to proceed to Part II of the LL.B., and offer the outstanding paper concurrently with his Part II examination papers.

A candidate who numbers an essay or essays amongst the courses in which he is referred will be permitted to re-submit the same essay or essays, after revision, at the next Part I examination.

A candidate who fails the Part I examination, including a failure in a course or courses examinable by means of an essay, will be permitted to re-submit the same essay or essays, after revision, at the next Part I examination.

A candidate who includes amongst the courses taken at the June Part I Examination a course or courses examinable by means of an essay and satisfies the Examiners in that course or courses yet fails the Examination as a whole, will be permitted to carry forward to the next Part I Examination the mark achieved in the course or courses concerned and will be required to be re-examined in the remaining courses.

An oral examination is compulsory for any candidate who offers an essay and questions put to him in the oral examination may extend to cover the wider background aspects of the essay.

The School may permit a candidate who fails to reach the minimum standard in courses to the value of two or more subjects in June to re-enter for the whole examination in September of the same year.

PART II EXAMINATION

A candidate is eligible to present himself for the Part II examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to pass the Part I examination.

The Part II examination is normally held once each year in May or June. A candidate is required to satisfy the examiners in:

	<i>Course Guide Number</i>
Jurisprudence	LL5100
He is also required to satisfy the examiners in other courses to the value of three subjects selected from the following lists:	
	<i>Course Guide Number</i>
(i) Property II	LL5105
Law of Evidence	LL5113
Public International Law	LL5131
Conflict of Laws	LL5114
Mercantile Law	LL5110
Labour Law	LL5112
Domestic Relations	LL5118
Law of Business Associations	LL5111

	<i>Course Guide Number</i>
Local Government Law (Essay)	LL5117
International Protection of Human Rights	LL5132
Legislation (Essay)	LL5116
Introduction to the Anthropology of Law	LL5138
Introduction to European Law	LL5133
Legal and Social Change since 1750	LL5137
Housing Law	LL5119
Administrative Law	LL5115
Economic Analysis of Law	LL5136
Women and the Law	LL5135
Law Relating to Civil Liberties	LL5130
Land Development and Planning Law	LL5140
Taxation	LL5141
Computers, Information and the Law	LL5142

One course from among those listed in the B.Sc. (Econ.) Part II Subjects Taught "Outside the Department" other than those offered by the Law Department, (see pages 272-276), provided that one such paper has not already been selected at Part I of the LL.B. examination. The availability of courses may also be affected by timetabling constraints.

(ii) Sentencing and Treatment of Offenders	LL5171
Legal Services to the Community (Essay)	LL5176
<i>(not available 1988-89)</i>	
Social Security Law I	LL5172
Social Security Law II	LL5173
Race, Nationality and the Law <i>(not available 1987-88)</i>	LL5177
Sociological Theory and the Idea of Law (Essay)	LL5179
Outlines of Modern Criminology	LL5170
Public Law and Economic Policy	LL5178
<i>(not available 1988-89)</i>	
Medical Care and the Law	LL5175

Each course in list (i) counts as one subject, while each course in list (ii) counts as one half subject. A candidate may not select more than four courses from list (ii). All the courses in lists (i) and (ii) will not necessarily be available every year. A candidate may not offer a course which he has previously offered in the Part I examination.

A candidate who selects courses to the value of three and a half subjects will be required to make up the remaining half-subject by writing an essay on a legal topic approved by the School.

At the discretion of the School and with the permission of the other School concerned a candidate may be permitted to offer, as one of the three subjects required under this regulation, an LL.B. course taught at another School of the University of London and deemed to be of the value of one subject.

The Part II examination is conducted by written papers with the exception that a candidate who offers any course which is identified as being examinable by means of an essay, will be required in that course, to write an essay instead. A candidate who offers an essay will not be permitted to offer the same essay at any succeeding examination.

The Examiners may, if they think fit, require any candidate at the Part II examination to present himself for an oral examination. An oral examination is compulsory for any candidate who offers an essay and questions put to him in the oral examination may extend to cover the wider background aspects of the essay.

Degree of Bachelor of Laws with French Law

The degree is part of a collaborative agreement between the L.S.E. and the University of Strasbourg, where the third year of the course is taken.

The examination for the degree consists of two parts, namely Part I and Part II. In order to qualify for admission to the course leading to the Part II examination a candidate is required to pass the examination for the Diplôme d'études juridiques de Strasbourg, hereinafter called the Diploma.

Candidates are required to enter for examinations at the School by applying to the Examinations Officer of the School. Candidates who are not registered as full-time or part-time students at the School are required to pay a fee on entry or re-entry to an examination. Details are available on request from the Examinations Office.

The examiners may require any candidate at the Intermediate, Part I and Part II Examinations to present himself for an oral examination, and an oral examination shall be compulsory for any candidate offering an essay.

INTERMEDIATE EXAMINATION

A candidate is eligible to present himself for the Intermediate Examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year.

The Intermediate Examination shall be held twice each year in the Summer Term and in September. A candidate who enters for the examination in May or June but is unable to sit for the whole or any part of that examination may be permitted by the School, *if there is good cause*, to enter for the Intermediate examination in September of the same year. The examination consists of four written papers in the following subjects:

Paper Number	Paper Title	Course Guide Number
1.	Public Law	LL5003
2.	Law of Contract	LL5001
3.	Law of Property I	LL5002
4.	English Legal System	LL5000

In addition, each candidate is required to follow the first year of an approved course of instruction in French Language at the School.

A candidate who passes in three of the papers at an Intermediate Examination and fails in the remaining paper may be referred in that paper, though he may, at the discretion of the Board of Examiners, be required to sit the whole of the Intermediate Examination again. If he satisfies the examiners in a paper in which he has been referred at either of the two next following Intermediate Examinations he is regarded as having passed the whole examination, otherwise he is required to take the whole of the Intermediate examination again.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

A candidate who has passed the Intermediate Examination may be permitted by the School to transfer to the LL.B. degree.

PART I EXAMINATION

A candidate is eligible to present himself for the Part I Examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate Examination.

The Part I Examination shall be held each year, in the Summer Term and in September. A candidate who enters for the examination in May or June but is unable to sit for the whole or any part of that examination may be permitted by the School, *if*

there is good cause, to enter for the Part I examination in September of the same year. The examination consists of four written papers:

Paper Number	Paper Title	Course Guide Number
1.	Law of Tort	LL5041
2.	Criminal Law	LL5040
3.	French Civil Law (at King's College) unless a candidate is given special exemption by the School, in which case he must select a further paper from those listed under 4 below.	LL5045
4.	A course to the value of one subject selected from lists (i) and (ii) under Part I of the LL.B degree or An approved subject in French Government or History	

A candidate who passes in three of the papers at the Part I Examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Part I Examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Part I Examination again.

A candidate who passes courses to the value of three subjects and fails in the examination for a course listed in the B.Sc. (Econ.) Part II Subjects Taught "Outside the Department" may be permitted, at the discretion of the examiners, to proceed to Part II of the LL.B. with French Law, and offer the outstanding paper concurrently with his Part II examination papers.

The School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

In addition to the papers in regulation 13, each candidate will be required to follow the second year of the approved course of instruction in the French Language at the School and to achieve a satisfactory standard in the examination of the subject. A candidate who fails to achieve a satisfactory standard in the examination of French language yet passes the Part I Examination may be permitted by the School to transfer to the LL.B. degree, entering the third and final year of the course in the following session.

DIPLOMA

A candidate is eligible to present himself for the examination of the Diploma after having satisfactorily attended the prescribed course of study at the University of Strasbourg. The examination consists of courses to the value of three and a half subjects drawn from the following lists, which may be amended from time to time. Each candidate is required to follow the Introduction à L'étude du droit à Droit Civil (Personnes, Familles, Capacité), whether or not the candidate elects to take this course.

WHOLE SUBJECT COURSES

Introduction à L'étude du droit à Droit Civil (Personnes, Familles, Capacité)
Droit Civil (Obligations, Biens et Propriété)
Droit Constitutionnel et Institutions Politiques
Droit Administratif
Droit Commercial

HALF-SUBJECT COURSES

Droit Institutionnel Communautaire (this course may not be taken by a candidate who has followed the course of Introduction to European Law in Part I)
Histoire des Idées Politiques jusqu'en 1789
Libertés Publiques

Histoire du Droit (Droit Privé ou Droit de Travail, Famille, Obligations)
Droit Privé Allemand
Introduction au Droit Comparé

A candidate who does not take or fails to pass the examination for the Diploma in circumstances certified by the authorities of the University of Strasbourg and regarded by the School as being equivalent to those which would have qualified him for the award of an Aegrotat on a degree course at the University of London, may be permitted by the School to continue his course for the LL.B. with French Law. Any other candidate who does not take or fails the examination will not be allowed to continue his course but may be permitted to transfer to the LL.B. degree and enter the final year of study and examination. In such a case the marks obtained by the candidate in the Part I Examination shall be made available to the examiners for the LL.B. degree.

PART II EXAMINATION

A candidate is eligible to present himself for the Part II Examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to passing the Part I Examination and the Diplôme d'Etudes. The Part II Examination is normally held once each year in May or June.

The examination consists of Jurisprudence and courses to the value of three subjects selected from the list of subjects available at Part II of the LL.B. degree, as amended from time to time. A candidate may not select more than four half-subject courses. A candidate who has followed the half-subject course Droit Institutionnel Communautaire for the Diploma may not select Introduction to European Law.

Successful candidates are awarded *either (a) First Class Honours, or (b) Second Class Honours, or (c) Third Class Honours, or (d) a Pass Degree.* The Second Class Honours list is divided into an Upper and a Lower Division. The names appear on the Pass List in alphabetical order in each division.

Degree of Bachelor of Laws with German Law

The degree is part of a collaborative agreement between the L.S.E. and the University of Marburg, where the third year course is taken.

The examination for the degree consists of two parts, namely Part I and Part II. In order to qualify for admission to the course leading to the Part II examination a candidate is required to pass the certifying examination conducted by the University of Marburg (hereinafter called the Certifying Examination).

Candidates are required to enter the examinations at the School by applying to the Examinations Office of the School. Candidates who are not registered as full-time or part-time students at the School are required to pay a fee on entry or re-entry to an examination. Details are available on request from the Examinations Office.

The examiners may require any candidate at the Intermediate, Part I and Part II Examinations to present himself for an oral examination, and an oral examination shall be compulsory for any candidate offering an essay.

INTERMEDIATE EXAMINATION

A candidate is eligible to present himself for the Intermediate Examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year.

The Intermediate Examination shall be held twice each year in the Summer Term and in September. A candidate who enters for the examination in May or June but is unable to sit for the whole or any part of that examination may be permitted by the School, *if there is good cause*, to enter for the Intermediate examination in September of the same year. The examination consists of four written papers in the following subjects.

Paper Number	Paper Title	Course Guide Number
1.	Public Law	LL5003
2.	Law of Contract	LL5001
3.	Law of Property I	LL5002
4.	English Legal System	LL5000

In addition, each candidate is required to follow the first year of an approved course of instruction in the German Language at the School.

A candidate who passes in three of the papers at an Intermediate Examination and fails in the remaining paper may be referred in that paper, though he may, at the discretion of the Board of Examiners, be required to sit the whole of the Intermediate Examination again. If he satisfies the examiners in a paper in which he has been referred at either of the two next following Intermediate Examinations he is regarded as having passed the whole examination, otherwise he is required to take the whole of the Intermediate Examination again.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

A candidate who has passed the Intermediate Examination may be permitted by the School to transfer to the LL.B. Degree.

PART I EXAMINATION

A candidate is eligible to present himself for the Part I Examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate Examination.

The Part I Examination shall be held each year, in the Summer Term and in September. A candidate who enters for the examination in May or June but is unable to sit for the whole or any part of that examination may be permitted by the School, *if there is good cause*, to enter for the Part I examination in September of the same year.

The examination shall consist of four written papers:

<i>Paper Number</i>	<i>Paper Title</i>	<i>Course Guide Number</i>
1.	Law of Tort	LL5041
2.	Criminal Law	LL5040
3.	German Civil Law unless a candidate is given special exemption by the School, in which case he must select a further paper from those listed under 4 below.	LL5046
4.	A course to the value of one subject selected from lists (i) and (ii) under Part I of the LL.B. degree or An approved subject in German Government or History	

A candidate who passes in three of the papers at the Part I Examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Part I Examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Part I Examination again.

A candidate who passes courses to the value of three subjects and fails in the examination for a course listed in the B.Sc. (Econ.) Part II Subjects Taught "Outside the Department" may be permitted, at the discretion of the examiners, to proceed to Part II of the LL.B. with German Law, and offer the outstanding paper concurrently with his part II examination papers.

The School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

In addition to the papers in regulation 13, each candidate will be required to follow the second year of the approved course of instruction in the German Language at the School and to achieve a satisfactory standard in the examination of the subject. A candidate who fails to achieve a satisfactory standard in the examination of German language yet passes the Part I Examination may be permitted by the School to transfer to the LL.B. degree, entering the third and final year of the course in the following session.

CERTIFYING EXAMINATION

A candidate will pass the Certifying Examination by presenting written work and undergoing oral examination to the required standard in the Courses and by presenting written work to the required standard in the Exercises.

In each semester the student shall take Courses and Exercises in the following lists to the value of at least 12 hours per week.

<i>Courses</i>	<i>Exercises</i>
General Part of the Civil Code	Introductory Exercises in Civil Law
Law of Obligation II	(Propädeutische Übungen in
Constitutional Law I	Bürgerlichen Rechts)
Such other courses as may be approved by the Law Faculty, University of Marburg	Civil Code Exercises (Part I)
	Essay on a subject in German Law

A candidate who does not take or fails to pass the Certifying Examination in circumstances certified by the authorities of the University of Marburg and regarded by the School as being equivalent to those which would have qualified him for the award of an Aegrotat on a degree course at the University of London, may be permitted by the School to continue his course for the LL.B. with German Law. Any other candidate who does not take or fails his examination will not be allowed to continue his course may be permitted to transfer to the LL.B. degree and enter the final year of study and examination. In such a case the marks obtained by the candidate in the Part I Examination shall be made available to the examiners for the LL.B. degree.

PART II EXAMINATION

A candidate is eligible to present himself for the Part II Examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to passing the Part I Examination and the Certifying Examination. The Part II Examination is normally held once each year in May or June.

The examination consists of Jurisprudence and courses to the value of three subjects selected from the list of subjects available at Part II of the LL.B. degree, as amended from time to time. A candidate may not select more than four half-subject courses.

Successful candidates are awarded *either (a) First Class Honours, or (b) Second Class Honours, or (c) Third Class Honours, or (d) a Pass Degree.* The Second Class Honours list is divided into an Upper and a Lower Division. The names appear on the Pass List in alphabetical order in each division.

B.A. Honours in History (Branch II: Mediaeval and Modern)

This is a University-based course, taught and examined inter-collegiately. School candidates for the degree belong to the Department of International History, a considerable part of whose teaching is directed towards the degree.

The following is only a summary: full details are given in the list of Syllabuses and Courses approved by the Board of Studies in History (the White Pamphlet), a copy of which is given to each student for the degree annually.

The examination will consist of eight papers, up to three of which may be taken in the penultimate session of the candidate's course of study with the permission of the School. Honours classes will be awarded on a range of nine marks, comprising the marks obtained in the eight papers together with the ninth mark in the form of a Departmental Assessment which will reflect the Department's estimate of a candidate's performance in the last two years of his course.

Paper Number	Paper Title	Course Guide Number
1-5	Five of the following papers, to include three at least from Groups A and B, of which one shall be from Group A, one from Group B, and the third from either Group.	
Groups A and B: <i>The School offers teaching for all of the papers</i>		
A1.	British History down to the end of the 14th century. The paper will be divided into two sections. Candidates must answer at least one question from each section	Hy3420
A2.	British History from the beginning of the 15th century to the middle of the 18th century. Candidates may select questions from any two or from all three sections of the paper, which will be divided chronologically.	Hy3426
A3.	British History from the middle of the 18th century. Candidates may select questions from any two or from all three sections of the paper, which will be divided chronologically	Hy3435
B1.	European History from 400 to 1200	Hy3450
B2.	European History from 1200 to 1500	Hy3453
B3.	European History from 1500 to 1800	Hy3456
B4.	European History from 1800	Hy3465

Group C: *the School offers teaching for those papers indicated. Teaching for the remainder is available in other Schools and Colleges of the University*

C1.	History of Political Ideas. The paper will be divided into two sections: (i) questions related to the recommended texts; (ii) questions on the relations of European political ideas to their historical context.	Gv3150
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The following papers may be selected only subject to the approval of the School:

- C2. Any one of the papers A1-A3 in Branch 1B, or of papers A1-A13 in Branch VI or an approved course-unit from the School-based syllabus in History at the School of Oriental and African Studies.
- C3. History of the U.S.A. since 1783
- C4. History of Latin America since Independence (c. 1830 to the present)

Paper Number	Paper Title	Course Guide Number
C5.	History of the British Empire and Commonwealth. The paper will be divided into three sections at 1783 and 1880. Candidates may select questions from any two or from all three sections.	
C6.	History of Europe Overseas from the early 15th century to 1900.	
C7.	World History from the end of the 19th century	
6.	An Optional Subject: <i>the School offers teaching only for those papers indicated; teaching for the remainder is available in other Schools and Colleges of the University</i>	EH1630, Hy3510, Hy3566, Gv3055 or Gv4060
7 & 8.	A Special Subject: <i>the School offers teaching only for those papers indicated; teaching for the remainder is available in other Schools and Colleges of the University</i>	Hy3580, Hy3583, Hy3586

Special subjects will be examined by one three-hour paper normally including passages for comment prescribed texts and *either* by another three-hour paper *or* by an essay not exceeding 5,000 words *or* two essays of not more than 2,500 words each. Such essays which shall refer to tests and be fully documented, are to be on a topic or topics selected by the candidate and approved by his special subject supervisor and shall be submitted through the School by the end of the *University* Lent Term in the year a candidate completes his Final examination. Such essays should normally be typewritten. The method of examination to be adopted for any particular subject in any year will be subject to approval by the University.

Advantages and Concessions in Professional Training Granted to Holders of First Degrees

ACCOUNTANCY

Institute of Chartered Accountants in England and Wales

In order to qualify as a chartered accountant, a three-year period under a training contract with a firm of chartered accountants is necessary. Graduates who have taken an 'approved degree' are entitled also to exemption from the Institute's foundation examination. At the School, the course leading to the 'approved degree' is the course for the B.Sc. (Econ.) with the special subject Accounting and Finance (provided economics is taken at Part I). Partial exemption may be given to graduates who have taken other courses which include law, economics or statistics.

Further information may be obtained from the Secretary, Institute of Chartered Accountants in England and Wales, P.O. Box 433, Chartered Accountants' Hall, Moorgate Place, London, EC2P 2BJ.

Institute of Chartered Accountants of Scotland

The exemption for the approved degree under the ICAS new scheme is not yet determined.

Further information may be obtained from the Institute of Chartered Accountants of Scotland, 27 Queen Street, Edinburgh, EH2 1LA.

Institute of Chartered Accountants in Ireland

Certain exemptions are granted by the Institute to graduates.

Further information may be obtained from the Director of Education of the Institute, 7 Fitzwilliam Place, Dublin 2.

Chartered Association of Certified Accountants

Students of the Association are not obliged to serve under a training contract, but may as an alternative obtain experience of an approved accounting nature in the finance or accounting department of a commercial or industrial company, in one of the nationalised industries, in national or local government or in the office of a practising accountant. The period of approved training for graduates is three years and may be undertaken before, after or at the same time as study for the professional examinations. Various exemptions are given from the Association's examinations to those who have taken the 'approved degree' (see above) or relevant subjects in other degrees.

Further information may be obtained from the Academic Services Department of the Association, 29 Lincoln's Inn Fields, London, WC2A 3EE.

The Chartered Institute of Management Accountants

Students obtain their practical training in industry and commerce. Various exemptions are given from the Institute's examinations to those who have taken the 'approved degree' (see above) or relevant subjects in other degrees.

Further information may be obtained from the Technical Director — Education and Training, The Chartered Institute of Management Accountants, 63 Portland Place, London, W1N 4AB.

Chartered Institute of Public Finance and Accountancy

Students obtain their practical training in public service or enterprise. Graduates may be granted various exemptions from the Institute's examinations on the basis of papers taken at degree examinations.

Further information may be obtained from the Secretary, The Chartered Institute of Public Finance and Accountancy, 3 Robert Street, London, WC2N 6BH.

Further information on all of the above is given in the pamphlet *Approved Courses for Accountancy Education*, obtainable from the Board of Accreditation of Educational Courses, 399 Silbury Blvd., Witan Gate East, Central Milton Keynes, MK9 2HL and

also from the Assistant Registrar (Registry and Undergraduate Admissions) at the School.

LAW

The Bar

The Council of Legal Education will normally grant to a student who has obtained a second class degree in law from The London School of Economics, exemption from entering for the whole of Part I of the examination for call to the Bar. The conditions concerning such exemptions are set out in the Consolidated Regulations of the Honourable Societies of Lincoln's Inn, the Inner Temple, the Middle Temple, and Gray's Inn. A candidate seeking admission to the Bar must take the Bar Part II. A person who holds a degree in a subject other than law will have to take a one year course for the Common Professional Examination. Full details may be obtained from the Council of Legal Education, Gray's Inn Place, London, WC1R 5DX. See also the pamphlet published annually by the Law Department on prospects in the profession and elsewhere for law graduates and on methods of qualification.

The Profession of Solicitor

Candidates seeking to qualify as solicitors must serve under articles of clerkship to a practising solicitor and pass the Law Society's examinations. The period of articles for candidates who have taken a degree at an approved university is two years. Any first degree of the University of London qualifies for this purpose.

In most cases law graduates are wholly exempt from Part I of the Law Society's qualifying examination (now called the Common Professional Examination) and may sit for Part II of the qualifying examination (now called the New Final) before entering into articles. Holders of degrees in subjects other than law may sit for both Parts of the Law Society's qualifying examination before entering into articles. Further details may be obtained from The Law Society, 113 Chancery Lane, London, WC2A 1PL. See also the pamphlet published annually by the Law Department on prospects in the profession and elsewhere for law graduates and on methods of qualification.

ACTUARIAL PROFESSION

The School provides teaching over the full range of topics involved in academic preparation for an actuarial career, viz. mathematics, statistics, economics, accounting and finance as well as professional actuarial subjects. Students can be in touch with the Institute of Actuaries (whose offices are only a short walk from the School) during their course and can gain the maximum number of exemptions from the examinations of the Institute by performing sufficiently well in the corresponding degree examinations.

The first six examinations of the Institute are covered by students taking the main field Actuarial Science in the B.Sc. degree. Within the B.Sc. (Econ.) complete coverage may be obtained by a suitable choice of options within the Special Subject Statistics. Further information may be obtained from the School or from the Institute of Actuaries, Staple Inn Hall, High Holborn, London, WC1V 7QJ.

The Graduate School and Regulations for Diplomas and Higher Degrees

General Note: The School prepares students for degrees of the University of London. It has no power to award its own degrees.

In its inception the London School of Economics was dedicated to research and advanced studies; and throughout its existence, the Graduate School, which is one of the largest of its kind in the country, has constituted a major division of its activities.

The Statistics of Students elsewhere in the *Calendar* show the numbers of students registered for the different taught postgraduate courses (for the taught Master's degrees of the University of London and for Diplomas) and for research in different subjects, whether for a University of London research degree, or for supervised non-degree research.

A separate handbook, *The Graduate School*, issued each session, is available. It contains a fuller description of facilities at the School for graduate students.

Enquiries about admission to the Graduate School should be addressed to the Graduate School Admissions Office. Applications for admission must reach the School on the prescribed form. As preliminary correspondence is often necessary, applicants are advised to make first enquiries well in advance.

Degrees

The degrees of the University of London for which graduate students may register at the School are as follows:

- (a) Doctor of Philosophy (Ph.D.)
- (b) Master of Philosophy (M.Phil.)
- (c) Masters' Degrees:
 - Master of Arts (M.A.)
 - Master of Science (M.Sc.)
 - Master of Laws (LL.M.)

Diplomas

Students are registered in the Graduate School for all Diplomas awarded by the School, and for the University of London Diplomas in Law and in International Law.

Research Fee Registration

As indicated earlier the School accepts for registration students wishing to visit the School for short periods to undertake research or studies not leading to the award of a School or University qualification. Such students carry out their research under the guidance of a supervisor and may attend relevant lectures and seminars recommended by their supervisor. They may be allowed to take examinations, the results of which may be made available; certificates of attendance are available on request. Admission will depend upon the applicants' possessing academic qualifications which, in the opinion of the Graduate School Committee, are adequate for the course of study or research proposed; it will also depend upon places being available. Unless some other period is specified in the School's letter of acceptance, registrations under the Research Fee are valid for one session only and students so registered should apply to the Graduate School Office before the end of the session if they wish to be considered for re-registration for all or part of the following session.

The Higher Doctorates

The School does *not* register candidates for higher doctorates. Only London graduates are eligible to apply for these doctorates and all candidates interested should communicate directly with the Academic Registrar at the University of London, Senate House, London WC1E 7HU.

External Higher Degrees

All arrangements for external degrees are made through the External Department, Senate House, Malet Street, London WC1E 7HU. Occasionally arrangements may be made for External research degree students to register at the School under the Research Fee arrangement (see above) in the same manner as students preparing for research degrees of other universities. Candidates so accepted must conform to the appropriate School and University Regulations and, while registered at the School must pay the same tuition fees as candidates registered for internal degrees.

The School reserves the right at all times to withdraw or alter particular courses or course syllabuses.

Regulations for Higher Degrees of the University of London

The principal provisions of the University's Regulations, as they most commonly affect students at the School, are described below. In general, students deal with the University through the Graduate School (except in matters to do with the detailed arrangements for examinations for the University's degrees). However, it is the responsibility of all students registered for a degree of the University of London to acquaint themselves with the relevant Regulations of the University, a copy of which may be obtained from the Graduate School Office or from the University.

Qualifications for Admission to the Graduate School

The minimum qualifications required to establish eligibility for admission to a Diploma course are described in the Regulations for each Diploma (below).

The University of London lays down the following minimum entrance requirements for admission to its higher degrees:

- (a) A Second Class Honours degree of a UK university of the C.N.A.A. or an overseas qualification of an equivalent standard obtained after a course of study extending over not less than three years in a university (or educational institution of university rank) in a subject appropriate to that of the course to be followed: or
- (b) A professional qualification obtained by written examination and approved by the University as an appropriate entrance qualification for the Master's degree course in question.

The School may consider for registration candidates who possess a degree, or overseas qualification of equivalent standard obtained after a course of study extending over not less than three years in a University (or educational institution of University rank), in a subject appropriate to that of the course to be followed *and* who, although they do not meet the normal entry standard defined in (a) above, yet by evidence of their background and experience satisfy the School as to their fitness to follow the course. Where such candidates cannot present evidence that they possess the necessary background and experience they may be considered by the School for registration provided that the School so determines and provided also that they pursue the course for a period at least one year longer than the minimum period prescribed in the individual course regulations in order that they may, in the initial stages of that longer period attain the standard normally expected for registration.

The School may give special consideration to an applicant without the minimum qualifications who offers instead other qualifications obtained by written examination (this may be done in cases where the applicant has, for example, considerable work experience relevant to the proposed area of study).

N.B. There are many more applications than places available, and the School usually specifies conditions of admission over and above the minimum requirements. Possession of the minimum qualifications as defined above is not in itself accepted as evidence that applicants possess sufficient knowledge and training to study the subject at the standard

proposed. Every application is considered on its merits, and applicants may be required to attend an additional course and/or to pass a qualifying examination before or during the course.

Registration, Attendance and Course of Study

1. It is essential that all students while pursuing a course of study as internal students should be prepared to attend personally for study at the School at such time or times as their supervising teachers may require. All graduate students are therefore required to be resident within normal daily travelling distance of central London during term time.
2. If students do not register at the beginning of the session, serious administrative difficulties may be caused. If a candidate who has been offered admission for October fails to register at the School by 30 October, without adequate reasons and without informing the School in advance of his inability to register in time, the offer of admission will be automatically cancelled.
3. Students accepted by the School must be registered with the University as soon as they start their courses at the School. As part of this process, students must complete a registration form and return it to the Graduate School Office, where they must also show satisfactory *official* evidence of their qualifications.
4. The School must register students with the University not later than three months after the date on which the course is begun. Retrospective registration may be allowed in some circumstances, particularly where the student has already been registered in the Graduate School. There is no provision for retrospective registration for a taught Master's degree. Only in exceptional circumstances may retrospective registration towards another degree be allowed for any period spent on a taught Master's degree.
5. *Part-time registration* at the School is intended for those who, by reason of outside employment or other duties, must spread their course over a longer than normal period in order to be able to attend the relevant teaching and to complete the minimum course of study.

Before students are permitted to register part-time, they must supply adequate evidence as to the nature and hours of their employment or other outside commitments, which should normally amount to at least 15-20 hours per week in the London area, in term-time. Overseas students will usually find that, under the Government's Immigration Rules, they are required to be full-time students; it is the responsibility of individual students to ensure that their status in the School is compatible with their status under the Immigration Rules.

6. *Full-time students* may be permitted by the School, on the recommendation of their supervisors, to undertake a limited amount of *paid employment* relevant to their studies. It must be made clear, however, that continued registration at the School depends on satisfactory attendance and progress, and that full-time students should be primarily committed to their studies. If other commitments seriously affect their studies, their continued registration at the School might be jeopardized.

Grant-awarding bodies may have their own rules as to the amount of paid employment which may be undertaken by students holding their awards; the School will not permit award-holders to undertake paid employment in contravention of such rules.

7. A qualifying or preliminary examination may be imposed after registration, as a condition of being allowed to enter for the degree examination. Students upon whom such a condition has been imposed will normally be required to sit the qualifying examination at least one year before they enter for a degree examination (or submit a thesis). Students failing to pass this qualifying examination will not be permitted to re-enter for it without the permission of the School.

Diploma Courses

The School offers tuition for a number of Diplomas, mostly awarded by the School

(except those in Law and International Law, which are awarded by the University of London) for persons holding a university degree or other qualification approved by the School. School Diplomas are normally examined in June by means of formal written examination papers: these may be supplemented by essays, and examiners may test any candidates by means of oral questions. The University Diplomas in Law and International Law are examined by means of a dissertation; and the Diploma in International Law may also be examined in August/September by means of three formal written examination papers.

The Course of Study

The course of study will, according to subject, extend over not less than one academic year for full-time students, or two academic years for part-time students. Occasionally, students may be asked to attend for a preliminary year's preparation and to pass a qualifying examination before being allowed to proceed to the Diploma course. Students will not normally be accepted for a Diploma course which is deemed to be substantially similar in content to one which they have already taken at the School.

Details of the various courses offered at the School for a Diploma are contained in the following pages.

A candidate who fails in the examination will not normally be re-admitted to the School, but may re-enter the examinations once more without being registered at the School. Special arrangements apply to candidates for the Diploma in Housing, and to those candidates for the University Diplomas in Law and International Law who are examined by means of a dissertation.

Examination Arrangements

Entry for Examination

The arrangements for examination entry are described in the section "Dates of Examinations". Forms for re-entry to examinations will not be issued automatically; candidates must ask for them in late January. Candidates are bound by the Regulations in force at the time of their re-entry to the examination. Candidates re-entering for examinations will be required to enter for the same examinations as they entered for previously, unless they have satisfactorily completed courses for different examinations.

Withdrawal from Examination and Illness at the Examinations

Full instructions on the procedure to be followed if a candidate wishes to withdraw, or is prevented by illness or other good cause from attending the examination, are supplied with the examination entry form. Generally speaking, candidates should, in their own interests, inform the Graduate School Office as early as possible and ask for advice as to their position.

Appointment of Examiners for School Diplomas

The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not be again eligible for appointment.

Notification of Results

After the examiners have reached a decision, every candidate for a School Diploma will be notified of the result. For some Diplomas, grades of Distinction, Merit and Credit are awarded. In others, the only grade awarded is a mark of Distinction to candidates showing exceptional merit in the examination. A Diploma bearing the seal of the School and indicating any grade awarded is sent to every candidate awarded a School Diploma. N.B. The School reserves the right to withhold, or to ask the University to withhold the award of a Diploma to a candidate owing fees to the School.

Course Guides

In the regulations which follow a Course Guide number is printed opposite each examination paper. The Course Guides are printed in detail in Part III of the Calendar, with a general explanation on page 372. Students should first read the regulations for their particular Diploma, to see the rules governing their choice of examination subjects. They should then refer to the Course Guides, which in turn refer to the lecture and seminar series listed in the Sessional Timetable (published separately). N.B. Where the Regulations for a course indicate that special permission is required for a student to take a particular subject or combination of subjects, such permission must be sought at the beginning of the course of study.

Diploma in Accounting and Finance

The examination shall comprise the following (normally five three-hour examination papers, except as indicated otherwise):

Paper Number	Paper Title	Course Guide Number
1	(a) Elements of Accounting and Finance	Ac1000
	or (b) Financial Accounting	Ac1122
2	(a) Managerial Accounting	Ac1021
	or (b) Financial Decision Analysis	Ac1123
3, 4 & 5.	Three of the following:	
	(a) (i) Economics A (<i>candidates will be expected to take A2</i>)	Ec1400
	or (ii) Economic Principles	Ec1425
	or (iii) Economics of Industry	Ec1451
	or (iv) Monetary Systems	Ec1514
	(b) (i) Basic Statistics	SM7200
	or (ii) Introduction to Econometric and Economic Statistics	Ec1430
	(c) (i) Basic Mathematics for Economists	Ec1415
	or (ii) Mathematics for Economists	Ec1416
	or (iii) Elements of Management Mathematics	SM7340
	(d) Commercial Law	LL5060
	(e) (i) Industrial Relations	Id3220
	or (ii) Organizational Theory and Behaviour	Id3221
	(f) Two two-hour papers from the following:	
	(i) Programming in Pascal	SM7302
	(ii) Data Structures	SM7303
	(iii) Introduction to Computing	SM7304
	(iv) Data Management Systems	SM7305
	(g) Modern British Business in Historical Perspective 1900-1980	EH1660
	(h) Auditing and Accounting Regulation	Ac1124
	(i) Any other paper approved by the Convener of the Department of Accounting and Finance	

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects.

Part-time students may take two or three papers at the end of the first year of their course and the remainder at the end of the final year of their course.

Diploma in Business Studies

Examination

The examination shall consist of the following:

Paper Number	Paper Title	Course Guide Number
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Written examinations as follows (normally three-hour papers, except as indicated otherwise):

1.	Business Policy (examined through continuous assessment, which may take the form of a project/essay of not more than 7,500 words)	Id4250
2 & 3.	Two of the following:	
	(a) (i) Elements of Accounting and Finance	Ac1000
	or (ii) Managerial Accounting	Ac1021
	or (iii) Financial Decision Analysis	Ac1123
	(b) (i) Economics A2	Ec1400
	or (ii) Economics of Industry	Ec1451
	or (iii) Business Economics	
	(c) (i) Organizational Theory and Behaviour	Id3221
	or (ii) Manpower Policy	Id4223
	or (iii) Industrial Relations	Id3220
4 & 5.	Two of the following:	
	(a) Any paper from 2 & 3 above not already taken, subject to the approval of the candidate's teachers	
	(b) Commercial Law	LL5060
	(c) (i) Basic Statistics	SM7200
	or (ii) Elements of Management Mathematics	SM7340
	or (iii) Two two-hour papers from the following:	
	Programming in Pascal	SM7302
	Data Structures	SM7303
	Introduction to Computing	SM7304
	Data Management Systems	SM7305
	or (iv) Another approved paper from the Department of Statistical and Mathematical Sciences	
	(d) Modern British Business in Historical Perspective 1900-1980	EH1660
	(e) Any other paper approved by the candidate's teachers	

The choice of options is subject to the approval of the School, which may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of the course.

Diploma in Econometrics

The examination shall comprise four papers as listed below, options being selected with the approval of the candidate's supervisors. Candidates would normally be required to take papers 3(a) and 4(a) as listed below unless a course of study in these subjects had already been satisfactorily completed.

Paper Number	Paper Title	Course Guide Number
1.	Econometric Theory	Ec1575
2.	Topics in Quantitative Economics	Ec1579
3.	(a) Economic Analysis	Ec1426
	or (b) Any other approved paper	
4.	One of the following:	
	(a) Probability, Distribution Theory and Inference	SM7220
	(b) Further Mathematical Methods	SM7020

Paper Number	Paper Title	Course Guide Number
(c)	Any other approved paper	
(d)	With the approval of the teachers concerned, a course of study examinable by means of a project	Ec1598

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

Diploma in Economics

The examinations shall comprise four papers selected with the approval of the candidate's supervisor from the list below.

Note: Candidates who wish subsequently to be considered for the M.Sc. in Economics at the School will normally be expected to choose the following options under 2, 3 and 4 below (in addition to Paper 1): *one* of the mathematics papers listed in (a), *one* of the statistics papers listed in (b), and *one* of (c), (f), (g), (h), (i), (m) or (p). (This requirement may be waived where candidates can satisfy their supervisors that they have already reached the required standard in a particular paper or papers.)

Paper Number	Paper Title	Course Guide Number
1.	(a) Economic Principles	Ec1425
	or (b) Principles of Economics Treated Mathematically	Ec1426
	or (c) Advanced Economic Analysis	Ec1506
2, 3 & 4.	Three of the following:	
	(a) (i) Basic Mathematics for Economists	Ec1415
	or (ii) Mathematics for Economists	Ec1416
	or (iii) Mathematical Methods	SM7000
	or (iv) Elements of Management Mathematics	SM7340
	(b) (i) Basic Statistics	SM7200
	or (ii) Introduction to Econometric and Economic Statistics	Ec1430
	or (iii) Elementary Statistical Theory	SM7201
	or (iv) Principles of Econometrics	Ec1561
	(c) Introduction to Economic Policy	Ec1450
	(d) Problems of Applied Economics	Ec1500
	(e) Public Finance	Ec1507
	(f) Monetary Systems	Ec1514
	(g) Principles of Monetary Economics	Ec1513
	(h) Labour Economics	Ec1452
	(i) Economics of Industry	Ec1451
	(j) Elements of Accounting and Finance	Ac1000
	(k) Theory of Business Decisions	Ec1453
	(l) History of Economic Thought	Ec1540
	(m) Economic Development	Ec1521
	(n) Comparative Economic Systems	Ec1454
	(o) National Economic Planning	Ec1527
	(p) International Economics	Ec1520
	(q) An approved paper in Economic History	—
	(r) Any other paper inside or outside the Department of Economics approved by the candidate's teachers	

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of the course.

Diplomas in Geography

The examination shall comprise papers on four subjects selected with the approval of the department from the list below. Candidates for the Diploma in Economic Geography are required to include at least *two* papers in that field (marked (E) in the list below); candidates for the Diploma in Urban and Social Geography are required to include at least *two* papers from the fields of urban and social geography (marked (U) in the list below).

Paper Number	Paper Title	Course Guide Number
1.	One of the following:	
	(a) Methods in Geographical Analysis	Gy1816
	(b) Basic Economic Geography (E)	—
	(c) Urban Geography (U)	Gy1822
	(d) Social Geography: Spatial Change and Social Process (U)	Gy1821
	(e) Man and his Physical Environment (E)	Gy1808
2,3 & 4.	Three of the following:	
	(a) A further paper from (1) above	
	(b) Comparative Studies in Spatial Policy (U)	Gy1931
	(c) Social Geography of Urban Change (U)	Gy1929
	(d) Spatial Aspects of Economic Development (E)	Gy1920
	(e) Urban and Regional Planning (U)	Gy1926
	(f) Resource and Environmental Management (E)	Gy1943
	(g) Transport: Planning and Environment (E)	Gy1942
	(h) An approved regional study	Gy1875
	(i) Any other subject approved by the candidate's teachers	

Part-time students may take one or two papers at the end of the first year of the course and the remainder at the end of the second year.

Diploma in Housing

The course shall last for two years (three years for part-time students), and shall include examinations comprising the following:

Paper Number	Paper Title	Course Guide Number
I	At the end of the first year for <i>full-time</i> students, <i>four</i> written papers as follows:	
1	Social Policy and Social Structure	SA6771
2	Legal Framework of Housing Studies	SA6772
3	Housing Economics and Housing Finance	SA6773
4	Housing Policy and Administration	SA6770
	<i>Part-time</i> students will take papers 1 and 4 above at the end of their first year, as Part IA of the examination, and papers 2 and 3 above at the end of that second year as Part IB of the examination.	
II	At the end of the second year for <i>full-time</i> (third-year, for <i>part-time</i> students), <i>three</i> written papers and an essay as follows:	
5	Management Studies and Environmental Psychology	SA6780
6	Building Studies	SA6781
7	Housing Planning and Urban Development	SA6782
8	An essay of not more than 5,000 words on an approved topic	SA6783
and III	For <i>full-time</i> students: satisfactory completion of a prescribed period of	

fieldwork during the first year, of a year's work as a housing trainee in an appropriate agency in the second year, and of related coursework as directed by the course tutor.

For *part-time* students: satisfactory completion of work as a trainee in an appropriate agency over the three years of the part-time course, and of related coursework as directed by the course tutor.

Candidates are normally required to pass Part I before proceeding to the final year of the course. If a *full-time* candidate fails in one Part I paper but reaches the prescribed standard in each other paper, the examiners may, at their discretion and if they do not consider the failure to be serious, declare the candidate to be referred in that paper. The candidate will carry forward the referred paper to the Part II examinations. Any *full-time* candidate who fails more than one Part I paper will be required to take all four Part I papers in the following June. A *part-time* candidate who fails both papers in Part IA may make one further attempt at both those papers (normally in the following June) and must pass them both before proceeding to Part IB. A candidate who fails both papers in Part IB may make one further attempt at those papers (normally in the following June) and must pass them both before proceeding to Part II. Candidates who fail any component of the Part II examinations may make one further attempt at the whole Part II examination.

Diploma in International Law

The University of London awards a Diploma in International Law.

1. The course of study is open to:
 - (a) graduates of this or another university whose undergraduate courses and/or previous experience have included a substantial preliminary training in Law
 - (b) those who, although not graduates, have satisfied the University that their previous education in law qualifies them to rank on the same level as graduates admissible under the preceding paragraph.

Students are required to attend a course of study approved for the purpose by the University extending over not less than one session.

2. The examination will take place once in each year, beginning on or after 25 August. Every candidate entering for an examination must submit a completed entry form not later than 1 May.

3. A candidate may obtain the Diploma in International Law, *either*

- A. by passing an examination consisting of three papers in:
 - I. Public International Law and/or Conflict of Laws
 - or II. three of the International Law subjects which, for the time being, can be offered for the Master of Laws Examination. (There shall be one paper in each subject)
 - or III. with the permission of the University, one of the International Law subjects which, for the time being can be offered for the Master of Laws Examination.

or

- B. by submitting a dissertation, which must be written in English and must afford evidence of serious study by the candidate and of his ability to discuss a difficult problem critically.

Note: The subjects referred to under A. II and A. III above are, at present, the following:

- (a) Comparative Conflict of Laws
- (b) Law of International Institutions
- (c) Law of European Institutions

- (d) Air and Space Law I
- (e) Air and Space Law II
- (f) International Law of the Sea
- (g) The International Law of Armed Conflict and the Use of Force
- (h) International Economic Law
- (i) Legal Aspects of Defence Studies
- (j) Law of Treaties
- (k) Methods and Sources of International Law
- (l) European Community Law
- (m) The International Protection of Human Rights
- (n) Comparative Immigration and Nationality Law
- (o) International Environmental Law

4. The subject of the dissertation must be submitted for the approval of the University not later than 15 April in the year in which the course of study is completed.

If the examiners consider that the dissertation submitted by the candidate, though inadequate is of sufficient merit to justify such action, they may, after examining the candidate as prescribed above, determine that he be permitted to re-present this dissertation in a revised form within one calendar year.

Candidates must forward two copies of the dissertation typewritten or printed and bound in the prescribed fashion and a short abstract (2 copies) of the dissertation comprising not more than 300 words. Candidates must submit their dissertations within one year of completing the course of study, together with an entry-form which must be duly filled in with the certificate of course of study thereon attested in accordance with the General Regulations for Approved Courses of Study.

5. Statutes and other Documents in the Examination Room: Candidates will be permitted to take into the examination room and use such statutes and other documents as may from time to time be prescribed by the Board of Examiners. The Board will prescribe.

- (a) the papers for which statutes and other documents may be taken in and used, and
- (b) the statutes and other documents that may be taken in and used.

Candidates should note that personal annotation on statutes or other material permitted to be taken into the examination is forbidden.

A list of candidates who have satisfied the examiners at the written examination arranged in alphabetical order, will be published by the Academic Registrar of the University on 5 November.

A candidate who does not, at the first entry, successfully complete the written examination may re-enter the examination on one occasion, normally at the next following examination.

6. A certificate to be called the 'Diploma in International Law', under the seal of the University, will be delivered to each successful candidate.

Diplomas in Law

The University of London awards a Diploma in Law.

1. The course of study is open to:
 - (a) graduates of this or another university whose undergraduate courses and/or previous experience have included substantial preliminary training in Law
 - (b) those who, although not graduates, have satisfied the School that their previous education in law qualifies them to rank on the same level as graduates admissible under the preceding paragraph.

Students are required to attend a course of study for the purpose by the University extending over not less than three terms.

2. A candidate is required to submit a dissertation, which must be written in English

and must afford evidence of serious study by the candidate and of his ability to discuss a difficult problem critically.

The subject of the dissertation must be submitted for the approval of the University no later than eight months after the course of study is started.

If the examiners consider that the dissertation submitted by the candidate, though inadequate is of sufficient merit to justify such action, they may, after examining the candidate as prescribed above, determine that he be permitted to re-present this dissertation in a revised form within one calendar year.

Candidates must forward two copies of the dissertation typewritten or printed and bound in the prescribed fashion and a short abstract (2 copies) of the dissertation comprising not more than 300 words. Candidates must submit their dissertations within one year of the approval of the subject, together with an entry-form which must be duly filled in with the certificate of course of study thereon attested in accordance with the General Regulations for Approved Courses of Study.

3. A list of candidates who have satisfied the examiners, arranged in alphabetical order, will be published by the Academic Registrar of the University.

A certificate to be called the 'Diploma in Law', under the seal of the University, will be delivered to each successful candidate.

Diploma in Logic and Scientific Method

The examination shall comprise three of the following papers. (Candidates will normally be required to take papers (a) and (b).)

Paper Number	Paper Title	Course Guide Number
(a)	Advanced Scientific Method	Ph6200
(b)	(i) Elements of Logic	Ph6209
	or (ii) Logic	Ph6201
	or (iii) Mathematical Logic	Ph6202
(c)	Advanced Mathematical Logic	Ph6203
(d)	History of Epistemology	Ph6204
(e)	Metaphysics and Epistemology	Ph6205
(f)	Philosophy of Mathematics	Ph6206
(g)	Growth of Modern Science	Ph6207
(h)	Philosophy of the Social Sciences	Ph6208
(i)	Theories of Probability	Ph6210

The choice of options is subject to the approval of the School.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year.

Diploma in the Management of Information Systems

The examination shall comprise the following.

Paper Number	Paper Title	Course Guide Number
I.	Written examinations in June as follows:	
1.	Information Systems Development	SM7323
2.	(a) Software Engineering	SM7334
	or (b) Two two-hour papers as follows:	
	Either (i) Two of	
	Introduction to Computing	SM7304

Paper Number	Paper Title	Course Guide Number
	Data Management Systems	SM7305
	Programming in Pascal	SM7302
or (ii)	Two of	
	Networks and Distributed Systems	SM7327
	Computer Architectures	SM7326
	Data Base Systems	SM7325
	Knowledge Management Using Expert Systems	SM7324
	Data Structures	SM7303
	Numerical Computing	SM7332
	Artificial Intelligence Techniques and Tools	SM7333
	Computer Graphics	SM7335
3.	Information Technology in Developing Countries	SM8306
II	A project to be submitted by the first week of the Summer Term	SM8301

Diploma in Management Sciences

The examination shall comprise courses, selected with the approval of the candidate's supervisor. Each course, unless indicated otherwise, is examined by a three-hour written examination. Four courses are to be chosen, from at least three of the groups shown below.

Paper Number	Paper Title	Course Guide Number
Group I		
(a)	Operational Research Methods	SM7345
(b)	Model Building in Operational Research (not to be taken unless (a) is also taken)	SM7347
Group II		
(a)	Information Systems Development	SM7323
(b)	Software Engineering	SM7334
(c)	Two two-hour papers as follows:	
	Either (i) Two of	
	Introduction to Computing	SM7304
	Data Management Systems	SM7305
	Programming in Pascal	SM7302
	or (ii) Two of	
	Networks and Distributed Systems	SM7327
	Computer Architectures	SM7326
	Data Base Systems	SM7325
	Knowledge Management Using Expert Systems	SM7324
	Data Structures	SM7303
	Numerical Computing	SM7332
	Artificial Intelligence Techniques and Tools	SM7333
	Computer Graphics	SM7335
Group III		
(a)	Statistical Techniques for Management Sciences	SM7230
(b)	Marketing and Market Research	SM7231
(c)	Basic Statistics	SM7200
or (d)	Elementary Statistical Theory	SM7201

Paper Number	Paper Title	Course Guide Number
Group IV		
(a)	Basic Mathematics for Economists	Ec1415
or (b)	Mathematics for Economists	Ec1416
or (c)	Mathematical Methods	SM7000
or (d)	Further Mathematical Methods	SM7020
Group V		
(a)	Elements of Accounting and Finance	Ac1000
or (b)	Economics A	Ec1400
	<i>(candidates will be expected to take A2)</i>	
or (c)	Economics B	Ec1403
or (d)	Economics C	Ec1408
or (e)	Organizational Theory and Behaviour	Id3221
(f)	Computer Project	SM8301
	<i>(only to be taken if papers II(a) and (b) are also taken)</i>	

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects. A candidate may not offer a paper in which he or she has been examined at first degree level or its equivalent. A candidate who wishes to go on to an M.Sc. in the Department will be expected to follow an appropriate course of study in the Diploma. For example, candidates for the M.Sc. in Analysis, Design and Management of Information Systems will normally be expected to offer papers II(a), either II(b) or II(c) and V(f).

These conditions may be waived where the candidate's supervisor is satisfied that the candidate has already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

Diploma in Operational Research

The examination shall comprise the following (normally four three-hour examinations, except as indicated otherwise):

Paper Number	Paper Title	Course Guide Number
1.	Operational Research Methods	SM7345
2.	Model Building in Operational Research	SM7347
3 & 4.	Two of the following:	
(a)	(i) Elementary Statistical Theory	SM7201
	or (ii) Statistical Techniques for Management Sciences	SM7230
(b)	(i) Mathematical Methods	SM7000
	or (ii) Further Mathematical Methods	SM7020
(c)	Two two-hour papers as follows:	
Either (i)	Two of	
	Introduction to Computing	SM7304
	Data Management Systems	SM7305
	Programming in Pascal	SM7302
or (ii)	Two of	
	Networks and Distributed Systems	SM7327
	Computer Architectures	SM7326

Paper Number	Paper Title	Course Guide Number
	Data Base Systems	SM7303
	Knowledge Management Using Expert Systems	SM7332
	Data Structures	SM7303
	Numerical Computing	SM7332
	Artificial Intelligence Techniques and Tools	SM7333
	Computer Graphics	SM7335
(d)	Software Engineering	SM7334
(e)	Any other paper approved by the candidate's teachers	

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects. A candidate may not offer a paper in which he or she has been examined at first degree level or its equivalent. A candidate who wishes subsequently to be considered for the M.Sc. in Operational Research will normally be expected to include papers (a) and (b) under 3 and 4 above in his or her selection. This condition may be waived where the candidate's supervisor is satisfied that the candidate has already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

Diploma in Social Philosophy

The examination shall comprise the following:

Paper Number	Paper Title	Course Guide Number
1.	Social Philosophy	Ph6250
2.	Philosophy of the Social Sciences	Ph6208
3.	One of the following:	
(a)	Elements of Logic	Ph6209
(b)	Logic	Ph6201
(c)	History of Epistemology	Ph6204
(d)	Metaphysics and Epistemology	Ph6205
(e)	Advanced Scientific Method	Ph6200
(f)	Any other paper approved by the candidate's teachers	

The choice of options is subject to the approval of the School. Candidates may be permitted to substitute for paper 2 a further paper listed under 3 above.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year.

Diploma in Social Psychology

The examination will comprise the following:

Students are required to be examined to a total of four units. All courses are of whole-unit value except those under 3 which are of half-unit value; the examination for each whole-unit will normally be by means of a 3-hour examination, and for each half-unit will normally be by means of a 2-hour unseen examination.

Paper Number	Paper Title	Course Guide Number
1.	Methods of Psychological Research II: Social and Statistical	Ps5420

Paper Number	Paper Title	Course Guide Number
2	Two of the following: (a) Cognitive Science (b) Social Psychology (c) Issues in the History and Philosophy of Psychology (d) Cognition	Ps5424 Ps5423
3.	Two of the following half units: (a) Cognitive Development (b) Social Representations (c) Artificial Intelligence (d) Personality and Psychopathology (e) Social Psychology of Health (f) Social Psychology of Economic Life (g) Psychotherapies (h) Psychology of Gender (i) Psychological Aspects of Legal Processes (j) The Social Psychology of the Media (k) Issues in Social Psychology (l) Decision-Making and Decision Support Systems	Ps5521 Ps5524 Ps5525 Ps5529 Ps5531 Ps6419
4.	An essay or research report (not exceeding 5,000 words) or a paper approved by the Convener.	Ps5599

The choice of papers is subject to the approval of the Convener, who may also permit alternative papers to be offered.

Note: Not all the papers listed under 2 and 3 above will necessarily be available every year.

Part-time students may take examinations to a value of between one and two units at the end of the first year and the remainder at the end of the second year.

Diploma in Sociology

The examination shall consist of three papers, as follows:

Paper Number	Paper Title	Course Guide Number
1.	Methods of Social Investigation	So6960
2.	Sociological Theory	So6961
3.	Comparative Social Structures II	So6963

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

A candidate may, at the discretion of the examiners, substitute an essay of not more than 10,000 words, which must be submitted by 15 May, for the paper Comparative Social Structures I.

A candidate wishing to proceed to the M.Sc in Sociology will normally be expected to obtain a mark of Distinction in order to be allowed to do so.

Diploma in Statistics

Papers for the examination (normally four three-hour papers, except as otherwise indicated) shall be selected from the following list, with the approval of the candidate's supervisor:

Paper Number	Paper Title	Course Guide Number
(a)	Probability, Distribution Theory and Inference	SM7220

Paper Number	Paper Title	Course Guide Number
(b)	(i) Statistical Theory	SM7241
or	(ii) Statistical Techniques	SM8258
(c)	(i) Mathematical Methods	SM7000
or	(ii) Further Mathematical Methods	SM7020
(d)	Social Statistics and Survey Methodology	SM8260
(e)	Statistical Demography	SM8190
(f)	Operational Research Methods	SM7345
(g)	(i) Econometric Theory	Ec1575
or	(ii) Principles of Econometrics	Ec1561
(h)	Two two-hour papers from Introduction to Computing Data Management Systems Programming in Pascal	SM7304 SM7305 SM7302
(i)	Either Two two-hour papers in Data Structures Networks and Distributed Systems Computer Architectures Data Base Systems Knowledge Management Using Expert Systems Numerical Computing Artificial Intelligence Techniques and Tools or Software Engineering	SM7303 SM7327 SM7326 SM7325 SM7324 SM7332 SM7333 SM7334
(j)	or Any other paper approved by the candidate's teachers	

Candidates may not offer a paper in which they have been examined at first degree level or its equivalent.

Candidates will normally be expected to include papers (a) and (c) in their selection, and if they wish subsequently to be considered for the M.Sc. in Statistics at the School, they will normally include paper (b) also. These restrictions may be waived where candidates can satisfy their supervisors that they have already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

Diploma in World Politics

The examination consists of five elements as follows:

Paper Number	Paper Title	Course Guide Number
I. Four written papers		
1.	World Politics	IR4700
2. & 3.	Two of the following: (a) Foreign Policy Analysis (b) International Institutions (c) The Politics of International Economic Relations (d) Strategic Aspects of International Relations	IR4610 IR4630 IR4640
4.	Any other approved subject	

and

II. An assessment of five essays written during the course of study

Part-time students may normally take two papers on completion of their first year and the remainder on completion of their final year.

The Master's Degrees — M.Sc., LL.M., M.A.

The University of London Master's degrees are intended for award for satisfactory completion (including formal written examinations) after a course of study beyond first-degree level of at least one year full-time (or the equivalent in part-time study). In addition to written papers, students are required in some subjects to submit essays or reports on practical work written during the course of study.

The Course of Study

The course of study for a full-time student will extend over not less than *one* academic or *one* calendar year, according to subject; but students whose initial qualifications in the field of study they wish to pursue are held by the School to be insufficient may be required to extend the course over *two* years and to pass a qualifying examination not less than one year before entering for the degree examination. If they fail to pass this qualifying examination they will not be allowed to re-enter for it without the permission of the School. No candidate will be admitted to the School to follow the course of study for a taught Master's degree except at the beginning of the session, i.e. in October.

A student who has been admitted to the School as a part-time student will be required to extend the course over *two* academic or *two* calendar years or longer if necessary.

Details of the various courses offered at the School for the University of London's Master's degrees are contained in the following pages.

A student registered for a taught Master's degree may, with the permission and recommendation of the supervisor, apply to proceed to a research degree instead. On registering for the research degree the Master's degree registration will lapse. Only in exceptional circumstances may any period of time spent on the Master's degree count towards the prescribed period of registration for the research degree.

A candidate who fails in the examination will not normally be re-admitted to the School but, under University regulations, may re-enter for the examination once more without being registered at the School.

Examination Arrangements

Entry for Examination

Examination entry forms should be collected from the Graduate School Office at the appropriate time. They should be completed according to the instructions supplied and returned to the Graduate School Office promptly by 12 January for June examinations (this also applies to candidates for September examinations who are to sit papers examined in June) and by 12 April for September examinations, so that the forms can be sent on to the University by the closing date (1 February and 1 May respectively).

Entry forms for *re-entry* to examinations will not be issued to candidates no longer registered at the School unless they ask for them at the appropriate time (mid-December for June examinations, late March for September examinations). Candidates are bound by the Regulations in force at the time of their re-entry to the examination. Candidates re-entering for examinations will be required to enter for the same examinations as they entered for previously, unless they have satisfactorily completed courses for different examinations. As indicated below, results are published for the examination as a whole (or, where course regulations allow it to be taken in separate parts, for each such part of the examination); consequently, re-entry must be for all components of the failed examination (except that, at the discretion of the examiners, special arrangements may apply if one of those components is an essay/dissertation/report).

Withdrawal from Examinations

Students who have entered for an examination and who wish to withdraw should inform the Graduate School Office as soon as possible, and should ask for advice as to their position if they should wish at some later date to re-enter for the examination. Generally speaking, students should notify the University of withdrawal from an examination *at*

least a week before it begins, if that entry is not to be counted for the purposes of calculating liability for fees on re-entry and the number of occasions on which the student may re-enter. University Regulations also require students to have satisfied the examiners within two years of completion of the course, if they are to be awarded the degree; however, this period may be extended at the School's discretion.

Illness at the Examination

Candidates who are prevented owing to illness or other cause judged sufficient by the Academic Council of the University (such as death of a near relative) from completing at the normal time the examination for which they have entered may

- (a) enter the examination on the next occasion when the examination is held, or at the discretion of the examiners
- (b) be set a special examination in those elements of the examination missed as soon as possible after that date and be permitted to submit any work prescribed (e.g. report) at a date to be specified by the University.

Applications on behalf of such candidates must be made by the School, be accompanied by a medical certificate and must reach the Academic Registrar at the University within seven days from the last day of the examination. Such applicants should, therefore, contact the Graduate School Office *immediately* if they are prevented from sitting any examination paper(s).

Notification of Results

After the examiners have reached a decision, every candidate will be notified by the Academic Registrar of the University of the result of the examination.

The result of the examination is given for the examination as a whole. A mark of Distinction may be awarded to candidates showing exceptional merit in the examination.

A Diploma under the Seal of the University shall be subsequently delivered to each candidate who has been awarded a degree.

N.B. The School reserves the right to ask the University to withhold the award of a degree to a candidate owing fees to the School.

In the regulations which follow a Course Guide number is printed opposite each examination paper. The Course Guides are printed in detail in Part III of the Calendar, with a general explanation on page 372. Students should first read the regulations for their particular degree course, to see the rules governing the choice of examination subjects. They should then refer to Study Guides which in turn refer to the lecture and seminar series listed in the Sessional Timetable (published separately).

N.B. Only those subjects or combinations of subjects explicitly permitted by the regulations for each course may be offered for examination. Where the regulations for a course indicate that special permission is required for a student to take a particular subject or combination of subjects, such permission must be sought at the beginning of the course of study, and the Graduate School Office must be informed if permission is given. If notification is not received in the first few weeks of the Michaelmas Term, permission may be refused.

M.Sc. in the Faculty of Economics

Accounting and Finance

Duration of Course of Study

Full-time: One academic year (or one calendar year if an option examined in September is chosen).

Part-time: At least two academic years (or two calendar years if an option examined in September is chosen).

Examination

Students will be examined on four courses or three courses and an essay or report as listed below.

Paper Number	Paper Title	Course Guide Number
1.	(a) Corporate Finance I or (b) Corporate Finance II	Ac2010 Ac2040
2.	(a) Financial Accounting or (b) Managerial Accounting	Ac2020 Ac2030
3 & 4.	Two of the following selected with the approval of the candidate's teachers:	
	(a) Corporate Finance III	Ac2041
	(b) International Accounting and Finance	Ac2050
	(c) History of Accounting	Ac2051
	(d) Security Investment Analysis	Ac2052
	(e) Public Finance	Ec2435
	(f) Economics of Industry	Ec2436
	(g) Capital Markets, the Corporation and Taxation	Ec2437
	(h) Organisational Theory and Behaviour	Id4203
	(i) Computing and Data Processing	SM8300
	(j) Advanced Systems Analysis	SM8304
	(k) Operational Research Techniques and Applications	SM8342
	(l) Advanced Mathematical Programming	SM8351
	(m) A paper from another course for the M.Sc. in the Faculty of Economics	
	(n) An essay or report of not more than 10,000 words	
	(o) The paper not selected under 2 above	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of the examination on two courses, taken after completion of those courses. The second part will consist of the examination on the remaining course(s) and, where appropriate the essay or report, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June (except that a paper taken under 4(m) above will be examined at the time that course is examined).
Essay/report	1 June.

Analysis, Design and Management of Information Systems

Duration of Course of Study

Full-time: One or two calendar years, depending on the candidate's entry qualifications.

Part-time: At least two calendar years, depending on the candidate's entry qualifications.

Students are required to be examined on courses to a total of three units and a report, as detailed below. All courses are half-units unless specified to the contrary. The examination for each half-unit will be normally be by means of a two or three-hour unseen examination paper. (Courses I.2, II.5, II.6, and II.8 are examined by means of essays and project reports). In addition, coursework may also be assessed.

Paper Number	Paper Title	Course Guide Number
Examination		
I.		
1.	Systems Analysis and Design	SM8307
2.	Aspects of information Systems	SM8308
3.	Information Systems Management	SM8309
4.	Information Systems Development Methodologies	SM8310
II.		
Course totalling <i>two</i> half-units selected with the approval of the candidate's teachers:		
1.	Information	SM8307
2.	Strategic Aspects of Information Technology	SM8322
3. & 4.	Information Technology in Developing Countries (1 unit)	SM8306
5.	Intelligent Knowledge Based Systems	SM8323
6.	Simulation Modelling	SM8324
7.	Topics in Applied Computing	SM8325
8.	Advanced Topics in Information Systems	SM8326
9.	<i>One</i> out of the following:	
	(a) Techniques of Operational Research	SM8343
	(b) Decision Analysis in Theory and Practice	SM8204
	(c) Structuring Decisions	SM8361
10. &/or	Financial Reporting and Management (1 unit)	Ac2150
11.	Introduction to Organizational Analysis	Id4204
12.		
13. &/or		
14.	Any other subject approved by the candidate's teachers	

and

III A report of not more than 10,000 words on a project selected with the approval of the candidate's teachers.

Not all the courses listed in Part II will necessarily be available every year. Students who have already covered material comparable to that in I.1 will normally be required to replace it from any course listed in Part II. At least six hours of unseen written examinations must be taken.

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of two papers to the value of two units, taken after completion of courses for those papers. The second part will consist of the remaining paper to the value of one unit and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part of the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Date of Examination

Written papers	June
Dissertation	15 September

Demography

Duration of Course of Study

Full-time: One calendar year. **Part-time:** At least two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I Three written papers as follows:		
1.	Analytic and Applied Demography I	Pn8100
2.	Analytic and Applied Demography II	Pn8101
3.	Social and Economic Demography	Pn8102
This paper will include a special study of a topic to be selected from		
(a)	Third World Demography	Pn7123
(b)	The Demographic Transition and the Modern Western World	Pn7122
(c)	The Population History of England	Pn7121
(d)	Family Composition, Kin and the Life Cycle	Pn7125
(e)	Population, Family and Health in Britain	Pn7129

and

II A dissertation of not more than 10,000 words on a topic approved by the candidate's teachers.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. Students following the part-time course who fail the first part of the examination may be permitted by the School to re-enter the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Date of Examination

Written papers	June
Report	15 September

Economics**Duration of Course of Study**

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
Four written papers as follows:		
1.	(a) Macro-Economics I	Ec2402
	or (b) Macro-Economics II	Ec2403
2.	(a) Micro-Economics I	Ec2404
	or (b) Micro-Economics II	Ec2405
3.	(a) Methods of Economic Investigation I	Ec2410
	or (b) Methods of Economic Investigation II	Ec2411
4.	One of the following:	
	(a) History of Economic Thought	Ec2425
	(b) International Economics	Ec2426
	(c) Economics of Investment and Finance	Ec1542
	(d) Labour Economics	Ec2429
	(e) Monetary Economics	Ec2430
	(f) Public Finance	Ec2435
	(g) Economics of Industry	Ec2436

Paper Number	Paper Title	Course Guide Number
(h)	The Economics of Less Developed Countries and of their Development	Ec2440
(i)	Theory and Implementation of Detailed Planning	Ec2442
(j)	Marx, Walras and Keynes in the Light of Contemporary Economic Analysis	Ec2455
(k)	Economic Inequality	Ec2465
(l)	The Economics of Technological Change and Long-Term Growth	Ec2470
(m)	Game Theory	SM7025
(n)	Capital Markets, the Corporation and Taxation	Ec2437
(o)	Any other field of Economics approved by the candidate's teachers	

In exceptional circumstances, a candidate may, subject to the approval of his teachers, substitute for one of the papers under 1, 2 or 3 a paper in a second subject under 4.

Students following the part-time course may, with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter the first part and to enter for the second part at the same examination and if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
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Preliminary Year

Some students may be asked to take the Preliminary Year Programme, and, before being allowed to proceed in their final year to the M.Sc. as described above, to pass in four examinations as follows:

Paper Number	Paper Title	Course Guide Number
1.	Preliminary Year Macroeconomics	Ec2590
2.	Preliminary Year Microeconomics	Ec2591
3.	One of the following:	
	Basic Mathematics for Economists	Ec1415
	Mathematics for Economists	Ec1416
	Mathematical Methods	SM7000
	Elements of Management Mathematics	SM7340
4.	One of the following:	
	Basic Statistics	SM7200
	Economic Statistics	Ec1430
	Elementary Statistical Theory	SM7201
	Principles of Econometrics	Ec1561

Econometrics and Mathematical Economics**Duration of Course of Study**

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Four written papers or, subject to the approval of the candidate's teachers, three written papers and an essay or report as follows:

Paper Number	Paper Title	Course Guide Number
1.	(a) Advanced Quantitative Economics I	Ec2550
	or (b) Advanced Quantitative Economics II	Ec2551
2, 3 & 4.	Three of the following selected with the approval of the candidate's teachers:	
	(a) Advanced Quantitative Economics I (if not taken under I)	Ec2550
	(b) Advanced Quantitative Economics II (if not taken under II)	Ec2551
	(c) Advanced Econometric Theory I	Ec2560
	(d) Advanced Econometric Theory II (only available to candidates selecting paper Advanced Econometric Theory I)	Ec2561
	(e) Advanced Mathematical Economics I	Ec2570
	(f) Advanced Mathematical Economics II	Ec2571
	(g) (i) Advanced Mathematical Programming	SM8351
	or (ii) Applied Abstract Analysis	SM7060
	(h) Game Theory	SM7025
	(i) Microeconomics II	Ec2405
	(j) Any other subject approved by the candidate's teachers	
	(k) An essay or report of not more than 10,000 words	

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining papers, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and if on that occasion the examination is failed to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay/Report	1 June

Preliminary Year

Some students may be asked to take the Preliminary Year Programme and to pass two examinations, in econometric theory and mathematical economics, before being allowed to proceed in their final year to the M.Sc. as described above. The Preliminary Year Programme will include additional studies and seminars in economic theory, mathematics, statistics, economics and econometrics. Details may be found in Course Guide numbers Ec1570 and Ec1575.

Economic History

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Option A

Examination

I. Three written papers selected with the approval of the candidate's teachers as follows:

Paper Number	Paper Title	Course Guide Number
1.	One of the following:	
	(a) The Sources and Historiography in England in the Seventeenth and Early Eighteenth Centuries	EH2605

Paper Number	Paper Title	Course Guide Number
	(b) Perspectives on the Industrial Revolution: A Study in Sources and Historiography	EH2610
	(c) The Economic Analysis of North American History	EH2611
	(d) Economic History: Interpretation and Analysis	EH2616
2 & 3.	Two of the following:	
	(a) One or two additional papers under 1 (above)	
	(b) The Economy and Society of London 1600-1800	EH2646
	(c) The World Economic Crisis 1919-1945	EH2657
	(d) Interpreting Modern Business: the U.S.A., Europe and Japan	EH2717
	(e) British Labour History	EH2700
	(f) Argentinian Economic Development since 1870	EH2715
	(g) The Economic History of Western Europe since 1945	EH2716
	(h) History of Economic Thought	Ec2425
	(i) The Regulation of the Economy by Government in the U.S.A.	Gv4130
	(j) Any other paper approved by the candidate's teachers	

and

II. A report of about 10,000 words on a topic approved by the candidate's teachers relating to one of the candidate's three written papers.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	1 September

Option B

Examination

I. Three written papers selected with the approval of the candidate's teachers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Growth, Poverty and Policy in the Third World since 1850	EH2790
2 & 3.	Two of the following:	
	(a) Imperialism, the State and Welfare in Latin America and the Caribbean	EH2780
	(b) The World Economic Crisis 1919-1945	EH2657
	(c) Economic and Social Change in East Asia in the Age of Imperialism 1840-1930	EH2656
	(d) Economic History: Interpretation and Analysis	EH2616
	(e) The Economics of Less-Developed Countries and of their Development	Ec2440
	(f) Sociology of Development	So6831

and

- II. A report of about 10,000 words on a topic approved by the candidate's teachers relating to paper 1 above

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining papers, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and if on that occasion the examination is failed to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	1 September

European Studies

Additional Entry Qualifications

Applicants should possess a knowledge of at least one European language other than English.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* At least two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1&2.	Two of the following:	
(a)	European History since 1945	Hy4540
(b)	European Institutions	IR4631
(c)	The Economic Organisation of the European Economic Community	Ec2516
3.	One of the following:	
(a)	A paper from 1 and 2 not already taken	
(b)	The Politics and Government of an Approved European Country	Gv4090, Gv4100, Gv4110
(c)	The International Politics of Western Europe	IR4750
(d)	The Law of European Economic and Monetary Transactions	LL6050
(e)	The Law of Western European Institutions	LL6051
(f)	European Social Policy	SA6645
(g)	Public Policy in Italy and France	Gv4165
(h)	Any other paper approved by the candidate's teachers which is offered for the M.Sc. or M.A. and examined in June	

and

- II. An essay of not more than 10,000 words on an approved topic falling within the field of one of the candidate's chosen papers.

Dates of Examination

Written papers	June
Essay	15 September

All students admitted for this course are required to take a test at the beginning of

January to check on their progress. According to the results of this test, they may be advised, in extreme cases, to withdraw from the course, or, possibly, to take two years over the course. Candidates are not expected to 'pass' the test as if it were an end-of-course examination, but are advised to be aware of the fact that the test is regarded as an indication of progress.

Geography

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	Geographical Methodologies and Research Techniques	Gy2802
2&3.	Two of the following:	
(a)	Social Change and Urban Growth	Gy2820
(b)	Regional Policy and Planning	Gy2821
(c)	Natural Resources Management and Environmental Planning	Gy2822
(d)	Spatial Aspects of Change in Economic Activity	Gy2823
(e)	Geography of Transport Planning	Gy2824
(f)	Cartographic Communication	Gy2825
(g)	Any other subject of comparable range in the field of Geography, or one related thereto, approved by the candidate's teachers	
(h)	A subject offered for an M.Sc. in a related discipline (with the approval of the department and of the teachers concerned)	

and

- II. A report of not more than 10,000 words on an approved topic.

and

- III. Assessment of written work submitted during the course.

Candidates will also be required to show satisfactory evidence of acquaintance with field and other practical research techniques.

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	15 September

Health Planning and Financing

(This course is taught jointly with the London School of Hygiene and Tropical Medicine)

Duration of Course of Study

Full-time: One academic year. *Part-time:* Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
1.	Basic Community Health	SA6660
2.	Health Planning and Financing	SA6661
3.	One of the following:	
(a)	Health Economics	SA6666
(b)	Social Dimensions of Health	SA6667
(c)	Health Care and Epidemiology	SA6668
4.	One of the following:	
(a)	A further paper from 3 above	
(b)	Any other approved subject* e.g.	
	Social Policy and Administration	SA6630
	Social Planning	SA6631
	Planning of Personal Social Services	SA6642
	Industrial Relations: Theory and Comparative Systems	Id4201
	Management Mathematics	SM8350
	Economics of Less Developed Countries and their Development	Ec2440
	Occupational Medicine	—
	Nutrition	—
	Social and Economic Demography	—
(c)	A report of not more than 10,000 words on a topic approved by course teachers	SA6699

* Subject to timetabling and the requisite academic background for the particular subject.

Students following the part-time course may, with the approval of the Schools, take the examination in two parts. The first part will consist of an examination on two courses taken after completion of those courses. The second part will consist of the examination on the remaining course(s) and, where appropriate, the report, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the Schools to re-enter for the first part and to enter for the second part at the same examination, and if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	1 June

Industrial Relations and Personnel Management**Duration of Course of Study**

Full-time: One calendar year. *Part-time:* At least two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
1.	(a) British Industrial Relations or (b) Comparative Industrial Relations	Id4200 Id4201
2, 3 & 4.	Three of the following:	
(a)	1(a) or 1(b) if not taken under 1	
(b)	A report of not more than 10,000 words on an agreed subject (provided only one of 1(a) and 1(b) is taken)	

(c)	Organisational Theory and Behaviour	Id4202
(d)	Industrial Psychology	Id4220
(e)	Sociology of Employment	Id4221
(f)	Labour Law	LL6112
(g)	Labour Market Analysis	Id4224
(h)	Labour History	Id4222
(i)	Manpower Policy	Id4223
(j)	An approved paper from any other course for the M.Sc. in the Faculty of Economics	

N.B. 1(a) will be examined by means of course-work assessment
1(b) will be examined by means of a 'prior disclosure' examination
2, 3 and 4(b) must be submitted by 31st August
2, 3 and 4(c)-(j) will be examined by a three-hour written unseen paper

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, and will be taken after the completion of the appropriate courses. The second part will consist of the remaining paper and the report will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

N.B. Students wishing to seek exemption from the examinations of the Institute of Personnel Management are expected to take papers 1(a), 1(b) and 2 & 3(i), and a special supplementary programme of work.

Dates of Examination

Written papers	June
Report	1 September

International Accounting and Finance**Duration of course of study**

Full-time: One academic year (or one calendar year if an option examined in September is chosen).

Part-time: At least two academic years (or two calendar years if an option examined in September is chosen).

Examination

Students will be examined on four courses or three courses and an essay or report as listed below.

Paper Number	Paper Title	Course Guide Number
1.	International Accounting and Finance	Ac2050
2.	(a) Corporate Finance I or (b) Corporate Finance II	Ac2010 Ac2040
3.	(a) Financial Accounting or (b) Managerial Accounting	Ac2020 Ac2030
4.	One of the following selected with the approval of the candidate's teachers:	
(a)	The paper not selected under 3 (above)	
(b)	Corporate Finance III	Ac2041
(c)	A relevant paper from another course for the M.Sc. in the Faculty of Economics	
(d)	An essay or report of not more than 10,000 words	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of the papers for two courses, taken after completion of those courses. The second part will consist of the remaining paper(s) and the essay or report, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers June (except that a paper taken under 4(c) above will be examined at the time that the course is examined).
Essay/report 1 June

International History

The regulations for this course are as for the M.A. in International History (pp.356-357).

International Relations

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I. Three written papers as follows:		
1.	International Politics	IR4600
2 & 3. Two of the following, to be chosen with the approval of the candidate's teachers:		
(a)	Foreign Policy Analysis	IR4610
(b)	International Institutions	IR4630
(c)	European Institutions	IR4631
(d)	The Politics of International Economic Relations	IR4640
(e)	The International Legal Order	IR4632
(f)	Strategic Studies	IR4650
(g)	International Politics: The Western Powers	IR4660
(h)	International Politics: The Communist Powers	IR4661
(i)	International Politics: Asia and the Pacific	IR4662
(j)	International Politics: Africa and the Middle East	IR4663
(k)	International Business in the International System	IR4641
(l)	Revolutions and the International System	IR4645
(m)	Concepts and Methods in International Relations	IR4621
(n)	International Law and Organizations in Latin America and the Caribbean	IR4633
(o)	The Politics of Money in the World Economy	IR4642
(p)	Nationalism	So6850
(q)	Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	—
<i>Courses available for this option in 1988-89 include:</i>		
Sanctions in International Relations		
Gender and International Relations		
Conflict and Peace Studies		

- II. An essay of not more than 10,000 words on an approved topic.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining elements of the examination, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers June
Essay 1 June

All students admitted for this course will be required to take a test at the beginning of October, to help their tutors advise them on course work and reading, especially in International Politics.

Logic and Scientific Method

Duration of Course of Study

Full-time: One academic year or one calendar year depending on the Scheme of Examination.
Part-time: Two academic or two calendar years depending on the Scheme of Examination.

Examination

- I. Three written papers selected with the approval of the candidate's teachers as follows (candidates are normally required to take papers (a) and (b)):

Paper Number	Paper Title	Course Guide Number
(a)	Advanced Scientific Method	Ph6200
(b) (i)	Logic	Ph6201
or (ii)	Mathematical Logic	Ph6202
or (iii)	Elements of Logic	Ph6209
(c)	Advanced Mathematical Logic	Ph6203
(d)	History of Epistemology	Ph6204
(e)	Metaphysics and Epistemology	Ph6205
(f)	Philosophy of Mathematics	Ph6206
(g)	Growth of Modern Science	Ph6207
(h)	Philosophy of the Social Sciences	Ph6208
(i)	Theories of Probability	Ph6210

- and
II. An essay of not more than 10,000 words on a topic falling within the field of any of the papers

Exceptionally candidates may be examined by four written papers selected with the approval of their teachers from the list given above (candidates will normally be required to take papers (a) and (b)).

Dates of Examination

Written papers June
Essay 15 September

Operational Research

Additional Entry Qualifications

A knowledge of mathematics and statistics to the level of Mathematical Methods and Elementary Statistical Theory in Part I or the B.Sc. (Econ.). A student who applies without previous study of one or more of these subjects may be required to pass a qualifying examination before admission.

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Students are required to be examined on courses to a total of four units, as detailed below. All courses are half-units unless specified to the contrary. The examination for each half-unit will normally be by means of a two-hour unseen examination paper. (Courses I.2, I.3, II.5, II.6, II.9 and II.11 are examined by means of essays and project reports.) In addition, coursework may also be assessed.

Paper Number	Paper Title	Course Guide Number
I.		
1.	Techniques of Operational Research	SM8343
2.	Operational Research in Context	SM8344
3.	Computer Modelling in Operational Research	SM8345
II. Courses totalling five half-units, of which at least three must be from subjects II.1 to II.13.		
1.	Mathematical Programming 1	SM8354
2.	Mathematical Programming 2 (if II.1 is also taken)	SM8355
3.	Combinatorial Optimisation	SM8346
4.	Advanced Operational Research Techniques	SM8347
5.	Applied Statistics	SM8360
6.	Further Simulation	SM8348
7.	Decision Analysis in Theory and Practice	SM8204
8.	Structuring Decisions	SM8361
9.	Advanced Topics in Operational Research	SM8362
10.	Transport Models	SM8356
11.	Workshop on Urban and Transport Models	SM8358
12 & 13.	Public Policy Analysis (one unit)	SM8359
14.	Stochastic Processes	SM8203
15.	Statistical Aspects of Educational and Manpower Planning	SM8214
16.	Surveys and Market Research Methods	SM8261
17.	Game Theory I	SM8002
18.	Introduction to Organisational Analysis	Id4204
19.	Managerial Accounting for Operational Research	Ac2151
20 & 21.	Any other subject(s) approved by the student's teachers	

Not all the courses listed in Part II will necessarily be available every year. Students who have already covered material comparable to that in I.1 or in I.3 will normally be required to replace them from any courses listed in (II). A report on an agreed subject may be submitted to count as either a half-unit or as one unit provided that the minimum number of half-units from II.1 to II.13 is also taken, and that at least six hours of unseen written examinations are taken.

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of I.1, I.3 and any other paper and will be taken after the completion of courses for those subjects. The second part will consist of the

remaining requirements of the examination and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination, and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	June

Politics 1 — Political Theory

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers chosen from	
1.	Greek Political Philosophy: the Concept of Justice	Gv4005
2.	Modern Political Philosophy: Freedom and Equality	Gv4006
3.	Modern Political Philosophy: Justice	Gv4007
4.	Critical Problems in the History of Political Thought	Gv4001
5.	Set Text (Candidates will choose <i>one</i> of a list of specified authors)	Gv4010-18
6.	Any other written paper offered for the M.Sc., LL.M. or M.A. (subject to the approval of the supervisor)	

Dates of Examination

Written papers	June
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Politics 2 — Politics of the British Isles

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Either Four written papers
or Three written papers and an essay written during the course

Paper Number	Paper Title	Course Guide Number
1, 2 & 3.	Three of the following:	
(a)	The State in Britain	Gv4025
(b)	The Constitution and its Critics	Gv4026
(c)	Policies, Institutions and Alignments: British Politics since the 1880s	Gv4027
(d)	Modern British Political Ideas	Gv4028
(e)	The Government and Politics of Ireland	Gv4029
4.	An essay of not more than 10,000 words, written on any approved topic during the course of study	

Candidates may, subject to the approval of their teachers, substitute any other paper which is offered for the M.Sc., LL.M., or M.A., for one of the papers listed under 1, 2 and 3 above. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	15 September

Politics 3 — Political Sociology

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers	
1.	Theories and Concepts of Political Sociology	Gv4040
2.	Revolutions and Social Movements	Gv4041
3.	The Study of Political Behaviour	Gv4042

and

- II. An essay of about 15,000 words written on an approved topic during the course of study.

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed above any other paper which is offered for the M.Sc., LL.M., or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	September
Essay	1 August

Politics 4a — The Politics and Government of Russia

Additional Entry Qualifications

An ability to read political texts in Russian. If this is lacking a two-year course, involving intensive study of the Russian language in the first year, will be necessary.

Duration of Course of Study

- Full-time:* At least one calendar year, depending on the student's knowledge of Russian.
Part-time: At least two calendar years, depending on the student's knowledge of Russian.

Examination

Paper Number	Paper Title	Course Guide Number
1, 2 & 3.	Three of the following:	
(a)	Russian Political Institutions — 1861-1917	Gv4051
(b)	Russian Political Thought — 1815-1980	Gv4052
(c)	The Development of the Soviet Polity	Gv4053
(d)	Soviet Political Institutions	Gv4054

and

4. An essay of not more than 10,000 words written on an approved topic during the course of study

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	September
Essay	15 September

Politics 4b — The Politics and Government of Russia (without Russian Language)

Curriculum

Set texts will be studied in translation

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
1, 2 & 3.	Three of the following:	
(a)	Russian Political Institutions — 1861-1917	Gv4051
(b)	Russian Political Thought — 1815-1980	Gv4052
(c)	The Development of the Soviet Polity	Gv4053
(d)	Soviet Political Institutions	Gv4054

and

4. An essay of not more than 10,000 words written on an approved topic during the course of study.

Part-time students may, with the approval of the School, take the examination in two parts. The first will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	September
Essay	15 September

Politics 5 — Comparative Government

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers	
1.	Comparative Government	Gv4065
2 & 3.	Two of the following papers:	
(a)	Government and Politics of the U.S.S.R.	Gv4050
(b)	The Government and Politics of France	Gv4090
(c)	The Government and Politics of Germany	Gv4100
(d)	Government and Politics of a selected African country	Gv4120
(e)	The Regulation of the Economy by Government in the U.S.A.	Gv4130
(f)	Government and Politics of Scandinavia	Gv4110
(g)	Government and Politics of Eastern Europe	Gv4060
(h)	Government and Politics of Latin America	Gv4140

and

- II. An essay of not more than 10,000 words written on an approved topic during the course of study.

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed above any other paper which is offered for the M.Sc., LL.M., or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	September (June for papers 2 & 3(b), (c), (d), (e), (f), (g) and (h) and, if appropriate, the substituted paper referred to above)
Essay	15 September

Politics 6 — Public Administration and Public Policy

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers	
1.	Comparative Administrative Systems	Gv4160
2.	Public Policy and Planning	Gv4161

Paper Number	Paper Title	Course Guide Number
3.	One of the following:	
(a)	Comparative Local Government	Gv4162
(b)	Comparative Public Enterprise	Gv4163
(c)	Administration and Government in New and Emergent States	Gv4122
(d)	Administration in Regional and Urban Planning	Gv4164
(e)	Regulation of the Economy by Government in the U.S.A.	Gv4130
(f)	Public Policy in Italy and France	Gv4165
(g)	European Social Policy	SA6645

and

- II. An essay of not more than 10,000 words written on an approved topic during the course of study

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed in section 3 above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

In exceptional circumstances, a candidate may be allowed, subject to the supervisor's approval, to substitute a second optional paper from 3 above, or from the M.Sc. in Social Policy and Planning or from any other paper which is offered for the M.Sc. in Politics, for one of the papers 1 or 2 above.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	1 September

Politics 7 — The Politics and Government of Western Europe

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers	
1.	The Politics and Government of Western Europe	Gv4071
2.	One of the following:	
(a)	The Government and Politics of Germany	Gv4100
(b)	The Government and Politics of France	Gv4090
(c)	Government and Politics of Scandinavia	Gv4110
3.	Either another paper from 2 above or one of the following:	
(a)	European Multiparty Systems	Gv4072
(b)	Public Policy in Italy and France	Gv4165

Paper Number	Paper Title	Course Guide Number
(c)	European Social Policy	SA6645
(d)	European History Since 1945	Hy4540
(e)	European Institutions	IR4631
(f)	The International Politics of Western Europe	IR4750

and

- II. An essay of not more than 10,000 words written on an approved topic during the course of study

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed in section 3 above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	15 September

Politics 8 — Politics and Government in Africa

(This course is not currently offered)

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers	
1.	African Government and Politics	Gv4121
2.	International Politics in Africa	IR4755
3.	Government and Politics of a Selected African State	Gv4120

and

- II. An essay of not more than 10,000 words written on an approved topic during the course of study.

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter the first and to enter for the second part at the same examination

and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	15 September

Politics of the World Economy

Duration of Course of Study

Full-time: One academic year. Part-time: Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	International Political Economy	IR4639
2 & 3.	Two of the following chosen with the approval of the candidate's teachers	
(a)	Politics of Money in the World Economy	IR4642
(b)	International Business in the International System	IR4641
(c)	The Politics of International Trade	IR4643
(d)	The Economic Organization of the EEC	Ec2516
(e)	Economic Development	Ec1521
(f)	International Political Economy of Natural Resources	IR4644
(g)	Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	
	Course available for this option in 1988-89: Sanctions in International Relations	IR4647

and

- II. An essay of not more than 10,000 words written on an approved topic during the course of study

Candidates may, subject to the approval of their teachers substitute for one of the papers under 2 and 3 above any other paper which is offered for the M.Sc., LL.M., or M.A.

Such candidates will sit the examination in the substituted paper at the time specified in the regulations for the particular course under which that paper is listed.

Part-time students may take the examination in two parts. The first part will normally consist of two papers, taken after completion of courses for those papers. The second part will consist of the elements of the examination and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	June

Regional and Urban Planning Studies

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	The Economics of Regional and Urban Planning	Ec2510
2.	Administration in Regional and Urban Planning	Gv4164
3.	Geographical Aspects of Regional and Urban Planning	Gy2860

and

- II. *Either* 1. An essay of not more than 10,000 words on an approved topic
or 2. A report of not more than 10,000 words on practical exercises carried out during the course

and

- III. Candidates must also satisfy the examiners that they have achieved a sufficient level of attainment in statistics

Dates of Examination

Written papers	June
Essay/report	15 September

Sea-Use Law, Economics and Policy-Making**Duration of Course of Study**

Full-time: One calendar year.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	Marine Science, Resources and Technology	
2 & 3.	Two papers from:	
(a)	International Law of the Sea	LL6060
(b)	National and International Problems in Sea-Use Policy-Making	SU4550
(c)	Economics	Ec2520
(d)	Financial Reporting and Management	Ac2150

and

- II. An essay of not more than 10,000 words on an approved topic.

Dates of Examination

Written papers	June
Essay	September

All students on this course will be required to spend two weeks at the University Marine Biology Research Laboratory.

Social Administration and Social Work Studies**1. Social Policy and Planning****Duration of Course of Study**

Full-time: One academic year. *Part-time:* Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	(a) Social Planning or (b) Social Policy and Administration	SA6631 SA6630
2 & 3.	Two of the following:	
(a)	A paper from 1 not already taken	
(b)	Planning of Health Services	SA6640
(c)	Income Maintenance and Social Security Policies	SA6641
(d)	Planning of Personal Social Services	SA6642
(e)	Housing and Urban Planning	SA6643
(f)	Education Policies and Administration	SA6644
(g)	Sociology of Deviant Behaviour	So6881
(h)	European Social Policy	SA6645
(i)	(With the consent of the candidate's teachers) a paper from any other M.Sc. course in the Faculty of Economics	

and

- II. A report of not more than 10,000 words on a topic approved by the candidate's teachers

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	20 June

2. Social Work Studies**Additional Entry Qualifications**

Field work experience in a social work agency; candidates must also satisfy the selectors as to their personal suitability for social work.

Duration of Course of Study

Full-time: One calendar year.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	Social Work Studies	SA6700
2.	Social Problems and Social Services	SA6701
3.	Human Growth and Behaviour	SA6702

and

- II. Assessment of field work based on supervisors' report and an essay dealing with an aspect of this work approved by the candidate's teachers.

In order to be awarded the degree, a candidate must satisfy the examiners in all elements of the examination. A candidate who fails the examination and wishes to re-enter will be required to complete a further period of social work practice as required by the School, unless the examiners determine otherwise.

Dates of Examination

Written papers	June
Completion of fieldwork requirements	Last Friday in July
Essay	1 September

3. Social Policy and Social Work Studies

Duration of Course of Study

Full-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	Theories and Practice of Social Work	SA6680
2.	Psychology, Human Growth and Behaviour	SA6681
3.	Social Policy and Administration	SA6703

and

- II. Assessment of fieldwork based on supervisors' reports and a report of not more than 10,000 words dealing with an aspect of this work approved by the candidate's teachers

In order to be awarded the degree, a candidate must satisfy the examiners in all elements of the examination. A candidate who fails the examination and wishes to re-enter will be required to complete a further period of social work practice as directed by the School, unless the examiners determine otherwise.

Dates of Examination

Completion of fieldwork requirements	Last Friday in June (first session)
Written papers	Last Friday in July (second session)
Report	June of the second session
	1 September of the second session

4. Voluntary Sector Organisation

Duration of Course of Study

Full-time: One academic year. *Part-time:* Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	Voluntary Sector Policy and Administration	SA6710
2.	Social Policy and Administration	SA6630
3.	One of the following:	
	(a) Organisational Theory and Behaviour	Id4203
	(b) A paper from Social Administration and Social Work Studies (Option 1) not already taken	
	(c) A paper from any other M.Sc. course in the Faculty of Economics	

and

- II. A report of not more than 10,000 words on a topic related to Paper 1 above approved by the candidate's teachers

Part-time students will take the examination in two parts. The first part will be at the end of the first academic year of study and will consist of papers 1 and 2 above. The second part will consist of the remaining paper and the report, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part of the examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	24 June

Social Anthropology

Duration of Course of Study

Full-time: One calendar year. *Part-time:* At least two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	General Principles of Social and Cultural Anthropology	An2210
2.	Political and Economic Institutions	An2211
3.	Anthropology of Religion	An2212

and

- II. An essay of not more than 10,000 words on an approved topic within one of the following fields:
- Ethnography of a Region with Special Reference to Selected Peoples (any region indicated for the B.A. degree in Anthropology examination, or Latin America, or the Mediterranean, may be offered)
 - Applied Social Anthropology
 - Social Change in Developing Societies
 - Social Anthropological Studies of Sectors of Complex Modern Societies
 - Anthropological Linguistics
 - Primitive Technology
 - Primitive Art
 - Islamic Societies and Cultures
 - Any other topic approved by the candidate's teachers.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers taken after completion of courses for those papers. The second part will consist of the remaining paper and the essay, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	15 September

Social Philosophy

Duration of Course of Study

Full-time: One academic or calendar year, depending on the Scheme of Examination.

Part-time: Two academic or calendar years, depending on the Scheme of Examination.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers selected with the approval of the candidate's teachers as follows (Papers (d), (e) and (f) under 3 below are not available to candidates who do not possess a first degree in philosophy or equivalent training in philosophy):	
1.	Social Philosophy	Ph6250
2.	Philosophy of the Social Sciences	Ph6208
3.	One of the following:	
(a)	Elements of Logic	Ph6209
(b)	Logic	Ph6201
(c)	History of Epistemology	Ph6204
(d)	Metaphysics and Epistemology	Ph6205
(e)	Advanced Scientific Method	Ph6200
(f)	An approved paper from any other course for the M.Sc. in the Faculty of Economics normally taken in June	

and

II. An essay of not more than 10,000 words, normally on a topic falling within the field of papers 1 and 2

Candidates may be permitted to substitute for paper 2 a further paper listed under 3 above. Exceptionally, candidates may be permitted to substitute for the essay a further paper listed under 3 above.

Dates of Examination

Written papers June
Essay 15 September

Social Policy and Planning in Developing Countries

Additional Entry Qualification

Practical work experience in developing countries.

Duration of Course of Study

Full-time: One calendar year.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three written papers as follows:	
1.	Social Policy Planning and Participation in Developing Countries	SA6760
2 & 3.	Two of the following:	
(a)	Health Planning and Finance	SA6761
(b)	Planning Welfare Services and Social Security	SA6762

Paper Number	Paper Title	Course Guide Number
(c)	Urbanisation and Social Planning	SA6763
(d)	Social Planning for Rural Development	SA6764
(e)	Education and Social Planning	SA6765
(f)	Gender, Development and Social Planning	SA6766
(g)	An approved paper from another branch of M.Sc. study	

and

II. A dissertation of not more than 10,000 words on an approved topic

and

III. Project report and advanced notice essay related to the course work for paper 1 above

Dates of Examination

Written papers Third week of June
Essay The second week in September

Social Psychology

Courses relevant to four papers, as given below, and a report of not more than 10,000 words on an approved topic. In addition, the curriculum will include Methods of Research in Social Psychology which will comprise two sections: (a) research assignments and designs, together with a formally assessed course on methods of research, and (b) weekly exercises in statistics and computing, together with a statistics test.

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Students are required to be examined on elements to a total of four units, as detailed below. All elements other than "Contemporary Social Psychology" and "Methods of Research in Social Psychology" are half-units. The examination for each half-unit, other than the Report, will be by means of a two-hour unseen examination paper and an essay written during the year. Paper I, "Contemporary Social Psychology", will be examined by means of a three-hour unseen examination paper and two essays written during the year.

Paper Number	Paper Title	Course Guide Number
I	Contemporary Social Psychology	Ps6423
II	Three of the following, selected with the approval of the candidate's teachers:	
(a)	Applied Developmental Psychology	Ps6414
(b)	Personality and Social Pathology	Ps6415
(c)	Sociological Forms of Social Psychology	Ps6422
(d)	The Social Psychology of the Media	Ps6416
(e)	Psychological Aspects of Legal Processes	Ps6417
(f)	Life-Span Development	Ps6418
(g)	Decision Making and Decision Support Systems	Ps6419
(h)	People and Organisations	Ps6420
(i)	The Social Psychology of Conflict	Ps6421

Paper Number	Paper Title	Course Guide Number
(j)	An approved paper from any other course for the M.Sc. in the Faculty of Economics Options will not all necessarily be available in any one year.	
III	A Report of not more than 10,000 words on a project approved by the candidate's teachers	Ps6499
IV	Methods of Research in Social Psychology Assessment of course work in the form of research assignments and designs, formal assessments in methods of research and in statistics, weekly exercises in statistics and computing, and a statistics test.	Ps6498

Candidates allowed to take a three-hour written paper under II (j) will be required to take only one other paper under Section II.

Students following a part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of assessment of those parts of the course work already completed, and either Paper I or two papers under II. It will be taken after completion of the appropriate courses. The second part will consist of the remaining elements of the examination, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examinations

Written papers	June
Report	30 June, or two weeks after the date of the last written paper whichever is the later.

Sociology

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I.	Three papers as follows:	
1.	Methods of Sociological Study	So6800
2 & 3.	Two of the following	
(a)	Social Structure of Industrial Societies	So6830
(b)	Sociology of Development	So6831
(c)	Sociology of Deviant Behaviour	So6881
(d)	Sociology of Religion	So6880
(e)	Sociology of Employment	Id4221
(f)	(i) Theories of Political Sociology or (ii) Political Stability and Change	So6853 So6852
(g)	Medical Sociology	So6882
(h)	Sociological Theory	So6815
(i)	Nationalism	So6850
(j)	The Political Sociology of Latin America	So6854

and

II. An essay of not more than 10,000 words on an approved topic

In exceptional circumstances, and subject to the approval of their teachers, candidates may substitute for paper 1 a further paper from 2 and 3 above. A paper from any other course for the M.Sc. in the Faculty of Economics may, with the approval of the teachers concerned, be substituted for one paper taken under 2 and 3. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which the paper is listed.

Students following a part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of two papers. The second part will consist of the remaining paper and the essay, and will be taken in the final year of the course.

Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination, and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	1 September

Sociology and Statistics

Additional Entry Qualifications

A candidate who wishes to take a combination of subjects for which, given the candidate's previous qualifications, one year's work is likely, in view of the teachers concerned, to be inadequate, may be permitted to take the course over two years, the first year of which would be devoted wholly or partly to preliminary courses in appropriate subjects, followed by a qualifying examination before admission to the second year.

Duration of Course of Study

Full-time: One calendar year or two calendar years (see above).

Part-time: Two calendar years (or longer if required — see above)

Examination

I. Candidates will be examined on courses to the value of three whole units selected with the approval of the candidate's teachers. Unless otherwise specified, all courses in the list below have a value of one whole unit and are examined by means of a three-hour paper. Half-units are examined by means of a two-hour paper.

Paper Number	Paper Title	Course Guide Number
1 & 2.	Papers to the value of two whole units selected from the following:	
(a)	Statistical Sources, Packages and Data Analysis ($\frac{1}{2}$ unit)	SM8254
(b)	Stochastic Processes ($\frac{1}{2}$ unit)	SM8203
(c)	Sampling Theory and Multivariate Methods ($\frac{1}{2}$ unit)	SM8255
(d)	Basic Time Series and Forecasting: Robust Methods and Nonparametrics ($\frac{1}{2}$ unit)	SM8256
(e)	Multivariate Analysis and Linear Models ($\frac{1}{2}$ unit)	SM8257
(f)	Survey and Market Research Methods ($\frac{1}{2}$ unit)	SM8261
(g)	Statistical Techniques	SM8258
(h)	In exceptional cases, a course examined by a three-hour paper from another M.Sc. course in the faculty of Economics	

Paper Number	Paper Title	Course Guide Number
3.	One of the following	
(a)	Social Structure of Industrial Societies	So6830
(b)	Sociology of Development	So6831
(c)	Sociology of Deviant Behaviour	So6881
(d)	Sociology of Religion	So6880
(e)	Sociology of Employment	Id4221
(f)	(i) Theories and Concepts of Political Sociology or (ii) Political Stability and Change	So6853
(g)	Sociological Theory	So6815
(h)	Nationalism	So6850

and

II. A report of not more than 10,000 words on a subject to be approved by the candidate's teachers falling within the range of options in paper 3 but excluding the field chosen for the written paper. The report must demonstrate the candidate's ability to apply quantitative methods to an appropriate field within Sociology.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of papers to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and enter for the second part at the same examination, and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	1 September

Statistics

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Students are required to be examined on courses to a total of four whole units. All courses detailed below are half-units unless specified to the contrary. The examination for each half-unit will normally be by means of a two-hour unseen written examination paper. For each whole unit the examination will normally be by means of a three-hour unseen written examination. In addition course work may also be assessed.

Paper Number	Paper Title	Course Guide Number
I.		
1.	Statistical Sources, Packages and Data Analysis	SM8254
2.	Stochastic Processes	SM8203
3.	Sampling Theory and Multivariate Methods	SM8255
4.	Basic Time Series and Forecasting; Robust Methods and Nonparametrics	SM8256
II.	Courses totalling four half-units II.1 to II.13	
1.	Multivariate Analysis and Linear Models	SM8257

Paper Number	Paper Title	Course Guide Number
2.	Time Series	SM8259
3.	Survey and Market Research Methods	SM8261
4.	Statistical and Economic Aspects of Educational Planning	SM8214
5.	Advanced Econometrics (whole unit)	Ec2562
6.	Mathematical Programming I	SM8354
7.	Computer Modelling for Operational Research	SM8349
8.	Demographic Techniques and Analysis (whole unit)	SM8110
9.	Mathematics (by special arrangement only) (whole unit)	
10.	A project on some topic approved by the student's teachers (by special arrangement only) (whole unit)	
11 & 12.	Any other subject(s) approved by the student's teachers	

Not all the courses listed in Part II will necessarily be available every year.

Part-time students will usually take the examination in two parts. The first part will consist of four half-units at least two of which are from I.1 to I.4, and will be taken after the completion of the courses for those papers. The second part will consist of the remaining requirements of the examination and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination, and if on that occasion the examination is failed to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	1 June

M.Sc. in the Faculty of Science

Mathematics

Additional Entry Qualifications

A candidate for registration will normally be expected to have obtained a B.Sc. with First or Second Class honours of the University of London, or an equivalent qualification, with Mathematics (or an appropriate branch of Mathematics) as a main field of study. In certain cases, qualifications in other subjects may be acceptable, for example, a First or Second Class Honours degree in Physics or Astronomy.

Curriculum

- Candidates are required to follow a number of lecture courses and to work on a project. The project shall be approved by the student's Head of Department on behalf of the University. It need not be connected with any of the courses taken.
- The combination of courses to be offered by a student for examination must be approved by the University through the student's Head of Department. The courses may not overlap in any important respect and together must form a coherent curriculum.
- A candidate may enter for the examination only in examinable courses listed in the booklets entitled 'Advanced and Postgraduate Lectures in Pure Mathematics', and 'Advanced and Postgraduate lectures in Applied Mathematics' (a copy of which may be obtained from the University of London's Science Faculty office). The School's contribution is chiefly in the areas of Mathematical Logic and Operational Research.
- The detailed regulations on the numbers of courses to be taken are available for inspection in the Graduate School Office.

Duration of Course of Study

For a suitably qualified student, not less than one calendar year of full-time study or not less than two years of part-time study. If a qualifying examination is prescribed, the prescribed period of study for the M.Sc. will only commence after the student has satisfied the qualifying conditions. In some cases candidates may be registered for a course of two calendar years of full-time study with a qualifying examination of the standard described above at the end of the first year.

Examination

Each course is examined separately and the examination is normally by a written paper. Candidates are required to submit a report based on their project. The examiners may hold an oral examination.

A student following a part-time course may either (a) on completion of his course enter for the examination or (b) enter on two occasions (at the end of appropriate academic years) for examination on any of the approved courses completed, provided that the total number of courses examined is the same as is required for the whole examination. Under (b) the first examination shall consist of at most 2 course-units, including at least $\frac{1}{2}$ course-unit at the postgraduate level.

No candidate may submit a report until after sitting all the course examinations.

Dates of Examination

Course examinations: the last week of May and the month of June.

Report: by 10 September.

M.A. in the Faculty of Arts

International History

The course will extend over one academic year, or in the case of part-time students over two academic years.

The Examination will consist of three papers and a dissertation.

Examiners may also take into account any seminar papers prepared by a candidate during the course.

Candidates will not be permitted to submit the dissertation unless they have satisfied the examiners in the three written papers.

For some courses a reading knowledge of at least one European language in addition to English would be an advantage, and for others is essential. The requisite language or choice of languages is listed in brackets after every topic under 3.

Paper Number	Paper Title	Course Guide Number
1.	One of the following general periods, including a knowledge of its sources and historiography:	
	(a) 1815-1870	Hy4409
	(b) 1870-1914	Hy4412
	(c) Since 1914	Hy4415
2.	Either	
	(a) Diplomatic theory and practice in one of the following periods, to be selected with the appropriate period under Paper 1:	
	(i) 1815-1914 (with 1(a) or 1(b))	Hy4428
	(ii) Since 1914 (with 1(c))	Hy4431
or	(b) A subject from another Master's degree taught at the School (subject to the approval of the candidate's supervisor and of the teachers concerned)	

3. A special aspect, to be studied with the appropriate period under Paper 1. Candidates will be expected to show knowledge of set printed sources and relevant monographs and articles:
 - (a) The Polish Question in International Relations, 1815-1864 (French, German or Polish required)
 - (b) Anglo-American Relations, 1815-1872
 - (c) The Habsburg Empire 1815-1853, with special reference to the Revolutions of 1848 (German advised)
 - (d) The Mehemet Ali Crises, 1833-1841 (French required)
 - (e) Cobden, Free Trade and Europe 1846-1880 (French advised)
 - (f) The Coming of War, 1913-1914 (French or German advised)
 - (g) The Powers and the West Pacific, 1911-1941 (French advised)
 - (h) The Peace Settlement of 1919-1921 (French advised)
 - (i) The Foreign Policy of the Weimar Republic, 1919-1933 (German required)
 - (j) The Military Policies of the Great Powers, 1919-1939 (French or German advised)
 - (k) The Comintern and its Enemies, 1919-1943 (French, German or Russian advised)
 - (l) The Period of 'Appeasement', 1937-1939 (French, German or Italian required)
 - (m) The European Settlement, 1944-1946 (French advised)
 - (n) Great Britain and her Western Allies 1948-1954
 - (o) The Suez Crisis: Origins and Impact 1943-1962
4. Dissertation, of not more than 10,000 words.

Dates of

Examination	Full-time	Part-time
Written papers	June	June of the final year
Dissertation	By 15 September of the same year	By 15 September of the final year

M.A. in Later Modern British History

The course will extend over one academic year, or in the case of part-time students over two academic years.

The examination will consist of three papers and a dissertation.

Examiners may also take into account any seminar papers prepared by a candidate during the course.

Candidates will not be permitted to submit the dissertation unless they have satisfied the examiners in the three written papers.

Teaching for some of the papers listed below is offered at Kings College or the Institute of Commonwealth Studies.

Paper Number	Paper Title	Course Guide Number
1.	One of the following periods of British Political History (including a knowledge of its sources and historiography):	
	(a) 1814-1914	Hy4541
	(b) Since 1900	Hy4542
2.	One of the following:	
	(a) British Labour History, 1815-1939	EH2700
	(b) British Imperial History, 1783-1870	
	(c) British Imperial History, 1870-1918	
	(d) (i) British Imperial History, 1918 to the Present Day	} Taught at King's College Gv4028
	or (ii) Decolonization: The Modern Experience	
	(e) Modern British Political Ideas	

Paper Number	Paper Title	Course Guide Number
	(f) The Politics and Government of Ireland	Gv4029
	(g) British Foreign Policy, 1814-1914 (not available 1988-89)	Hy4486
	(h) British Foreign Policy since 1914	Hy4487
3.	Either (i) A Special Subject:	
	(a) Anglo-American Relations, 1815-1872	Hy4470
	(b) Cobden, Free Trade and Europe, 1846-1882	Hy4482
	(c) The World Economic Crisis, 1919-1945	EH2657
	(d) Britain and Her Western Allies, 1948-1954	Hy4483
	(e) The Constitution and its Critics	Gv4026
	(f) The Suez Crisis: Origins and Impact, 1943-1962 (Institute of Commonwealth Studies)	
	or (ii) One paper from 1 and 2 not already chosen	
4.	A dissertation not exceeding 10,000 words on a subject related to the course, to be approved by the supervisor	

Dates of Examination

Written papers	June
Dissertation	Not later than 15 September

Area Studies

The School co-operates in the teaching for certain branches of the M.A. Area Studies degree offered by the University of London.

Duration of Course of Study

Full-time: One academic year for candidates offering four written papers. One calendar year for candidates offering three written papers and a dissertation.

Part-time: Two academic years for candidates offering four written papers. Two calendar years for candidates offering three written papers and a dissertation.

Examination

For all programmes (1) *either* two papers *or* one paper and a dissertation of 10,000 words on a major subject and (2) *either* two papers on a minor subject *or* one paper in each of two minor subjects. For the Africa and Far East programmes the examination will also include an assessment of course work.

Candidates registered for the part-time course will be required to pass in all written papers taken in any one year before proceeding.

All candidates who fail the written papers will normally be required to be accepted for and to complete a further course of study before re-entering the examination.

Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the three written papers.

Dates of Examination	Full-time	Part-time
Written papers	June	June of the year in which each major and minor subject has been taken
Dissertation	Before 30 September of the same year	Before 20 September of the final year

LL.M. in the Faculty of Laws

Additional Entry Qualifications

A first degree with a substantial law content.

Duration of Course of Study

Full-time: A period of twelve months commencing October.

Part-time: A period of twenty-four months commencing in October.

Curriculum

Candidates must offer four of the full subjects (or three of the full subjects and two of the half-subjects) listed below, *or* with the leave of the School, three of the full subjects (or two of the full subjects and two of the half-subjects) listed below and an essay written during the course of study on an approved legal topic.

In place of one of the full subjects listed below a candidate may exceptionally be permitted (with the permission of the School) to select a complementary subject of equivalent level examined by means of written papers from any other Master's course in the University. Any subject so selected must be submitted for approval to the University, normally *early in the first term* of the session in which the candidate is first registered. Late applications will not normally be considered. The examination in the substituted subject will take place at the time specified in the regulations for the course under which that paper is listed.

Examination

Either written papers on each of the subjects* selected,
or with the leave of the School

1 a written paper on each of the three subjects (or two subjects and two half-subjects)* selected;

and *2* an essay of not more than 15,000 words on a legal topic approved by the School and notified to the University. The essay must provide evidence of original work or a capacity for critical analysis. The title of the essay must be notified to the University by the last day of February in the year in which the candidate presents himself for examination. The essay must be submitted in duplicate in typescript;

and *3* an oral examination (unless the examiners otherwise determine).

Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus.

Statutes and other materials may not be brought into the examination room except in accordance with the following regulations:

candidates are permitted to take into the examination

(1) a Queen's Printers copy of any statute which the Board of Examiners for the time being has prescribed

(2) a copy of any other materials which the Board of Examiners for the time being has prescribed.

Personal annotation on statutes and other materials permitted to be taken into the examination is forbidden.

Part-time students may take the examination in two parts; further information is available from the Graduate School Office.

*Except that paper 1, Jurisprudence and Legal Theory, paper 2, Law and Social Theory, and paper 11, Evidence and Proofs, an essay of 8,000 words must be submitted in addition to the formal examination.

Dates of Examination	Full-time	Part-time
Written	Between 25 August and 15 September	Between 25 August and 15 September
Essay	1 July	1 July of final year

Subjects of Study

Seminars marked with an asterisk in the list below are given by teachers of the School. Those not so marked are given at other Colleges of the University. Students registered at this School must choose the equivalent of at least *two* full subjects marked with an asterisk.

Students may opt to have the title of a specialist subject grouping entered on their degree certificate, if most of their examinations fall within one of a number of subject groupings approved by the University for this purpose. Information on the subject groupings is available from the Law Department, or from the Institute of Advanced Legal Studies.

Each year, a special topic, to count as a half-subject, will also be available for that year.

Paper Number	Paper Title	Course Guide Number
1.	Jurisprudence and Legal Theory	
2.	Law and Social Theory*	LL6003
3.	Legal History	
4.	Modern Legal History*	LL6004
5.	Administrative Law	
6.	Public Interest Law*	LL6156
7.	Comparative Constitutional Law I*	LL6150
8.	Comparative Constitutional Law II*	LL6151
9.	Comparative Constitutional Law III	
10.	The Principles of Civil Litigation*	LL6010
11.	Evidence and Proof	
12.	The Legal and Political Thought of Jeremy Bentham	
21.	Company Law*	LL6076
22.	Insurance	
23.	Marine Insurance*	LL6142
24.	Carriage of Goods by Sea*	LL6140
25.	Maritime Law	
26.	Taxation Principles and Policy*	
27.	Taxation of Business Enterprises*	
28.	Taxation of Property and Investments	
29.	Tax, Social Security and the Family*	
30.	Tax and Estate Planning	
31.	International Tax Law*	
32.	Law of Credit and Security	
33.	Commercial Arbitration	
34.	Legal Responsibilities of Banks (<i>half-subject</i>)	
35.	Corporate Insolvency (<i>half-subject</i>)	
36.	Corporate Securities Regulation*	LL6079
37.	Commercial Conflict of Laws (<i>may not be offered with subjects 86 & 87</i>)	
41.	Industrial and Intellectual Property*	LL6075
42.	Information Technology Law	
43.	Franchising Law (<i>half-subject</i>)	
44.	Aspects of Technology Transfer (<i>half-subject</i>)	
45.	Law of Management and Labour Relations*	LL6111

Paper Number	Paper Title	Course Guide Number
46.	Individual Employment Law*	LL6110
47.	Monopoly, Competition and the Law* (<i>May not be offered with special subject (b) of subject 66, nor with subject 67 nor with subject 72</i>)	LL6032
48.	Economic Analysis of Law*	LL6030
49.	International and Comparative Labour Law	
51.	The Law of Property Development	
52.	The Law of Charities and Voluntary Organizations	
53.	The Law of Landlord and Tenant	
54.	Planning and Environmental Control	
55.	The Law of Restitution*	LL6085
56.	Housing Law: Public Provision and Standards	
61.	Comparative Law of Contract in Roman and English Law	
62.	Comparative European Law (<i>The Soviet Law option for this subject may not be offered with subject 109</i>)	
63.	Comparative Criminal Law and Procedure*	LL6120
64.	Comparative Family Law* (<i>May not be offered with special subject (n) of subject 109, nor may option 4 of this paper be offered with subject 106</i>)	LL6018
65.	Comparative Conflict of Laws	
66.	European Community Law* (<i>Special subject (b) of this paper may not be offered with subject 47, nor with subjects 67 or 72; special subject (c) of this paper may not be offered with subject 68</i>)	LL6015
67.	European Community Competition Law* (<i>This subject may not be offered with subjects 47, or 70, nor with special subject (b) of subject 66</i>)	LL6031
68.	The European Internal Market (<i>May not be offered with special subject (c) of subject 66</i>)	
69.	Arab Comparative Commercial Law	
70.	Legal Framework of East-West Trade (<i>half-subject; may not be offered with special subject (m) of subject 107</i>)	
71.	Comparative US and EEC Antitrust Law (<i>May not be offered with special subject (b) of subject 66, nor with subject 47, nor with subject 67</i>)	
72.	Law and Urbanisation in Developing Countries*	LL6064
73.	Comparative Energy and Mineral Resources Law	
74.	Comparative Immigration and Nationality Law	
75.	History of International Law	
76.	Methods and Sources of International Law	
77.	Comparative Approaches to International Law (<i>half-subject</i>)	
78.	Law of International Institutions*	LL6048
79.	Law of European Institutions*	LL6049
80.	Air and Space Law I	
81.	Air and Space Law II	
82.	International Law of the Sea*	LL6060
83.	International Economic Law*	LL6054
84.	International Law of Armed Conflict and the Use of Force	
85.	Legal Aspects of Defence Studies	

Paper Number	Paper Title	Course Guide Number
86.	International Business Transactions I: Litigation* (May not be offered with subject 33)	LL6033
87.	International Business Transactions II: Substantive Law (May not be offered with subject 37)	
88.	International Law of Natural Resources*	LL6057
89.	Multinational Enterprises and the Law*	LL6061
90.	Legal Aspects of International Finance	
91.	International Environmental Law*	LL6063
92.	International Trade Law	
93.	Law of Treaties	
94.	International Protection of Human Rights*	LL6052
95.	Human Rights in Developing Countries	
100.	Law and Development	
101.	African Law of the Family and Succession	
102.	Land Law and Policy in Sub-Saharan Africa (half-subject)	
103.	Law and Society in South Asia	
104.	Law, State and Family in S.E. Asia (Also available as two half-subjects)	
105.	Islamic Law of Succession	
106.	Islamic Law	
107.	Chinese Customary Law	
108.	Foreign Trade and Investment Law of East Asia (Also available as two half-subjects)	
109.	The Law and Institutions of the People's Republic of China (Also available as two half-subjects)	
110.	Soviet, East European and Mongolian Law* (Special Subject (n) of this subject may not be offered with subject 64. Subject (m) of this subject may not be offered with half-subject 70. This subject may not be offered with the Soviet Law option subject 62)	LL6176
111.	Theoretical Criminology*	LL6121
112.	Applied Criminology*	LL6122
113.	Sentencing and the Penal Process*	LL6124
114.	Juvenile Justice	
115.	Child Law	

The following proposed new courses were under consideration by the University of London at the time of going to press:

Regulation and Law*	LL6128
Regulation and Financial Markets*	LL6129
Compensation and the Law*	LL6130

The Degrees of M.Phil. and Ph.D.

The degrees of Master of Philosophy and Doctor of Philosophy may be conferred (in the Faculties of Economics, Arts, Laws and Science as appropriate) in every field for which the School offers teaching. These degrees are awarded on the basis of a thesis written, on a topic of the student's choice, under supervision and guidance.

General regulations and qualifications for admission

The minimum entrance qualification required by the University of London for admission

to the M.Phil. or the Ph.D. is a Second Class honours degree, but the School will normally expect candidates to have obtained Upper Second Class honours or qualifications of equivalent standard; candidates wishing to read for a Ph.D. may be expected to have obtained a Master's degree of this or another university.

Candidates whose initial qualifications in the field of study they wish to pursue are held by the School to be insufficient may be required to follow a course of study and to pass a preliminary examination not less than a year before submission of the dissertation.

The University of London requires students wishing to read for the Ph.D. to be registered for the M.Phil. in the first instance, from which they may be transferred to Ph.D. registration (with fully retrospective effect) if their work is of a suitable standard.

The University Regulations specify conditions of registration in certain subjects as follows:

Geography (M.Phil.)

A candidate must normally have obtained a B.A. or B.Sc. degree of the University of London with first or upper second class honours and Geography as the main field of study, or an M.Sc. degree in Geography of the University of London, or other degree accepted as equivalent to these degrees for this purpose. Other candidates may be accepted for registration, but will normally be required to pass a qualifying examination at which the standard will be at least upper second class honours.

History (M.Phil. and Ph.D.)

A candidate shall be required to have obtained a first or second class honours degree in History from a British university or another degree accepted as equivalent for this purpose. A candidate who does not fulfil this condition may be required to pass a qualifying examination before registration. Such candidates will be required to reach at least lower second class honours standard in each paper taken.

Philosophy (Ph.D.)

A candidate who does not possess the M.A. or M.Phil. degree in Philosophy must produce evidence of his competence to undertake research work of the standard required.

Psychology (M.Phil.)

A candidate must normally have obtained a second class honours degree of a UK university or of the CNA, having Psychology as the main field of study or other degree accepted by the University as equivalent (including an appropriate Master's degree). Other candidates may be accepted for registration but will normally be required to pass a qualifying examination.

Psychology (Ph.D.)

A candidate must normally have obtained a B.A. or B.Sc. degree of the University of London with first or upper second class honours or other degree accepted by the University as equivalent. Other candidates will normally be registered in the first instance for the M.Phil. degree.

Social Administration and Social Work (M.Phil.)

A candidate will be required to hold a degree normally with at least upper second class honours. A candidate holding a degree of a lower classification may be considered for registration but will normally be required to pass a qualifying examination as a condition of registration. A qualifying examination may be prescribed for any candidate.

Statistics (Ph.D.)

A candidate who does not possess a M.Phil. degree in Statistics of the University will normally be required to register in the first instance for the M.Phil. degree.

The course of study

The University of London requires every student to pursue a regular course of study at the School, the length to be determined by the School.

The minimum period for the course of study is not less than two academic years for full-time students, and two years for part-time students for the M.Phil. or three years for part-time students for the Ph.D. The course length will be calculated in calendar years for students registering at any time other than the beginning of the academic year. The University of London is willing to consider under certain conditions applications to reduce the required minimum period to one year for students who transfer to the School to continue research which was previously being done for a research degree elsewhere in the United Kingdom.

The School considers that full-time research students should be able to complete a satisfactory thesis within three to four years (and part-time students within five to six years); and recommends that they should initially plan their thesis research accordingly.

Every student is required to pursue a regular course of study at the School under supervision of a Recognised Teacher or Teachers of the University. In most subjects, however, there are forms of collective assessment and review of students' progress at the departmental level including teachers other than the students' own supervisor. Students may be required to attend formal tuition (and to pass examinations) in subjects relevant to their research, and in research methods. Decisions as to whether or not to recommend their transfer to Ph.D. registration may also be a matter for such a collective decision. Students should normally expect that their progress will be reviewed annually at the departmental level, and that regular progress reports will be made and kept in central School records. Students are therefore advised to come to a clear understanding as soon as possible of what is expected of research students in their subject. In cases of difficulty the Dean of the Graduate School should be consulted.

Students registered for the following subjects are expected to attend the programme of studies indicated. Students in other subjects should ask their supervisors or departmental conveners what is required of research students in the department.

Sociology

Students registered for the M.Phil. in Sociology will normally be required by the Department of Sociology to attend the Research class for M.Phil. students during the first year of their registration. In this course they will be required to present, normally during the Summer Term, a paper of about 2,500 words on the design of their intended research project. This must be of a standard satisfactory to the Sociology Department.

In addition, students may be expected to attend up to two further courses as agreed by their supervisors and the Department during their first year of registration. They may be required to attain a standard satisfactory to the Department in either or both of these courses. If a student has an inadequate grounding in methodology, one of these courses may be Design and Analysis of Social Investigation.

Economics

A structured programme will normally be followed by students for the M.Phil./Ph.D. in Economics. The goal of the programme is to facilitate the transition from M.Sc. work to active research by incorporating an element of directed course work in the first year. In addition to course work, participation in research training is required in the first year of work towards the M.Phil./Ph.D.

The traditional M.Phil./Ph.D. essentially by thesis only is available at the discretion of the Economics Department. Typically this discretion is exercised for students who have gained professional experience and have a well-formulated research programme.

The course work in the first year has four elements, two courses and two seminars. The course normally are Topics in Economic Analysis and one other course suited to the student's research interests to be agreed individually with the Department. The seminars are one in Research Strategy and one in which research material is presented

and discussed. In order to proceed to research in subsequent years students must pass examinations in their two courses and show progress with their research.

The first examination will consist of two papers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Topics in Economic Analysis	Ec2495
2.	Normally a paper from the M.Sc. in Economics to be approved by the Department	
In addition, students will be required to participate in the following:		
3.	Seminar in Research Strategy	Ec411
4.	A seminar for research students in Economics	Ec412

Retrospective transfer to the Ph.D.

If, as a result of the process of assessment and review referred to in 'The course of study' above, it is decided that a student's work is appropriate to registration for the Ph.D. degree, the student may be transferred to registration for the Ph.D. provided that the student's entrance qualifications have been approved for registration for the Ph.D. degree. The University's permission for transfer may be sought on behalf of those students whose qualifications have not been approved for Ph.D. registration. Where this is permitted, the student will normally be allowed to count all the period of registration for the M.Phil. degree towards registration for the Ph.D. degree.

Leave of absence for research

Leave of absence to pursue research away from London may be permitted if the material for the thesis exists elsewhere. A student granted leave of absence must be in attendance at the School during the period of registration for the degree for not less than three terms (six terms for part-time students for the Ph.D.); neither the first nor the last term of the minimum course can be counted as leave of absence.

Thesis requirements

As soon as possible after registration, students should decide with their supervisor(s) the subject of their research and inform the Graduate School Office. Subsequent changes of the field of research should also be reported to the Graduate School Office since, if they are substantial or have been made long after registration, they may need the consent of the Graduate School Committee. The final thesis title must be approved by the Committee, on the recommendation of the supervisor(s) (see the section on Examination Arrangements below).

The greater portion of the work submitted in a thesis must have been done after the registration of the student as a candidate for the M.Phil. or the Ph.D. degree.

The thesis must consist of the candidate's own account of his or her research. It may describe work done in conjunction with his or her supervisor and/or fellow research workers, provided that the candidate clearly states his or her personal share in the investigation, and that this statement is certified by the supervisor.

The candidate must indicate how far the thesis embodies the result of his or her own research or observation, and in what respects his or her investigations appear to him or her to advance the study of the subject. Work already published (including that published in joint names) may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis. A series of publications alone is not acceptable as a thesis. All theses must include a full bibliography and references.

A candidate will not be permitted to submit a thesis which has been submitted for a degree or comparable award in this or any other university or institution, but a candidate shall not be precluded from incorporating work already submitted for a degree in this or any other university or institution in a thesis covering a wider field, provided

that the candidate shall indicate on the entry form and also on the thesis any work which has been so incorporated.

An **M.Phil. thesis** shall be either a record of original work or an ordered and critical exposition of existing knowledge in any field. In the following fields the thesis or dissertation for the M.Phil. degree shall not normally exceed the number of words indicated, but a candidate wishing to exceed the prescribed limit may apply for permission to the University through the supervisor, such application being made at least six months before the presentation of the thesis or dissertation.

Fields in the Faculty of Economics: 55,000.

Geography: 40,000

History: 75,000 (inclusive of footnotes and appendices, other than documentary or statistical appendices, but exclusive of bibliography). This number of words does not apply to editions of a text or texts.

Law: 80,000, inclusive of footnotes and appendices but exclusive of bibliography and references.

Philosophy: 30,000 (nor be less than 25,000)

Social Administration: 55,000 (inclusive of footnotes and appendices, but exclusive of bibliography).

A **Ph.D. thesis** must form a distinct contribution to the knowledge of the subject and afford evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power. It must be written in English and the literary presentation must be satisfactory, and, if not already published in an approved form it must be suitable for publication either as submitted or in an abridged or modified form.

In the following fields the thesis shall not normally exceed the number of words indicated but a candidate wishing to exceed the prescribed limit may apply for permission to the University through the Graduate School Office, such application being made at least six months before the presentation of the thesis:

Anthropology: 100,000, excluding notes, bibliography and appendices.

Economics and Sociology: 100,000, inclusive of footnotes and appendices, but exclusive of bibliography; this regulation does not apply to editions of a text or texts.

Geography and Philosophy: 75,000

History: 100,000, inclusive of footnotes and appendices, other than documentary or statistical appendices, but exclusive of bibliography.

Law: 100,000, inclusive of footnotes and appendices but exclusive of bibliography and references.

Social Administration: 100,000 inclusive of footnotes and appendices, but exclusive of bibliography.

Use of confidential material in theses

As indicated below, access to successful M.Phil. or Ph.D. theses may be restricted, but the University will *not* allow access to be restricted if the reason given is that the thesis contains sensitive or confidential material. To satisfy the criteria for the award of a research degree, theses should be available for teaching and study purposes, and should be based on material that can be checked; the University believes that theses should not be based on evidence which cannot be substantiated or tested by other researchers or which is given under conditions which render the thesis inaccessible to other researchers.

Collection of material outside the School

Research students wishing to issue questionnaires or collect unpublished material outside the School must secure their supervisor's approval before doing so; if the School's address is to be used, the text of any communication must be approved by the supervisor before it is sent.

Examination arrangements

Research degree students are asked to discuss with their supervisor(s) arrangements for the submission of their theses at least a year before their proposed date of submission, so as to avoid administrative difficulties.

Thesis Title and Requirements

The final thesis title should be submitted, with the supervisor's recommendation, to the Graduate School Committee through the Graduate School Office, about nine months before the proposed date of submission.

For the University's Regulations concerning the length of the thesis, see the regulation for each degree (above).

The University's detailed instructions on layout and presentation are issued to candidates with the examination entry form.

Entry for Examination

Examination entry forms are available from the Graduate School Office, and should be returned to the office four to six months before the proposed date of submission. With the entry form, every candidate is required to submit a signed statement authorising the University to make the thesis available for public reference, inter-library loan, photocopying, micro-filming and publication in a list and central file of abstracts; a copy of the full text of this declaration is available from the Graduate School Office. Candidates may apply to the University to retain the sole right to grant access to the thesis for up to five years (but not on the grounds of confidentiality, see "Use of confidential material in theses" above).

Candidates are invited to submit as subsidiary matter in support of their candidature any printed contribution or contributions to the advancement of the subject which they may have published independently or conjointly. If candidates submit such subsidiary matter they will be required to state fully their own share in any conjoint work.

The thesis or dissertation may be submitted on or after the first day of the month following that in which the prescribed course is completed. A candidate who is required to pursue a course extending over a specified number of academic years will be permitted to submit the thesis or dissertation on or after 1 June of the relevant year.

A candidate who will not be ready to submit the thesis or dissertation at the end of the prescribed course may defer submission of the form of entry up to one calendar year from the completion of the course. A candidate who does not submit the form of entry within one calendar year may apply to the School for permission to enter the examination.

If a candidate has not submitted the thesis or dissertation for examination within eighteen months after submission of the form of entry for the examination the entry will be cancelled.

Every candidate who is unsuccessful at the examination will be required on re-entry to comply with the regulations in force at the time of re-entry.

Candidates are reminded that the decision to submit a dissertation or thesis in any particular form rests with the candidate alone and that the outcome of the examination is determined by two or more examiners acting jointly.

Examination

- (a) For the purpose of the oral, practical or written examination held in connection with a thesis or dissertation, candidates will be required to present themselves at such a place as the University may direct and upon such a day or days as shall be notified.
- (b) After the examiners have read the thesis or dissertation they may, if they think fit, and without further test, determine that the candidate has not satisfied them in the examination.
- (c) Except as provided in paragraphs (b) and (e), the examiners, after reading the thesis or dissertation, shall examine the candidate orally, and at their

discretion, by written papers or practical examinations or by both methods, on the subject of the thesis or dissertation, and if they see fit, on subjects relevant thereto.

- (d) If a thesis or dissertation is adequate, but the candidate fails to satisfy the examiners at any practical or written examination, the examiners may determine that the candidate be exempted on re-entry from presentation of a thesis or a dissertation and permitted to submit to a further practical or written examination within a period specified by them not exceeding twelve months for the M.Phil. and eighteen months for the Ph.D. If a thesis or dissertation is adequate, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis or dissertation, and submit to a further oral examination within a period specified by them not exceeding twelve months for the M.Phil. and eighteen months for the Ph.D.
- (e) If the thesis or dissertation, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present the thesis or dissertation in a revised form within twelve months for the M.Phil., or eighteen months for the Ph.D. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination on re-presentation of his thesis or dissertation a candidate who under this regulation has been permitted to re-present it in a revised form.
- (f) The examiners may require the candidate to make within one month specified amendments to their satisfaction or that of one of their number nominated by them.
- (g) If, after completion of the examination including the oral examination or re-examination for the Ph.D., the examiners determine that a candidate has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, they may determine, if they think fit, that the candidate has reached the standard required for the award of the M.Phil. subject to any minor amendments which may be required. Following such a decision of the examiners, the following conditions and procedures will apply:
- (i) The candidate will be informed that he has been unsuccessful at the examination for the Ph.D., but that he has reached the standard required for the award of the M.Phil., and that he may be considered for the award of the M.Phil. if he indicates within two months that he wishes to be so considered.
 - (ii) A candidate who indicates that he wishes to be considered for the award of the M.Phil. under this regulation will be not required to submit the thesis or dissertation, as may be required under the regulations for the M.Phil. or to undergo an oral examination thereon, but will be required to fulfil the requirements for the M.Phil. examination in all other respects including the passing, at the next following occasion on which they are held, of any required written papers or other required tests prescribed for the M.Phil. in the relevant field.
 - (iii) If additional forms of examination are prescribed, the candidate will be informed that he must satisfy the examiners in such forms of examination, and that if he fails, re-entry will be governed by the regulations for the M.Phil. so far as applicable.
 - (iv) A candidate who applies for the award of the M.Phil. under these regulations must make any amendment that may be required by the examiners within a period of one month.
 - (v) A candidate who has reached the standard for the award of the M.Phil. who does not indicate that he wishes to be considered for the award of

that degree within the period given in (a) above, will be informed that he has failed to satisfy the examiners for the Ph.D. and that he may no longer be considered for the award of the M.Phil.

- (h) Subsequent consideration of a candidate's representations regarding the assessment of his submission may be arranged under procedures approved by the Senate of the University.

Notification of results

Every candidate will be notified by the University of the result of his examination after the examiners have reached a decision.

A diploma under the Seal of the University shall subsequently be delivered to each candidate who has been awarded a degree.

N.B. The School reserves the right to ask the University to withhold the award of the degree to a candidate owing fees to the School.

Dates of Examinations

1988-1989

First Degrees

The main period of examination in 1989 for the following School-based degrees will be from Tuesday 30 May to Friday 16 June:

B.Sc. (Econ.) Parts I and II	} by course units
LL.B.	
B.Sc. Degree	
B.A. Degree	

For these degrees, the completion of the Selection of Papers form and later amendments on a Course Change form serve as a provisional examination entry. Candidates will be required to complete a *confirmation* of examination entry in Lent Term. Candidates will have to obtain the signature of their tutor on the Confirmation of Entry form. The tutor will be asked to certify that he/she is satisfied with the attendance at teaching, the work and progress of the candidate and to approve his/her entry for the examination in each paper.

The detailed examination timetable, setting out the times and places for the examination in each paper, will be published at the beginning of the Summer Term.

For the following University-based degree, a special examination entry form must be completed:

B.A. History

The closing date for entry and the examination timetable for papers in this course will be published by the University.

General Course Examinations

The timetable and examination entry procedures for General Course candidates are in general the same as those given above. However, if a candidate is taking a graduate course and examination, the date of the examination will be determined within the timetable for the relevant graduate course.

Diplomas

The timetable and examination entry procedures for Diploma students are in general the same as those given above. Different arrangements apply for the Diploma in Housing (students will be notified individually of the arrangements) and for the University Diplomas in Law and in International Law (arrangements are described in the course entries in the preceding pages).

Master's Degrees

Students registered in the Graduate School should obtain their entry forms from the Graduate School Office at least one month before the closing date. The entry procedure is described in detail in the section 'Master's Degrees' in the preceding pages.

N.B. Although every endeavour is made to ensure accuracy in the following dates, it should be noted that the timetable for Master's degree examinations is made up each year by the University of London Examinations Department on the basis of the examination entries received. The University Examinations Department is the authoritative source of information on the timetable.

M.Sc.

Entry closes

1 February for June examination
(including candidates for September courses who have chosen an optional paper which is examined in June)

1 May for September examination

Examination begins

For courses examined in:
June: Monday next before 18 June
September: First Monday in September

M.A. Area Studies, History

Entry closes

1 February

Examination begins

Monday next before 18 June

LL.M.

Entry closes

1 May

Examination begins

25 August

Part III: Course Guides

This part of the *Calendar* presents detailed information about the teaching provided in the School. Each teaching department has its own section. Each departmental section contains

- a) a list of lecture and seminar courses offered by the department, cross-referenced to
- b) Course Guides, setting out details of courses, reading lists, and other essential information about teaching and examinations.

At the end of this section the introductory courses of general interest for undergraduates and for M.Phil./Ph.D. students are described as an example of the layout of each departmental section.

The lecture and seminar lists and the Course Guides are in numeric sequence. Both sequences have a common departmental prefix (e.g. Ac for Accounting; Ec for Economics), but after the prefix, the number series differ.

The list of lectures and seminars in each department (which uses a three-digit number series) also appears in the *Sessional Timetable*, which is published in August, and sets out the times, places and beginning dates of the lectures and seminars in the coming session. Against each lecture/seminar is indicated the number of meetings and the term(s) in which they take place (M=Michaelmas, L=Lent, S=Summer).

Course Guides mostly relate to examinable courses identified in the regulations for one or other degree or diploma, and they set out all the information required to help students prepare for the examination; the Core Syllabus, which defines the broad parameters and objectives of each course, the Course Content, which gives details of the teaching to be given within the boundaries of the Core Syllabus in the current session, the preliminary reading list, the relevant lectures, seminars and classes (as listed both here and in the *Sessional Timetable*), and the details of the examination arrangements and methods of assessment. These Course Guides have a four-digit number (this is the examination subject code used in computer systems).

Course Guides with a three-digit number relate to a specific lecture or seminar in the lecture and seminar list. They contain the syllabuses and reading lists of courses which are not set out in the Course Guide for any single examinable course. They are typically courses of interest to broad groups of students. Students should carefully consider these courses and attend any which they feel will give them valuable background, even if they do not focus on elements of the syllabus for a specific examination.

To help students identify the courses and teachers dealing with particular subjects, there are subject and teacher indices to Course Guides.

Regular students (see definition in the section "Admission of Students") are at liberty to attend any course of lectures except those where a limitation is indicated either in the Course Guide or in the lecture and seminar list (courses marked by an asterisk).

Degree and Diploma students should first read (in Part II of the Calendar) the Regulations for their particular degree, governing the choice of examination subjects. Only those subjects or combinations of subjects explicitly permitted by the regulations for each Degree or Diploma may be offered for examination.

The School reserves the right at all times to withdraw or alter particular courses and syllabuses.

Department	Prefix	Page
Accounting and Finance	Ac	375
Anthropology (Social)	An	387
Economics	Ec	400
Economic History	EH	440
Geography	Gy	461
Government	Gv	485

Industrial Relations	Id	526
International History	Hy	535
International Relations	IR	560
Languages	Ln	587
Law	LL	595
Philosophy	Ph	641
Population Studies	Pn	654
Psychology (Social)	Ps	664
Social Science and Administration	SA	679
Sociology	So	718
Statistical and Mathematical Sciences	SM	740
Sea-Use Courses	SU	789
Subject Index to Course Guides		790
Teacher Index to Course Guides		803

INTRODUCTORY COURSES

This section is in two parts. The first part lists lectures and seminars. The list provides a cross reference to the Course Guide(s) in which the Course Content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
GC500	Introduction to Study for the M.Phil. and Ph.D. Dr. Martin Bulmer and others	1 All Day GC500
GC550	Drafting and Writing a Ph.D. Thesis Dr. Martin Bulmer, Dr. Patrick Dunleavy and Dr. Peter Loizos	4/M GC250

Course Guides

GC500

Introduction to Study for the M.Phil. and Ph.D.

Teacher Responsible: Dr. Martin Bulmer, Room A224 and others (Secretary, Ms. J. Edwards, A244)

Course Recommended for: all first year research students preparing for the M.Phil. and Ph.D. degrees.

Teaching Arrangements: One whole day early in the Michaelmas Term. (Repeated in late October if demand warrants). Students will be notified of the day on registration.

Course Content: Introduction to the methods and materials of study for the M.Phil. and Ph.D. The purpose of the day is to provide a preliminary introduction (a) to practical problems likely to be encountered in working for a higher degree by thesis and (b) to resources available to assist students at the School. The day will be in six parts dealing with:

- (1) Organising one's time;
- (2) Bibliographical tools;
- (3) Computing at the School;
- (4) Keeping track of one's materials;
- (5) Drafting and writing;
- (6) Language proficiency.

Reading List J. Barzun & H. Graff, *The Modern Researcher*; G. Watson, *Writing a Thesis*; J. Calnan, *Coping with Research: a complete guide for beginners*; C. J. Parsons, *Theses & Project Work: a guide to research and writing*; K. Howard & M. A. Sharp, *Management of a Student Research Project*; D. Madsen, *Successful Dissertations and Theses: a guide to graduate student research from proposal to completion*; K. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*; H. Zeisel, *Say It With Figures*; E. R.

Tufts, *The Visual Display of Quantitative Information*; C. J. Mullins, *A Guide to Writing and Publishing in the Social and Behavioural Sciences*; E. Harman & I. Montagnes (Ed.), *The Thesis and the Book*; S. Vartuli (Ed.), *The Ph.D. Experience: a woman's point of view*; D. Sternberg, *How to Complete and Survive a Doctoral Dissertation*; Howard S. Becker, *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*.

Examination Arrangements: This course is non-examinable.

GC550

Drafting and Writing a Ph.D. Thesis

Teachers Responsible: Dr. Martin Bulmer, Room A224 (Secretary Ms. J. Edwards, A244), Dr. Patrick Dunleavy, L302, and Dr. Peter Loizos, A614.

Course Recommended for: Students registered for the Ph.D. who are well-advanced in their research and at least beginning to draft the thesis for submission. Those wishing to attend are asked to contact one of the teachers or write a note to Dr. Bulmer's secretary in advance of the first meeting.

Teaching Arrangements: Four 2-hour seminars in the last four weeks of the Michaelmas Term.

Course Content: The aim of the seminar is to assist research students in writing their thesis. The principal focus will be upon the process of writing, not upon the substantive content of the thesis. Among the topics covered will be: Preparing to write; the writer's discipline; effective communication; English expression, style and usage; the place of technical language; examples of poor writing; statistical and diagrammatic presentation; preparing a typescript for publication; pro's and con's of electronic manuscripts. Some of the seminar work will involve the detailed analysis of short passages of students' own writing.

Reading List: Howard S. Becker, *Writing for Social Scientists: how to start and finish your thesis, book or article*; P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, ch. 5, "Writing a Dissertation"; D. Sternberg, *How to Complete and Survive a Doctoral Dissertation*, esp. ch. 5; M. Stoch, *A Practical Guide to Graduate Research*; J. Barzun, "A writer's discipline", in *On Writing, Editing and Publishing*; J. K. Galbraith, "Writing and Typing", in *Annals of an Abiding Liberal*; W. F. Ogburn "On scientific writing", *American Journal of Sociology*, 1947; H. C. Selvin & E. K. Wilson, "On sharpening sociologist's prose", *The Sociological Quarterly*, 1984; George Orwell, "Politics and the English language", in *Inside the Whale and Other Essays*; K. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*; A. S. C. Ehrenberg, *A Primer in Data Reduction*, chs. 15-18; E. Tufts, *The Visual Display of Quantitative Information*.

Examination Arrangements: This course is non-examinable.

ACCOUNTING AND FINANCE

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
Ac100	Elements of Accounting and Finance Ms. J. F. S. Day and others	40/ML Ac1000; Ac1001
Ac103	Managerial Accounting: Accounting Information Systems Dr. J. L. G. Board and Dr. E. J. Walsh	10/M Ac1021
Ac104	Managerial Accounting: Accounting for Management Decisions Professor M. Bromwich, Professor A. Hopwood and Dr. J. L. G. Board	22/MLS Ac1021; Ac2151
Ac106	Financial Accounting Mr. C. W. Noke and others	30/MLS Ac1122
Ac107	Financial Decision Analysis Dr. J. L. G. Board and Dr. E. J. Walsh	22/MLS Ac1123
Ac109	Auditing and Accounting Regulation Mr. P. Bircher and Dr. M. K. Power	20/ML Ac1124
Ac155	Corporate Finance I Dr. J. L. G. Board and Dr. I. Tonks	30/MLS Ac2010
Ac156	Financial Accounting Professor M. Bromwich, Professor B. Carsberg, Professor H. C. Edey, Professor W. T. Baxter and Mr. C. W. Noke	40/ML Ac2020
Ac157	Managerial Accounting Professor M. Bromwich, Professor A. Hopwood and Dr. P. B. Miller	40/ML Ac2030
Ac158	Seminar on Current Developments in Accounting Research Dr. P. B. Miller, Dr. E. J. Walsh and others	30/MLS
Ac159	Security Investment Analysis Mr. J. Haslam and Dr. M. J. P. Selby	40/ML Ac2052

Lecture/ Seminar Number		Course Guide Number
Ac160	Seminar for Research Method Dr. P. B. Miller and Dr. E. J. Walsh	30/MLS
Ac161	International Accounting and Finance Professor A. Hopwood and Dr. E. J. Walsh	40/ML Ac2050
Ac162	Research Topics in Accounting and Finance Professor M. Bromwich, Dr. P. B. Miller and others	20/MLS
Ac163	Corporate Finance II Dr. M. J. P. Selby	40/ML Ac2040
Ac164	History of Accounting (Not available 1988-89) Mr. C. J. Napier	40/ML Ac2051
Ac165	Corporate Finance III Dr. I. Tonks and Dr. J. L. G. Board	15/ML Ac2041
Ac170	Financial Reporting and Management Ms. J. F. S. Day and Dr. I. Tonks	15/MLS Ac2150

Course Guides**Ac158****Seminar on Current Developments in Accounting Research**

Teachers Responsible: Dr. P. B. Miller, Room E310 (Secretary, Ita McDonnell, Room A315), Dr. E. J. Walsh, Room A309 (Secretary, Ita McDonnell, Room A315) and others.

Course Intended Primarily for research students in the Department of Accounting and Finance.

Teaching Arrangements: 30 meetings arranged by the Department.

Ac160**Seminar in Accounting Research Methods**

Teachers Responsible: Dr. P. B. Miller, Room E310 (Secretary, Ita McDonnell, Room A315) and Dr. E. J. Walsh, Room A309 (Secretary, Ita McDonnell, Room A315).

Course Intended Primarily for research students in the Department of Accounting and Finance.

Teaching Arrangements: 30 meetings arranged by the Department.

Ac162**Research Topics in Accounting and Finance**

Teachers Responsible: Professor Michael Bromwich, Room A384 (Secretary, A383) Dr. P. B. Miller, Room E310 (Secretary, A315) and others.

Course Intended Primarily for M.Sc. and research students.

Teaching Arrangements: 20 meetings (Ac162), Michaelmas and Lent Terms.

Ac1000**Elements of Accounting and Finance**

Teacher Responsible: Ms. Judith F. S. Day, Room A312 (Secretary, Ann Cratchley, A385)

Course Intended Primarily for B.Sc. (Econ.) Part I I(e), B.Sc. (Econ.) Part II IV Industry and Trade 6 & 7 (i) 2nd or 3rd year, IX Accounting and Finance 8 (b) 2nd year (if not taken at Part I), XIII Computing 5 & 6 (e) 2nd or 3rd year, Non-specialist students (approved outside option).

B.Sc. (Maths/Stats/Comp/Actuarial Science), (Management Sciences) Course Unit 340/1000 1st year.

Diploma in Accounting and Finance 1 (a)

Diploma in Business Studies 1, 2 and 3 (a)

Diploma in Economics 2, 3 and 4 (j)

Diploma in Management Sciences V (a)

Core Syllabus: The aim of the course is to introduce students to the preparation, uses and limitations of accounting information and to the problems of finance and investment.

Course Content: Balance sheets, funds statements, income accounts and other accounting statements relating to past events and planned activities: their construction, use and interpretation.

Accounting conventions: their nature, purposes and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation.

Introduction to managerial accounting and budgeting. Techniques of financial mathematics and their use in investment and financing decisions.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Ac100

Elements of Accounting and Finance: 40 lectures.

There will be two lectures each week during Michaelmas and Lent Terms given by Ms. J. Day and others.

Classes: A total of 22 weekly classes commencing in the second week of Michaelmas Term. Ac100(a) for B.Sc. (Econ.) Part I students intending to specialise in Accounting and Finance at Part II, and already attached to the Department of Accounting and Finance, (their personal tutor will act as class teacher), Ac100(b) for non-specialists and Ac100(c) for Diploma and M.Sc. students. For non-specialists, class teachers may be members of the School's full-time teaching staff or be part-time teachers.

Written Work: Class exercise sets prepared by the lecturers will be distributed during the course. These sets include both numerical and discussion questions. Students will be expected to prepare answers to all exercises and these will be discussed in class and handed in to class teachers for scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading List: The main reading for the course is contained in:

J. Arnold, T. Hope & A. Southworth, *Financial Accounting* (Prentice-Hall 1985).

Supplementary Reading: This will be specified in the detailed Course Programmes and Reading Lists which will be distributed during the course.

Examination Arrangements: There is a three hour written examination in the Summer Term. The examination paper will consist of three sections, as follows:

Section A (30% of total marks): Between 10 and 15 short questions, 6 to be answered;

Section B (30% of total marks): a computational question;

Section C (40% of total marks): 4 questions involving both computational and discussion parts, each question carrying 20% of the total marks, 2 to be answered.

Ac1001**Elements of Accounting and Investment for Actuarial Science**

Teacher Responsible: Ms. Judith F. S. Day, Room A312 (Secretary, Ann Cratchley, A385)

Course Intended Primarily for B.Sc. (Maths/Stats/Comp/Actuarial Science) Course Unit 340/1001 1st year.

Core Syllabus: The aim of the course is to introduce students to the preparation, uses and limitations of accounting information and to the problems of finance and investment.

Course Content: Balance sheets, funds statements,

income accounts and other accounting statements relating to past events and planned activities: their construction, use and interpretation.

Accounting conventions: their nature, purposes and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation.

Introduction to managerial accounting and budgeting. Techniques of financial mathematics and their use in investment and financing decisions.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Ac100

Elements of Accounting and Finance: 40 lectures.

There will be two lectures each week during Michaelmas and Lent Terms given by **Ms. J. Day** and others.

Classes: Ac100(b): a total of 22 weekly classes commencing in the second week of Michaelmas Term. Ac100(d): five classes in Lent and Summer Terms.

Written Work: Class exercise sets prepared by the lecturers will be distributed during the course. These sets include both numerical and discussion questions. Students will be expected to prepare answers to all exercises and these will be discussed in class and handed in to class teachers for scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading List: The main reading for the course is contained in:

J. Arnold, T. Hope & A. Southworth, *Financial Accounting* (Prentice-Hall, 1985).

Supplementary Reading: This will be specified in the detailed Course Programmes and Reading Lists which will be distributed during the course.

Examination Arrangements: There is a three hour written examination in the Summer Term. The examination paper will consist of three sections as follows:

Section A (30% of total marks): between 10 and 15 short questions, 6 to be answered;

Section B (30% of total marks): a computational question;

Section C (40% of total marks): 4 questions involving both computational and discussion parts, each question carrying 20% of the total marks, 2 to be answered. In this section, the questions will cover finance and investment topics.

Ac1021

Managerial Accounting

Teacher Responsible: Professor Michael Bromwich, Room A384 (Secretary, Katerina Pasternak, A383), Professor Anthony Hopwood, Room A312 (Secretary, Ann Cratchley, A385) and Dr. J. L. G. Board, Room A308 (Secretary, Mandy Psaras, A383).

Course Intended Primarily for B.Sc. (Econ.) Part II, IX Accounting and Finance, 1, 2nd year.

Non-specialist students (approved outside option) 2nd or 3rd year.

B.Sc. (Maths/Stats/Comp/Actuarial Science), (Management Sciences) Course Unit (340/1021) 2nd or 3rd year.

Diploma in Accounting and Finance, 2(a).

Diploma in Business Studies, 1, 2 and 3(a) (ii).

M.Sc. Operational Research.

Core Syllabus: The aim of the course is to introduce students to the role of management accounting in decision making and control within the enterprise. The course not only provides an insight into the technical aspects of modern management accounting systems but also emphasises the relevance of both microeconomic and organisational perspectives for appreciating the present functioning and normative design of such systems.

Course Content: Accounting for Management Decisions (represents about three-quarters of the course). Introduction to the historical development of management accounting and the organisational roles served by it. Economic and organisational theories of management accounting. Introduction to decision analysis, cost-behaviour patterns, costing practices and cost allocation problems, cost-volume-profit analysis, price-output decisions, budgeting and budgetary control, the control of investment centres, and transfer pricing. Decision making under uncertainty. Modern theoretical developments in management accounting, including the application of agency theory. Current trends in practice.

Accounting Information Systems (represents about one-quarter of the course). An introduction to computer based accounting systems and accounting software. Accounting spreadsheets and elements of computer based accounts. Analysis and description of accounting systems. Introduction to systems analysis, internal control and database concepts.

Pre-Requisites: Elements of Accounting and Finance.

Teaching Arrangements: Accounting for Management Decisions; 22 lectures (Ac104), 21 classes (Ac104a). **Accounting Information Systems;** 10 lectures (Ac103), 3 classes (Ac103a).

Written Work: Students will be expected to produce a piece of written work for each class. The work will be set by the lecturer for the course and will normally comprise an exercise requiring the application of the general principles covered in the lectures to a practical problem.

Main Reading List: C. T. Horngren & G. Foster, *Cost Accounting: A Managerial Emphasis* (1987); C. Emmanuel & D. Otley, *Accounting for Management Control* (Van Nostrand Reinhold (U.K.), 1985); R. Scapens, *Management Accounting: A Review of Recent Development* (Macmillan, 1985).

Examination Arrangements: A three hour formal examination will take place in the Summer Term.

Ac1122

Financial Accounting

Teacher Responsible: Christopher Noke, Room A311 (Secretary, Ann Cratchley, A385)

Course Intended Primarily for B.Sc. (Econ.)

Part II, IX Accounting and Finance, 2.

Diploma in Accounting and Finance, 1(b).

B.Sc. (Econ.) students will normally follow lecture course Ac106 in year 3.

Core Syllabus: The purpose of the course is to study the theory and practice of financial reporting. Accounting practices are examined in the light of their historical development, legal and other regulatory requirements, economic theories of income, value and capital, and other approaches to accounting theory.

Course Content: Ac106 Financial Accounting. Financial accounting with particular reference to company accounts. Alternative approaches to accounting theory. Regulation of financial reporting. Standardisation of practice and accounting for the effects of changing prices. The measurement of income, costs and depreciation. The valuation of assets. Current issues in financial accounting.

Pre-Requisites: This course is normally available only to Accounting and Finance specialists all of whom will have the requisite background.

Teaching Arrangements: Ac106: 30 lectures given by Mr Noke and others in the Michaelmas and Lent Terms.

Ac106(a): 20 classes will accompany the Ac106 lecture course and will be held as follows: 7 classes in Michaelmas Term; 10 classes in Lent Term; 3 classes in Summer Term.

Written Work: Students will be expected to produce written work for each class and to submit this to their class teacher at the end of the class. The work will normally comprise an exercise requiring the application to a practical problem of the principles covered in the lectures and reading, together with a critical analysis of the underlying assumptions. Students will be required to make presentations of their work and to contribute to class discussion.

Reading List: W. T. Baxter, *Inflation Accounting* (Philip Allan, 1984); W. T. Baxter & S. Davidson, *Studies in Accounting* (ICAEW, 3rd edn., 1977); H. C. Edey & B. S. Yamey (Eds.), *Debits, Credits, Finance and Profits* (Sweet & Maxwell, 1974); ICAEW, *Accounting Standards* (latest edn.); T. A. Lee, *Developments in Financial Reporting* (Philip Allan, 1981); R. H. Macve, *A Conceptual Framework for Financial Accounting and Reporting* (Accounting Standards Committee, 1981); R. H. Parker, G. C. Harcourt & G. Whittington (Eds.), *Readings in the Concept and Measurement of Income* (Philip Allan, 2nd edn., 1986); G. Whittington, *Inflation Accounting: an introduction to the debate* (C.U.P., 1983).

Journal articles and readings on current issues will be specified on the detailed Course Programme and Reading List given out at the first lecture of Ac106. Books which students may wish to purchase will also be recommended then.

Examination Arrangements: A three-hour formal examination will take place in the Summer Term. Normally candidates are required to answer four questions.

examines the capital market context within which these decisions are made.

Course Content: This course examines methods of analysing the investment of financing decisions of private sector companies. Topics covered include: aspects of capital budgeting, the effect of imperfections in capital markets, risk and return, portfolio theory, asset pricing models, capital structure, dividend policy, options, leasing mergers and foreign exchange risk management.

Pre-Requisites: The course is designed for students who have already taken **Elements of Accounting and Finance**.

Teaching Arrangements: Dr. J. L. G. Board, 14 Ac107 lectures of one hour each in the Michaelmas and Lent Terms, Dr. E. J. Walsh, 6 Ac107 lectures of one hour each in the Lent Term. A total of 20 classes starting 3rd week of Michaelmas Term.

Written Work: Students will be expected to produce a piece of written work for each weekly class. Some of this work may be done in groups for presentations. All students will be expected to make positive contributions to class discussions.

Reading List: Detailed course programmes and reading lists will be distributed at the first lecture of each section of the course.

Main Books:

Bealey and Myers, *Principles of Corporate Finance*, McGraw Hill; Copeland & Weston, *Financial Theory and Corporate Policy*, Addison Wesley.

Examination Arrangements: A three hour formal examination will take place in the Summer Term.

Ac1124

Auditing and Accounting Regulation

Teachers Responsible: Mr. Paul Bircher, Room A313 (Secretary, Mandy Psaras, Room A383) and Dr. Michael Power, Room A367 (Secretary, Claudine Chouchan, Room A385)

Course Intended Primarily for B.Sc. (Econ.) Part II, IX Accounting and Finance, Paper 6, Diploma in Accounting and Finance, Paper 3, 4, 5 (h).

Core Syllabus: The aim of the course is to provide a theoretical introduction to, and assessment of, modern auditing practice.

Course Content: The course examines auditing as a central part of the regulatory framework of accounting. Theoretical perspectives on auditing will be developed before a review of specific aspects of auditing practice. In addition to statutory audits the course will examine the extension of audit practices and concepts to the public sector and the operation of audit control within organisations. The social significance of auditing will be assessed and international comparisons made.

Lecture topics will include:

1. Concepts of auditing and accountability
2. The history of auditing
3. Models of the audit process
4. The regulatory environment
5. Truth and fairness
6. Audit risk and materiality
7. The auditor's operational standard and guidelines
8. Internal control
9. Audit Evidence

Ac1123

Financial Decision Analysis

Teacher Responsible: Dr. J. L. G. Board, Room A308 (Secretary, Mandy Psaras, A383)

Course Intended Primarily for B.Sc. (Econ.) Part II IX Accounting and Finance, 3, 3rd year.

B.Sc. (Maths/Stats/Comp/Actuarial Science), (Management Sciences) Course Unit (340/1123) 2nd or 3rd year.

Diploma in Accounting and Finance, 2(b).

Diploma in Business Studies, 1, 2 and 3(a) (iii).

Core Syllabus: The course introduces the theory of financial management decision making by firms and

10. Audit Report and Qualifications
11. Current issues 1
12. Current issues 2
13. Auditing and the computer environment
14. The auditor and fraud
15. Internal auditing
16. Public Sector issues 1: Accountability
17. Public Sector issues 2: Value for Money
18. The international context
19. The social context of Auditing 1
20. The social context of Auditing 2

Pre-Requisites: This course is normally only available to Accounting and Finance specialists in their third year.

Teaching Arrangements: 20 lectures (Ac109) and 20 classes (Ac109a) given by Mr. Bircher and Dr. Power in the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for each class. Some of this work may be given as presentation and all students will be expected to contribute to class discussion.

Reading List: No one book covers the entire syllabus but reading will cover the following:

D. Kent, M. Sherer & M. Turley (Eds.), *Current Issues in Auditing* (Harper and Row, 1985); A. Hopwood, M. Bromwich & J. Shaw, *Auditing Research: Issues and Opportunities*, (Pitman, 1982); ICAEW, *Auditing and Reporting*; M. J. Pratt, *Auditing* (Longman, 1983); M. Sherer & D. Kent, *Auditing and Accountability* (Pitman, 1983); D. Gwilliam, *A Survey of Auditing Research* (ICAEW, 1987).

Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Examination Arrangements: A three hour formal examination will take place in the Summer Term.

Ac2010

Corporate Finance I

Teacher Responsible: Dr. J. L. G. Board, Room A308 (Secretary, Mandy Psaras, Room A383).

Course Intended Primarily for M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance.

Core Syllabus: This is normally a compulsory full year course on the M.Sc. in Accounting and Finance and the M.Sc. in International Accounting and Finance and aims to provide a grounding in the investment and financing aspects of corporate finance theory. A more theoretical approach is available in **Corporate Finance II**.

Course Content: Topics covered include: capital budgeting techniques; the effects of tax and inflation on investment appraisal; the use of portfolio theory and the capital asset pricing model in capital budgeting; working capital management; and the role of efficient markets in project appraisal; arbitrage and asset pricing; options.

The financing decisions of the corporate finance manager which are covered include: financial markets and methods of issue; corporate debt and dividend policy; the choice of debt and equity securities; the impact of tax and inflation on financing instruments; mergers; and pensions.

Pre-Requisites: Anyone admitted to the M.Sc.

programme has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they have a substantial knowledge of finance acquired at undergraduate or equivalent level.

Written Work: At least two pieces of work per term will be handed in for assessment.

Teaching Arrangements: The course will consist of 9 two-hour meetings in the Michaelmas Term and 6 two-hour meetings in the Lent Term, plus 15 seminars in which case studies and journal articles will be discussed. Students will be expected to make presentations at these seminars.

Reading List: Students are advised to purchase the following book: Copeland & Weston, *Financial Theory and Corporate Policy* (Addison Wesley, 1979). Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term.

Ac2020

Financial Accounting

Teacher Responsible: Christopher Noke, Room A311 (Secretary, Ann Cratchley, A385).

Course Intended Primarily for M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance.

Core Syllabus: The aim of the course is to provide a basis for studying, at an advanced level, important modern problems in financial reporting and to achieve a familiarity with the relevant academic literature.

Course Content: The course involves a study of the usefulness of financial reports to investors and other external users. Emphasis will be given to the development of conceptual foundations, including the objectives of financial reporting and the regulation of accounting information, and accounting and economic concepts of capital, income and value. Issues having topical importance in theory and practice will be discussed, including accounting for the effects of changing prices and other issues on which accounting standards have been published.

Important topics which may be considered include: The nature of conventional accounting and its usefulness.

The general nature of accounting theory.

Accounting in a market environment.

The need for and the limitations of regulation.

The utility of a conceptual framework for accounting and the difficulties of its ascertainment.

Aspects of information economics.

Advantages and disadvantages of historical cost accounting.

The measurement of income and concepts of capital maintenance — financial and physical concepts.

The measurement and valuation of depreciating assets and liabilities.

The deprival value approach.

Accounting systems which compete with or are supplementary to historical cost accounting:

— Constant purchasing power accounting

— Current cost accounting

— Comprehensive and fully stabilised systems.

Reasons for subscribing to each system — advantages and disadvantages.

The theories supporting the various systems — principles and postulates — surrogate thesis — deprival value — opportunity cost reasoning — predictive value.

Pre-Requisites: Anyone admitted to the M.Sc. programmes in Accounting and Finance has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course by Mr. Noke if they have a substantial knowledge of financial accounting acquired at undergraduate or equivalent level.

Teaching Arrangements:

Ac156: 40 lectures, Sessional, given by Professor Bromwich, Professor Carsberg, Professor Baxter, Professor Edey, and Mr. Noke.

Ac156(a): 15 classes.

Written Work: The lecturers will set one or two assignments — essays and case studies — each week for class discussion. A number of pieces of written work, based on assignments selected by the lecturer, will be collected for assessment but the grades will not count towards the overall course assessment.

Reading List: No one book covers the entire syllabus. A detailed Course Programme and Reading List, giving recommendations week by week, will be handed out at the beginning of the course. Reading will include the following:

Basic Reading: W. T. Baxter, *Inflation Accounting* (Phillip Allan, 1984); M. Bromwich, *The Economics of Standard Setting* (Prentice Hall, 1985); E. S. Hendriksen, *Accounting Theory* (4th edition) (Irwin, 1982); G. Whittington, *Inflation Accounting: An Introduction to the Debate* (Cambridge University Press, 1983); R. H. Parker, G. C. Harcourt and G. Whittington (Eds.), *Readings in the Concept and Measurement of Income* (Phillip Allan, 1986) (selected articles only); R. R. Sterling, "Decision-Oriented Financial Accounting", *Accounting and Business Research*, Summer 1972, pp 198-208; FASB, Concepts Statement No 1, *Objectives of Financial Reporting by Business Enterprises*, November 1978; R. H. Macve, *The Possibilities for Developing an Agreed Conceptual Framework for Financial Reporting and Accounting*, Institute of Chartered Accountants, 1981; B. V. Carsberg, J. Arnold and A. Hope, "Predictive Value: A Criterion for Choice of Accounting Method", in W. T. Baxter, and S. Davidson (Eds.) *Studies in Accounting*, Institute of Chartered Accountants, 1978; FASB, Concepts Statement No. 2, *Qualitative Characteristics of Accounting Information*, May 1980; C. T. Horngren, "How should we Interpret the Realization Concept?" *Accounting Review*, April 1965, pp 323-33; K. Most, "The Rise and Fall of the Matching Principle", *Accounting and Business Research*, Autumn 1977, pp 286-90; L. Revsine, "Technological Changes and Replacement Costs: A Beginning", *Accounting Review*, April 1979, pp 306-22; G. J. Staubus, "Measurement of Assets and Liabilities", *Accounting and Business Research*, Autumn 1973, pp 243-62; F. W. Paish, "Capital Value

and Income" in W. T. Baxter and S. Davidson (Eds.), *Studies in Accounting* (ICAEW, 1978); H. C. Edey, "Deprival Value and Financial Accounting", in H. C. Edey and B. S. Yamey (Eds.), *Debits, Credits, Finance and Profits* (Sweet and Maxwell, 1974); A. L. Thomas, "Allocation: the Fallacy and the Theorists" in W. T. Baxter and S. Davidson (Eds.), *Studies in Accounting* (ICAEW, 1978); FASB, Statement No. 33, *Financial Reporting and Changing Prices*, 1979; ASC, SSAP 16, *Current Cost Accounting*, Accounting Standard Committee, 1980 in (*Accounting Standards*, published annually, ICAEW); D. P. Tweedie and G. Whittington, *Capital maintenance concepts: the choice*, (Accounting Standards Committee, 1985) (in *Accountancy*, October, November and December 1985); T. A. Lee, "A Case for Cash Flow Reporting", *The Journal of Business Finance*, Summer 1972, pp 27-36; T. A. Lee, "Cash Flow Accounting and Reporting" in T. A. Lee (Ed.), *Developments in Financial Reporting* (Phillip Allan, 1981), pp 148-170; T. A. Lee, "Reporting Cash Flows and Net Realisable Values", *Accounting and Business Research*, Spring 1981, pp 163-170; ASC, SSAP 13, *Accounting for Research and Development* (1977); FASB, Statement No. 2, *Accounting for Research and Development Costs* (1974); H. Bierman and R. E. Dukes, "Accounting for Research and Development Costs", *Journal of Accountancy*, April 1975, pp 48-55; A. J. B. Hope and R. H. Gray, "Power and Policy Making: the Development of an R & D Standard", *JBFA*, Winter 1982, pp 531-558; ASC, SSAP 22, *Accounting for Goodwill* (1984); T. A. Lee, "Goodwill: an Example of Will-o'-the-Wisp Accounting", *Accounting and Business Research*, Autumn 1971, pp 318-328.

Examination Arrangements: The entire course assessment will be based on one three-hour formal examination in June. Students will be informed during the course about the number of questions on the paper and the number required to be answered.

Ac2030

Managerial Accounting

Teachers Responsible: Professor A. Hopwood, Room A312 (Secretary, Ann Cratchley, Room A385), Professor M. Bromwich, Room A384 (Secretary, Katerina Pasternak, Room A383) and Dr. P. B. Miller, Room E310 (Secretary, Ita McDonnell, Room A315)

Course Intended Primarily for M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance.

Core Syllabus: The course aims to provide an advanced overview of current research and practice in the area of management accounting. Particular emphasis is given to the organisational, economic and social analysis of management accounting.

Course Content:

Organizational Perspective:

The historical development of management accounting. The roles of management accounting in organizational control and decision making. The relationship between organisational design and management accounting systems. Management accounting in functional, decentralised and matrix organizations. Current issues in costing and budgeting.

The politics of the budgetary and planning processes. Contingency theories of management accounting. Management accounting and organizational problems. Organizational aspects of investment decision making. Management accounting and its cultural context. The impact of social change on economic calculations in organizations. Current developments in management accounting research.

Economic Perspective:

Review of decision making under uncertainty in the context of the firm. The economics of organizations. The value of information to the firm and to organizational members. An introduction to the viability of organizational strategies. The role of maximising concepts and the limits to the economic viability approach to organizations. The theory of agency and its role in risk sharing and inducing goal congruence and the importance of reward functions. Performance measurement concentrating on divisional performance. ROI versus residual income. Reconciliation with economist's decision models. *Ex ante* and *ex post* budgeting — budgets for planning and control — the goal congruence aspects of control measures. The new theory of management accounting based on natural monopoly and sustainable prices. Current developments in research.

Social Perspective:

Social theories of management accounting. Political economy and discourse approaches to management accounting. Accounting as ritual and rationalization. Accounting professionalization.

Pre-Requisites: Anyone admitted to the M.Sc. programmes in Accounting and Finance, and International Accounting and Finance has been judged to have the necessary background. Other students may be admitted by **Professor Hopwood** if they have sufficient background knowledge acquired at the undergraduate or equivalent level.

Teaching Arrangements: 20 meetings of three hours sessional.

Written Work: A variety of types of assignments will be given for class discussion including exercises and case studies. A number of pieces of written work will be collected for assessment but the grades will not count towards the overall course assessment.

Reading List: M. Aoki, *The Co-operative Game Theory of the Firm* (Clarendon Press, 1984); J. Bower, *Managing the Resource Allocation Problems* (Graduate School of Business Administration, Harvard University, 1970); M. Bromwich and A. G. Hopwood (Eds.), *Essays in British Accounting Research* (Pitman, 1981); M. Bromwich and A. G. Hopwood (Eds.), *Research and Current Issues in Management Accounting* (Pitman, 1986); N. Dopuch, J. G. Birnburg and J. S. Demski, *Cost Accounting: Accounting Data for Managements' Decisions* (Harcourt Brace Jovanovich, 1982); J. Galbraith, *Designing Complex Organizations* (Addison-Wesley, 1973); J. Hess, *The Economics of Organization* (North Holland, 1983); J. Horovitz, *Top Management Control in Europe* (Macmillan, 1980); R. S. Kaplan, *Advanced Management Accounting* (Prentice-Hall, 1982); N. Macintosh, *The Social Software of Accounting and Information Systems* (Wiley, 1985); J. Marshak and R. Radner, *Economic Theory of Teams* (Yale University

Press, 1972); R. W. Scapens, *Management Accounting, A Review of Recent Developments* (Macmillan, 1985); A. Wildavsky, *The Politics of the Budgetary Problems* (Little, Brown, 1964).

Examination Arrangements: The entire course assessment will be based on one three hour formal examination paper in June. Students will be informed about the number of questions on the paper and the number required to be answered.

Ac2040

Corporate Finance II

Teacher Responsible: Dr. Michael J. P. Selby, Room E308 (Secretary, Claudine Chouchan, Room A385)

Course Intended Primarily for: M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance.

Core Syllabus: **Corporate Finance II** provides a rigorous grounding in modern financial theory suitable for students wishing to undertake research in the area of financial economics. Its main aim is to provide a bridge into the advanced journal literature. As well as providing an advanced option for M.Sc. students, it also provides a framework of conceptual knowledge for doctoral students.

Course Content: The main subjects of the course will be the theories of arbitrage and equilibrium asset pricing. In both cases particular emphasis is placed on pricing within a multiperiod framework. A special feature of the course is its coverage of the modern theory of contingent claims valuation and its application to the pricing of options and corporate liabilities, as well as the term-structure of interest rates.

Pre-Requisites: This is an advanced course. Students will be expected to have a strong background in micro-economics, mathematics, statistics and probability theory. The course entitled **Corporate Finance I** is a required pre-requisite. However, students who can satisfy the Department's Convener and the course teacher that they have covered the **Corporate Finance I** material to a satisfactory standard, may be granted exemption from this requirement and allowed direct entry into **Corporate Finance II**.

Teaching Arrangements: Forty hours of lectures and twenty hours of classes.

Written Work: Every student will be expected to submit two pieces of written work on topics which may be of their own choosing, but in general are expected to be a significant critique of a major paper or area.

Reading List:

No one book covers the entire syllabus, but the course is designed to enable the student to be able to read and assess the major papers on the theoretical side of financial economics. Accordingly, the principle books to whose standard we shall work are:

J. E. Ingersoll, *Theory of Financial Decision Making* (Rowman & Littlefield, 1987); R. A. Jarrow, *Finance Theory* (Prentice-Hall, 1988); R. A. Jarrow and A. Rudd, *Option Pricing* (Richard D. Irwin, 1983); M. I. Kamien and N. L. Schwartz, *Dynamic Optimization: The Calculus of Variations and Optimal Control in Economics and Management* (North-Holland, 1981); A. G. Malliaris and W. A. Brock, *Stochastic Methods in Economics and Finance* (North-Holland, 1982).

Ac2041

Corporate Finance III

Teacher Responsible: Ian Tonks, Room A308 (Secretary, Ita McDonnell, Room A315)

Course Intended Primarily for: M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance.

Core Syllabus: This course is designed for students who wish to investigate the applied and empirical aspects of modern financial economics. It is concerned with the application of financial models to the real world, and testing the validity of these models in financial markets.

Course Content: The main subjects considered are the ownership of control of firms in stock market economies; rational expectations and its implications for market efficiency; volatility, fads and speculations in stock prices; market micro-structure and the functioning of securities markets; agency theory, signalling, capital structure and dividend policy; topics in market efficiency and information processing, including the new issue market, small firm effects and seasonality; testing capital asset and arbitrage pricing models.

The course is complimentary to both **Corporate Finance I** and **Corporate Finance II**.

Pre-Requisites: A knowledge of statistics and mathematics.

Teaching Arrangements: 30 hours of lectures and 15 hours of classes.

Reading List: A reading list will be available at the beginning of the session.

Examination Arrangements: The entire course assessment will be based on one three hour formal examination in the Summer Term.

Ac2050

International Accounting and Finance

Teachers Responsible: Professor A. Hopwood, Room A312 (Secretary, Ann Cratchley, Room A385) and Dr. E. J. Walsh, Room A309 (Secretary, Ita McDonnell, Room A315)

Course Intended Primarily for: M.Sc. in International Accounting and Finance and M.Sc. in Accounting and Finance.

Core Syllabus: The course aims to provide a review of the international dimensions of accounting and finance. Both comparative and international aspects are emphasised.

Course Content: The impact of social and cultural variables in accounting. Comparative aspects of accounting. Accounting in Europe, the United States, Japan and the Third World. Comparative strategies for accounting policy making and regulation. The international standardization of accounting. Financial and management accounting issues in multinational companies. Comparative management accounting and organizational control systems.

The effects of foreign exchange risk, segmented capital markets and political risk on the financial decisions of the multinational company. International financial markets and instruments. The financing of the international firm. Exchange rate determination and foreign exchange risk management. Multinational

In addition to these books, other suitable books will be recommended when appropriate, particularly those relating to the mathematics of stochastic control theory and the solution of partial differential equations.

The course lectures will be supplemented by study of some of the seminal papers in the modern theory of contingent claims analysis and its applications, some of which are included in the following:

F. Black, "The Pricing of Commodity Contracts", *J.F.E.*, 3, 1976; F. Black & J. C. Cox, "Valuing Corporate Securities: Some Effects of Bond Indenture Provisions", *Journal of Finance*, 31, 1976; F. Black & M. Scholes, "The Pricing of Options and Corporate Liabilities", *Journal of Political Economy*, 81, 1973; D. T. Breeden, "An Intertemporal Asset Pricing Model with Stochastic Consumption and Investment Opportunities", *J.E.F.*, 7, 1979; M. J. Brennan & E. S. Schwartz, "Finite Difference Methods and Jump Processes Arising in the Pricing of Contingent Claims: A Synthesis", *J.F.Q.A.*, 1978; G. M. Constantinides, "Market Risk Adjustment in Project Valuation", *Journal of Finance*, 33, 1978; J. C. Cox, J. E. Ingersoll & S. A. Ross, "An Intertemporal General Equilibrium Model of Asset Prices", *Econometrica*, 53, 1985; J. C. Cox, J. E. Ingersoll & S. A. Ross, "A Theory of the Term Structure of Interest Rates", *Econometrica*, 53, 1985; J. C. Cox & S. A. Ross, "The Valuation of Options for Alternative Stochastic Processes", *J.F.E.*, 3, 1976; J. C. Cox, S. A. Ross & M. Rubinstein, "Option Pricing: A Simplified Approach", *J.F.E.*, 7, 1979; R. Geske, "The Valuation of Compound Options", *J.F.E.*, 7, 1979; R. Geske & H. E. Johnson, "The American Put Valued Analytically", *Journal of Finance*, 39, 1984; R. Geske & K. Shastri, "Valuation by Approximation: A Comparison of Alternative Option Valuation Techniques", *J.F.Q.A.*, 20, 1985; J. O. Grabbe, "The Pricing of Call and Put Options on Foreign Exchange", *Journal of International Money and Finance*, 2, 1983; J. M. Harrison & D. M. Kreps, "Martingales and Arbitrage in Multiperiod Securities Markets", *Journal of Economic Theory*, 20, 1979; R. Jagannathan, "Call Options and the Risk of Underlying Securities", *J.F.E.*, 13, 1984; H. Johnson, "Options on the Maximum or the Minimum of Several Assets", *J.F.Q.A.*, 22, 1987; W. Margrabe, "The Value of an Option to Exchange One Asset for Another", *Journal of Finance*, 33, 1978; R. C. Merton, "Optimum Consumption and Portfolio Rules in a Continuous Time Model", *Journal of Economic Theory*, 3, 1971; R. C. Merton, "An Intertemporal Capital Asset Pricing Model", *Econometrica*, 41, 1973; R. C. Merton, "Theory of Rational Option Pricing", *Bell Journal of Economics and Management Science*, 4, 1973; R. C. Merton, "On The Pricing of Corporate Debt: The Risk Structure of Interest Rates", *Journal of Finance*, 29, 1974; S. F. Richard, "An Arbitrage Model of the Term Structure of Interest Rates", *J.F.E.*, 6, 1978; M. J. P. Selby & S. D. Hodges, "On the Evaluation of Compound Options", *Management Science*, 33, 1987; O. A. Vasicek, "An Equilibrium Characterisation of the Term Structure", *J.F.E.*, 5, 1977.

Examination Arrangements: The entire course assessment will be based on one three-hour formal examination in the Summer Term.

working capital management and the management of international taxation. Foreign investment analysis and international capital budgeting.

Pre-Requisites: This is a compulsory course for the M.Sc. in International Accounting and Finance and an optional course for the M.Sc. in Accounting and Finance. Anyone admitted to those programmes has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course by **Professor Hopwood** if they have a substantial knowledge of accounting and finance acquired at undergraduate or equivalent level.

Teaching Arrangements: Ten meetings of two hours duration during Michaelmas Term and ten meetings of two hours duration during Lent Term.

Written Work: Every student will be expected to attempt a worthwhile analysis of each week's case or paper, and must be prepared to make a personal contribution to the class discussion each week. Some cases will be handed in for marking by each student and will require a full write-up. Further details will be given on the Course Programme and Reading List which will be handed out at the first lecture.

Reading List: J. S. Arpan and L. H. Raitebaugh, *International and Multinational Enterprises* (Warren, Gorham & Lamont, 1981); F. D. S. Choi and G. G. Mueller, *International Accounting* (Prentice-Hall, 1984); D. K. Eiteman and A. E. Stonehill, *Multinational Business Finance* (3rd edn. Addison-Wesley, 1983); S. Fox and N. G. Rueschhoff, *Principles of International Accounting* (Austin Price, 1986); S. J. Gray, L. B. McSweeney and J. C. Shaw, *Information Disclosure and the Multinational Corporation* (Wiley, 1984); H. P. Holzer (Ed.), *International Accounting*, Harper & Row, 1984; D. Lessard, *International Financial Management* (2nd edn., Wiley, 1985); C. W. Nobes, *International Classification of Financial Reporting*, (Croom-Helm, 1984); C. W. Nokes and R. H. Parker, *Comparative International Accounting* (2nd edn., Philip Allen, 1985); J. Samuels and A. Piper, *International Accounting: A Survey* (Croom-Helm, 1985); A. Shapiro, *Multinational Financial Management* (2nd edn., Allyn & Bacon, 1986).

Examination Arrangements: There will be a three hour formal examination in the Summer term.

Ac2051

History of Accounting

(Not available 1988-89)

Teacher Responsible: Mr. Christopher J. Napier, Room A310 (Secretary, Claudine Chouchan, A385). **Course Intended Primarily for** M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance. Students taking other taught masters' programmes may take the paper if appropriate, and with the permission of the teacher responsible.

Core Syllabus: The aim of the course is to provide a critical introduction to the historical development of accounting theory and practice, with particular reference to the United Kingdom.

Course Content: The sources and historiography of accounting history. Theories of accounting history.

The relationship between accounting changes and social and economic trends. Accounting in the ancient and medieval worlds. The origins and development of double-entry bookkeeping. Accounting literature and practice in the seventeenth and eighteenth centuries. The formalisation of the historical cost convention. The development of corporate financial reporting. Accounting within the enterprise, and its relationship with the development of management theories and practices.

Pre-Requisites: Students should have a basic knowledge of the mechanics of bookkeeping and accounting.

Teaching Arrangements: There will be a weekly two-hour seminar (Ac164) throughout the Michaelmas and Lent Terms, continuing into the Summer Term if necessary. The seminars will be led by **Mr. Napier, Mr. Noke** and others, but the normal form of each seminar will be for one of the students to read a paper on a pre-arranged topic and for the other students to discuss it. **Written Work:** Every student will be expected to prepare a written submission for at least two seminars each term.

Reading List: Most of the reading will consist of journal articles, and detailed reading lists will be handed out during the course. In addition, students will be directed to study certain original accounting records.

A substantial part of the essential reading for the course is contained in: M. Chatfield, *A History of Accounting Thought* (Krieger, 1977); A. C. Littleton & B. S. Yamey, *Studies in the History of Accounting* (Arno Press, 1978); T. A. Lee & R. H. Parker, *The Evolution of Corporate Financial Reporting* (Nelson, 1979); and the collected essays of B. S. Yamey (published in two volumes by Garland Publishing).

Examination Arrangements: A written three-hour examination in the Summer Term. Candidates will be expected to answer three questions from a choice of about ten.

Ac2052

Security Investment Analysis

Teacher Responsible: Mr. J. Haslam, Room E309 (Secretary, Claudine Chouchan, A385)

Course Intended Primarily for M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance.

Core Syllabus: The aim of this course is to study aspects of security investment analysis. This is a dynamic sector of research in accounting and finance, covering market based accounting research; models of how markets work; valuation models such as those for equities, options and futures; and portfolio management techniques, for example, fixed interest portfolio immunisation. Thus, the course considers securities both individually and in the context of portfolios. The unique approach of the course is to combine the accounting and finance aspects of investment into one and to provide a comprehensive course of use to students interested in investment analysis, fund management, financial accounting and corporate finance.

Course Content: We cover the following topics: The application of modern research techniques in

accounting and finance to the analysis of financial reports;

The relevance of financial information to security investment decisions;

A description of securities markets and methods of dealing and transaction costs;

Alternative valuation models for financial securities;

Portfolio management objectives and techniques.

We consider all the main capital markets, namely money market, fixed interest, equities, options and futures.

Lecture Topics:

The topics to be covered in lectures may include:

Part 1

1. Introduction to Security Investment Analysis.
2. An evaluation of market-based research in accounting.
3. Implications of market-based accounting research.
4. Financial statement analysis techniques.
5. Issues in Financial Ratio Analysis.
6. Funds flow and cash flow analysis.
7. Developments in analysis.
8. Applications of financial statement analysis.
9. Use of Accounting information by investment analysts.
10. The predictive value of information and cost-benefit analysis: some conceptual issues.

Part 2

15. Investor Objectives and Constraints.
16. Portfolio Management, e.g. Hedging.
17. Introduction to Capital Markets.
18. Methods of Dealing and Transaction Costs.
19. Money Market Instruments.
- 20 and 21. Fixed Interest Securities.
22. Managing a Fixed Interest Portfolio.
23. Equity Investment.
24. Types of Options and Option Valuation.
25. Use of Options in Portfolio Management.
26. Types of Futures and Valuation of Futures.
27. Use of Futures in Portfolio Management.
28. Asset Allocation.
29. Analyst Performance.
30. Performance Measurement.

Pre-Requisites: Anyone admitted to the M.Sc. programmes in Accounting and Finance has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they have a substantial knowledge of accounting and finance acquired at undergraduate or equivalent level. Students attending this course should have already completed introductory courses in corporate finance, financial accounting and stock market investment.

Teaching Arrangements: Ten meetings of two hours duration during Michaelmas Term and ten meetings of two hours duration during Lent Term.

Written Work: Every student will be expected to submit two pieces of written work per term.

Reading List:

The main text books recommended will be: Beaver, *Financial Reporting: An Accounting Revolution* (Prentice-Hall, 1981); Cox and Rubinstein, *Options Markets* (Prentice-Hall, 1985); Dyckman, Downes and Magee, *Efficient Capital Markets and Accounting* (Prentice-Hall, 1975); Elton and Gruber,

Modern Portfolio Theory and Investment Analysis, (2nd edn., John Wiley, 1984); Foster, *Financial Statement Analysis*, (2nd edn., Prentice-Hall, 1986); Holmes and Sugden, *Interpreting Company Reports and Accounts*, (3rd edn., Woodhead-Faulkner, 1986); Lev, *Financial Statement Analysis: A New Approach* (Prentice-Hall, 1974); Lorie and Hamilton, *The Stock Market: Theories and Evidence* (Irwin, 1973); Maginn and Tuttle, *Managing Investment Portfolios* (Warren, Gorham & Lamont, 1983); Reid and Myddleton, *The Meaning of Company Accounts*, (3rd edn., Gower, 1982); Rutterford, *Introduction to Stock Exchange Investment* (Macmillan Press, 1983); Sharpe, *Investments*, (2nd edn., Prentice-Hall, 1981); Stigum, *The Money Market: Myth, Reality and Practice* (Dow-Jones Irwin, 1978); West and Tinic, *Investing in Securities: an Efficient Market Approach* (Addison-Wesley, 1979).

Examination Arrangements: There will be a three hour formal examination in the Summer Term.

Ac2150

Financial Reporting and Management

Teacher Responsible: Ms. Judy Day, Room A312 (Secretary, Claudine Chouchan, A385)

Course Intended Primarily for M.Sc. Sea-Use Law, Economics and Policy-making, 2 and 3 (d).

M.Sc. Analysis, Design and Management of Information Systems, 3(d).

M.Sc. Industrial Relations and Personnel Management, 2, 3 and 4(i).

M.Sc. Operational Research.

It is also suitable for other M.Sc. students who are not specialising in Accounting and Finance and who have not previously studied Accounting and Finance to a significant extent.

Core Syllabus: The course provides an introduction to accounting and financial concepts and techniques.

Course Content: The course covers basic accounting concepts, company accounts, discounted cash flow analysis, investment appraisal under uncertainty, accounting for inflation, and risk analysis in investment appraisal.

Pre-Requisites: None, but students interested in taking the course are requested to see **Ms. Day** early in the Michaelmas Term so that advice can be given and introductory reading specified for those who intend to take it.

Written Work: Students are required to attempt several exercises during the year involving the preparation of accounts, solutions to discounted cash flow case studies, together with a small amount of essay work.

Teaching Arrangements: Ac170: The course will comprise 15 meetings of 2½ hours each. These will commence in the 6th week of the Michaelmas Term. Lectures will be given by **Ms. Judy Day**, A312 and **Dr. Ian Tonks**, Room A308. The lecture group will be divided into two seminar groups for classwork purposes.

Reading List: A detailed Course Programme and Reading List, giving recommendations week by week, will be handed out at the beginning of the course. The following texts are recommended for purchase: J. Arnold, T. Hope & A. Southworth, *Financial Accounting* (Prentice Hall, 1985); R. Pike & R.

Dobbins, *Investment Decisions and Financial Strategy* (Philip Allen, 1986).

Other texts relevant for the course are: P. Bird, *Understanding Company Accounts* (Pitman, 1983); R. Pike, R. Dobbins & L. Chadwick, *A Student Workbook* (Philip Allen, 1986); G. Whittington, *Inflation Accounting: An Introduction to the Debate* (Cambridge University Press and SSRC, 1983).

Examination Arrangements: The entire course assessment will be based on one three-hour formal examination in the latter part of June. The paper has two sections: Section 1 consists of five short compulsory questions; Section 2 consists of three questions, two to be attempted.

Ac2151

Managerial Accounting for Operational Research (Half unit course)

Teacher Responsible: Professor Michael Bromwich, Room A384 (Secretary, A383)

Course Intended Primarily for M.Sc. Operational Research.

Core Syllabus: The aim of the course is to introduce students to some important aspects of the role of management accounting in decision making and control within the enterprise. The course not only

provides an insight into the technical aspects of modern management accounting systems but also emphasises the relevance of both microeconomic and organisation perspectives for appreciating the present functioning and normative design of such systems.

Course Content: Introduction to decision analysis. Decision making under uncertainty. Agency theory and applications in management accounting. Divisional control and transfer pricing. Modern theoretical developments in management accounting and trends in practice.

Pre-Requisites: Elements of Accounting and Finance. **Teaching Arrangements:** 12 lectures (Ac104), 12 classes (Ac104c) in the Lent and Summer Terms.

Written Work: Students will be expected to produce a piece of written work for each class. The work will normally comprise an exercise requiring the application of the general principles covered in the lectures to a practical problem.

Main Reading List: C. T. Horngren and G. Foster, *Cost Accounting: A Managerial Emphasis* (1987); C. Emmanuel and D. Otley, *Accounting for Management Control* (Van Nostrand Reinhold (UK), 1985); R. Scapens, *Management Accounting: A Review of Recent Development* (Macmillan, 1985).

Examination Arrangements: A two-hour formal examination will take place in the Summer Term.

ANTHROPOLOGY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
An100	Introduction to Social Anthropology Professor I. M. Lewis	24/MLS An1200; An2210
An102	Ethnography and Theory: Selected Texts Dr. A. A. F. Gell and Dr. J. P. Parry	20/ML An1204
An200	Kinship, Sex and Gender Dr. P. Loizos and Dr. A. A. F. Gell	20/ML An1220; An2210
An201	Political and Economic Anthropology Dr. J. C. Woodburn and Dr. M. J. Sallnow	20/ML An1222; An2211
An300	The Anthropology of Religion Dr. J. Overing and Dr. J. P. Parry	20/ML An1302; An2212
An301	Advanced Ethnography: Latin-America: Lowlands Dr. J. Overing	10/M An1311; An1334; An1335
An302	Advanced Ethnography: Latin-American Highlands (The Andes) Dr. M. J. Sallnow	10/L An1312; An1334; An1335
An304	Advanced Ethnography: Australian Aborigines (Not available 1988-89) Dr. D. McKnight	10/M An1315; An1334; An1335
An305	Advanced Ethnography: Mediterranean (Not available 1988-89) Dr. P. Loizos	T.B.A. An1317; An1334; An1335
An307	Advanced Ethnography: Melanesia Dr. A. A. F. Gell	10/M An1316; An1334; An1335
An308	Anthropological Linguistics (Not available 1988-89) Ms. J. M. Aitchison	22/MLS An1331; An1334; An1335
An309	Advanced Theory of Social Anthropology Dr. M. J. Sallnow and Dr. C. J. Fuller	20/ML An1300; An2210

Lecture/ Seminar Number		Course Guide Number	
An310	Social Aspects of Political and Economic Development (Not available 1988-89) Dr. P. Loizos and Dr. M. J. Sallnow	20/ML	An1330; An1334; An1335
An311	Research Methods in Social Anthropology Dr. P. Loizos	10/L	An1333; An1334; An1335
An312	Conflict, Violence and War (Not available 1988-89) Dr. D. McKnight	10/M	An1341; An1334; An1335
An313	Urban Anthropology (Not available 1988-89) Dr. C. J. Fuller	10/M	An1342; An1334; An1335
An314	The Anthropology of Death (Not available 1988-89) Professor M. E. F. Bloch	10/L	An1343; An1334; An1335
An315	The Anthropology of Art and Communication (Not available 1988-89) Dr. A. A. F. Gell	10/M	An1344; An1334; An1335
An317	The Anthropology of Hinduism and Indian Society Dr. C. J. Fuller and Dr. J. P. Parry	20/ML	An1346; An1334; An1335
An318	Advanced Ethnography: Hunters and Gatherers of Sub-Saharan Africa Dr. J. C. Woodburn	10/L	An1347; An1334; An1335
An400	A Programme of Ethnographic Films Dr. J. C. Woodburn and Dr. P. Loizos	20/ML	An400
An500	Seminar on Anthropological Theory Dr. C. J. Fuller, Professor I. M. Lewis and Dr. J. Overing	MLS	An500
An501	Field Research Seminar Dr. P. Loizos	MLS	An501
An502	Teaching Seminar Dr. C. J. Fuller and Dr. J. C. Woodburn	25/MLS	An502
An503	Thesis Writing Seminar Dr. J. P. Parry and Dr. J. Overing	25/MLS	An503

Lecture/ Seminar Number		Course Guide Number	
An505	Teaching Seminar (Part-time M.Sc.) 1st year: To be arranged 2nd year: To be arranged	13/MLS	An505
An510	Egalitarian Societies of Tropical Forest South America Dr. J. Overing	25/MLS	An510

Course Guides

An1200

An2210

Introduction to Social Anthropology

Teacher Responsible: Professor I. M. Lewis, Room A612 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. course unit main field Social Anthropology first year; B.A./B.Sc. course unit main fields Geography, Sociology, Social Psychology, B.Sc. (Econ.) Parts I and II; M.Sc.

Core Syllabus: The course provides a general introduction to the history, methods and achievements of Social Anthropology as the comparative study of traditional and changing Third World societies.

Course Content: The origins and scope of social subjects, its focus in Third World societies. Religious belief and ritual; magic and witchcraft; symbolism and myth. The organisation of pre-industrial society; environment, resources and their distribution; marriage, kinship and descent. Power and social order; custom and law; conflict and change.

Pre-Requisites: None.

Teaching Arrangements: Lectures (An100): Twenty-four, Sessional.

Classes (An100a): Twenty-four, Sessional for specialists (An100b): Twenty-two, Sessional for non-specialists.

Written Work: Students taking the course for examination purposes are expected to contribute discussion papers in the classes which will be run in the form of seminars. At least one paper per term is expected. Other written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: B. Malinowski, *Argonauts of the Western Pacific*; E. E. Evans-Pritchard, *The Nuer: Witchcraft, Oracles and Magic among the Azande*; A. Kuper, *Anthropology and Anthropologists*; A. R. Radcliffe-Brown, *Structure and Function in Primitive Society*; I. M. Lewis, *Social Anthropology in Perspective*; E. Smith Bowen, *Return to Laughter*; R. Fox, *Kinship and Marriage*; S. Roberts, *Order and Dispute*.

Supplementary Reading List: Will be provided for class work.

Examination Arrangements: There is a 3-hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. Classwork assessment forms 20% of the mark.

An1204

Ethnography and Theory: Selected Texts

Teachers Responsible: Dr. A. Gell, Room A610 and Dr. J. Parry, Room A609 (Departmental Secretaries, A605).

Course Intended Primarily for: B.A./B.Sc. c.u. main field Soc. Anth. 1st year; B.A./B.Sc. c.u. main fields Geog., Soc. Psych.

Core Syllabus: The course is intended to give an introduction to anthropological theory through the study of selected ethnographic texts.

Course Content: Part I

The ethnographic texts selected for discussion will include the following:

M. Young, *Fighting with Food*; J. Lizot, *Tales of the Yanomami*; J. Middleton, *Lugbara Religion*; A. Beteille, *Caste, Class and Power*; L. Babb, *The Divine Hierarchy*.

Part II

The study of the following theoretical texts:

E. Durkheim and M. Mauss, *Primitive Classification*; M. Mauss, *The Gift*; R. Hertz, *Death and the Right Hand*; E. E. Evans-Pritchard, *Nuer Religion*; M. Webber, *The Protestant Ethic and the Spirit of Capitalism*; C. Geertz, *The Religion of Java*; M. Bloch, *Marxism and Anthropology*; E. Terray, 'Classes and Class Consciousness in the Abron Kingdom of Gyaman' in M. Bloch (Ed.), *Marxist Analyses and Social Anthropology*; J. Nash, *We Eat the Minds, the Minds Eat Us*; B. Malinowski, *Crime and Custom in Savage Society*.

Pre-Requisites: None.

Teaching Arrangements: Lectures (An102): 20, Michaelmas and Lent Terms.

Classes (An102a): 20, Michaelmas and Lent Terms.

Written Work linked to the course will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List

Further reading may be specified during the course.

Examination Arrangements: There will be a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered. Classwork assessment forms 20% of the final mark, and will be largely based on one essay per term. Candidates who do not produce essays by the dates announced during the course, can expect to receive few marks.

An1220

An2210

Kinship, Sex and Gender

Teacher Responsible: Dr. P. Loizos, Room A614 and Dr. A. Gell, Room A610 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 2nd year; B.Sc. c.u. main fields Social Psychology 2nd year, Sociology 2nd year; B.Sc. (Econ.) Part II, M.Sc. and other graduate students.

Core Syllabus: The concept of 'kinship' and its relation to the notions of 'person' and 'gender'. Descent and corporate groups. Marriage and alliance. The position of women in society. How real and fictive kinship ties are exploited in social settings.

Course Content: The history of kinship studies in anthropology. Descent theory. Critique of the notion of 'kinship'. The controversy over alliance theory and its outcome. Regional patterns in kinship systems. Feminist theory in kinship. Gender roles. Kinship and ritual. Recent developments in the theory of kinship. Procreation beliefs and their gender implications; cross-cultural perspectives on homosexual relationships; patterns of friendship in relationship to kinship and gender systems; myths of the origins of gender differentiation.

Pre-Requisites: Introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An200): 20 Michaelmas and Lent Terms.

Classes (An200a): 20 Michaelmas and Lent Terms.

Written Work: Periodic class papers and term essay. Written work, linked to the course will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: M. Fortes, *Time and Social Structure and other essays; Kinship and the Social Order*; E. R. Leach, *Rethinking Anthropology*; C. Levi-Strauss, *The Elementary Structures of Kinship*; R. Needham (Ed.), *Rethinking Kinship and Marriage*; R. Fox, *Kinship and Marriage*; R. Keesing, *Kin Groups and Social Structure*; D. Schneider, *American Kinship: a Cultural Account*; E. E. Evans-Pritchard, *Kinship and Marriage among the Nuer*; J. Parry, *Caste and Kinship in Kangra*; L. Dumont, *Affinity as a Value*; C. MacCormack & M. Strathern (Eds.), *Nature, Culture and Gender*; S. Ortner & H. Whitehead (Eds.), *Sexual Meanings*; Janet Bujra & Pat Caplan, *Women United, Women Divided*; M. Bloch & J. Parry, *Death and the Regeneration of Life*; Murphy & Murphy, *Women of the Forest*; J. Goody, *Production and Reproduction*; P. Caplan, *The Cultural Construction of Sexuality*; J. Pina-Cabral, *Sons of Adam, Daughters of Eve*; D. Schneider, *A Critique of the Study of Kinship*; R. Hirschon (Ed.), *Women and Property, Women as Property*.

Examination Arrangements: There is a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered. Classwork assessment forms 20% of the mark.

An1222

An2211

Political and Economic Anthropology

Teachers Responsible: Dr. M. Sallnow, Room A615 and Dr. J. Woodburn, Room A611 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 2nd year; B.Sc. c.u. main field Sociology 2nd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: The anthropological analysis of economic and political institutions as revealed in relevant theoretical debates, with reference to selected ethnography.

Course Content: (i) Economic Anthropology: The cultural framework of different economic systems and their working; the economic organisation of peasant and primitive production; economic structure and kinship structure; property; trade, gifts, exchange and markets; the transition from subsistence to cash economies; systems of capital accumulation.

(ii) Political Anthropology: The analysis of the politics of equality and inequality of power, wealth and status in a range of societies, most of which are small in scale.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures: An201(i)

Economic Anthropology: 10 Lent Term.

An201(ii) **Political Anthropology:** 10 Michaelmas Term.

Classes: An201(i)a **Economic Anthropology:** 10 Lent Term. An201(ii)a **Political Anthropology:** 10 Michaelmas Term.

Written Work: Periodic class papers and/or essays. Written work linked to the course will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: (i) Economic Anthropology: R. Firth (Ed.), *Themes in Economic Anthropology*; E. E. Le Clair & H. K. Schneider (Eds.), *Economic Anthropology*; J. M. Potter, M. Diaz & G. M. Foster, *Peasant Society*; M. Sahlins, *Stone Age Economics*; M. Bloch (Ed.), *Marxist Analyses and Social Anthropology*; G. Dalton (Ed.), *Tribal and Peasant Economies*; S. Gudeman, *The Demise of a Rural Economy*.

(ii) Political Anthropology: M. H. Fried, *The Evolution of Political Society*, 1967; J. C. Woodburn, 'Egalitarian Societies' in *Man*, Vol. 17, 1982; L'Equipe ecologie et anthropologie (Ed.), *Pastoral Production and Society*, 1979; A. Strathern (Ed.), *Inequality in New Guinea Highlands Societies*, 1982; F. Barth, *Political Leadership among Swat Pathans*, 1959; E. R. Leach, *Political Systems of Highland Burma*, 1954; E. E. Evans-Pritchard, *The Divine Kinship of the Shilluk of the Nilotic Sudan*, 1948 (Reprinted in E. E. Evans-Pritchard, *Essays in Social Anthropology*, 1962); J. Beattie, *The Nyoro State*, 1971; H. J. M. Claessen & P. Skalnik (Eds.), *The Early State*, 1978.

Supplementary Reading List: To be recommended during the course.

Examination Arrangements: There is a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered, 2 from Section A and 2 from Section B. Classwork assessment forms 20% of the mark.

An1300

An2210

Advanced Theory of Social Anthropology

Teachers Responsible: Dr. M. Sallnow, Room A615 and Dr. C. Fuller, Room A601 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. course unit main field Social Anthropology 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: The aim of the course is to train students to look critically at the theoretical implications of anthropological approaches by examining their origins, their strengths and weaknesses.

Course Content: The course has two parts: 1. Themes from the history of anthropology; 2. Analysis and interpretation in modern anthropology.

Part I covers background; the conquest of South America and the rise of comparative ethnology; Renaissance and Enlightenment developmentalism; Rousseau; nineteenth century evolutionism; classical social theory (Marx, Weber, Durkheim); the rise of professional British and N. American anthropology; the development of fieldwork techniques and ethnographic genres.

Part II covers functionalism and ethnographic method; Levi-Strauss and structuralism; rationality and

relativism; modern Marxist anthropology; the relation between anthropology and history; modern cultural anthropology.

Teaching Arrangements: Lectures (An309): 20, Michaelmas and Lent.

Classes (An309a): 20, Michaelmas and Lent for B.A. course unit main field Social Anthropology 3rd year and B.Sc. (Econ.) Part II.

Pre-Requisites: Substantial background in social anthropology.

Written Work: Students will be required to produce two assessment essays. Students will also be expected to prepare two or three short oral papers for the classes. Written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List:

Part I 2. G. Stocking, *Race, Culture and Evolution*; I. Langham, *The Building of British Social Anthropology*; M. Hodgen, *Early Anthropology in the Sixteenth and Seventeenth Centuries*; R. Murphy, *The Dialectics of Social Life*; J. S. Slotkin, *Readings in Early Anthropology*; A. Kuper, *Anthropology and Anthropologists*; R. Bendix, *Max Weber: An Intellectual Portrait*; S. Lukes, *Emile Durkheim*; T. Bottomore and M. Rubel (Eds.), *Karl Marx: Selected Writings*; J. Fabian, *Time and the Other*.

Additional reading will be specified during the course.

Part II C. Levi-Strauss, *Structural Anthropology* Vol. I; B. Wilson (Ed.), *Rationality*; R. A. Manners & D. Kaplan (Eds.), *Theory in Anthropology*; M. Godelier, *Perspectives in Marxist Anthropology*; P. Bourdieu, *Outline of a Theory of Practice*; A. R. Radcliffe-Brown, *Structure and Function in Primitive Society*; M. Bloch, *Marxism and Anthropology*; Michel Foucault, *Madness and Civilization*; B. Malinowski, *Argonauts of the Western Pacific*; P. Rainbow (Ed.), *The Foucault Reader*; M. Sahlins, *Culture and Practical Reason*; *Islands of History*; C. Geertz, *The Interpretation of Culture*; G. Marcus and M. Fischer, *Anthropology as Cultural Critique*.

Examination Arrangements: There is a 3-hour examination in the Summer Term, approximately 10 questions, 3 of which are to be answered. Classwork assessment forms 20% of the mark and will very largely be based on assessment essays. Candidates who fail to submit assessment essays by the due date, which will be announced during the course, can expect to receive minimal marks.

An1302
An2212

The Anthropology of Religion

Teachers Responsible: Dr. J. Overing, Room A616 and Dr. J. Parry, Room A609 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. c.u. main field Soc. Anth. 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Course Syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies.

Course Content: Various anthropological approaches to the study of religion, ritual and symbolism will be covered. Key topics will be: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought; the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; theodicy and world religions.

Pre-Requisites: Substantial background in social anthropology.

Teaching Arrangements: Lectures (An300) 20 Michaelmas and Lent Terms. Classes (An300a) 20 Michaelmas and Lent Terms.

Written Work: Periodic class papers and/or essays. Written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: G. Lienhardt, *Divinity and Experience Among the Dinka*; G. Lewis, *Day of Shining Red*; D. Sperber, *Rethinking Symbolism*; N. Barley, *Symbolic Structures*; J. Overing (Ed.), *Reason and Morality*; V. Turner, *The Forest of Symbols*; M. Bloch, *From Blessing to Violence*; M. Douglas, *Purity and Danger*; A. Gell, *Metamorphosis of the Cassowaries*; S. Hugh-Jones, *The Palm and the Pleiades*; C. Levi-Strauss, *The Savage Mind*; *Totemism*; G. Witherspoon, *Language and Art in the Navaho Universe*; W-J Karim, *Ma'Betisek Concepts of Living Things*; D. Parkin (Ed.), *The Anthropology of Evil*; S. Howell, *Society and Cosmos*; I. M. Lewis, *Ecstatic Religion*; E. Durkheim, *The Elementary Forms of the Religious Life*; R. Hertz, *Death and the Right Hand*; S. Tambiah, *Buddhism and the Spirit Cults in North East Thailand*; C. Levi-Strauss, *Totemism*; J. Middleton, *Lugbara Religion*; M. Bloch, *From Blessing to Violence*; M. Douglas, *Natural Symbols*.

Examination Arrangements: There will be a 3-hour examination in the Summer Term with 10 questions, 3 of which are to be answered. Classwork assessment forms 20% of the mark.

An1311

Advanced Ethnography: Latin America: Lowlands

Teacher Responsible: Dr. J. Overing, Room A616 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 2nd or 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: The course covers selected Amerindian societies of Tropical Forest lowland South America, focusing upon the inter-relationship of tropical forest cosmologies, social structures and politico-economic systems.

Course Content: Various anthropological approaches to the relationship in these 'egalitarian' societies between power, knowledge and social action will be considered. Key topics will be on Amerindian a) theories of personhood and evaluative discourse on gender relations; b) mythology and discourse on cannibalism and predation - the relationship between humanity, animality and the world of spirits; c) rhetoric of equality and personal autonomy; d) shamanic power

within a multiple world cosmos; and finally e) comparative schemes of egalitarianism and materiality.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An301) 10 Michaelmas Term; Classes (An301a) 10 Michaelmas Term.

Written Work: Students must write one assessment essay. They will also be expected to prepare one or two oral presentations in class.

Reading List: P. Clastres, *Society Against the State*; J. C. Crocker, *Vital Souls*; M. J. Harner, *The Jivaro*; J. Overing Kaplan, *The Piaraa*; J. Overing Kaplan (Ed.) *Social Time and Social Space in Lowland South American Societies*; D. Arhem, *Makuna Social Organization*; J. Lizot, *Tales of the Yanomani*; D. Maybury-Lewis (Ed.), *Dialectical Societies*; P. Riviere, *Individual and Society*; G. Reichel-Dolmatoff, *Amazonian Cosmos*; C. Levi-Strauss, *The Raw and the Cooked*; A. B. Colson and D. Heinen (Eds.), *Themes in Political Organization: The Caribs and Their Neighbours*.

Examination Arrangements: There is a two hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get fewer marks.

An1312

Advanced Ethnography: Latin-American Highlands (The Andes)

Teacher Responsible: Dr. M. Sallnow, Room A615 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. course unit main field Social Anthropology 2nd and 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: The study of past and present social formations in the South American Andes.

Course Content: Historical introduction to the Andean region; ecology, ethnicity and class; patterns of peasant production, exchange and markets; ritual and ideological elaborations of fertility, production and power; fiesta systems; regional cults and pilgrimage. A number of video films will be shown during the course.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An302) 10 Lent Term. Classes (An302a) 10 Lent Term.

Written Work: Class papers presented during the course. Written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: D. Guillet, *Agrarian Reform and Peasant Economy in Southern Peru*; B. Isbell, *To Defend Ourselves*; E. Lumbrales, *The Peoples and Cultures of Ancient Peru*; J. Murra, *The Economic Organization of the Inka State*; B. Orlove, *Alpacas, Sheep and Men*; J. Steward (Ed.), *Handbook of South American Indians*, Vol. 2; P. van der Berghe & G. Primov, *Inequality in the Andes*; M. Sallnow, *Pilgrims of the Andes: Regional Cults in Cusco*.

Examination Arrangements: There is a two-hour examination in the Summer Term, with 7 questions, 2

of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get fewer marks.

An1315

Advanced Ethnography: Australian Aborigines

(Not available 1988-89)

Teacher Responsible: Dr. D. McKnight, Room A613 (Departmental Secretaries, A605)

Course Intended Primarily for: B.A./B.Sc. c.u. main field Social Anthropology 2nd or 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: This course examines the social organisation, systems of cognition and world view of the Australian Aborigines. Consideration is also given to social change resulting from colonisation.

Course Content: The course is concerned with systems of classification and cognition among Australian Aborigines. A number of key concepts such as time, place, space and the person are examined in the context of linguistics, ritual and art. Particular attention is given to folk categories of animals and plants.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An304) 10 Michaelmas; Classes (An304a) 10 Michaelmas.

Written Work: Students will be required to produce one assessment essay. Students will also be expected to prepare one or two short papers for discussion in class.

Reading List: Nancy D. Munn, *Walbiri Iconography*; Fred L. Myers, *Pintupi Country, Pintupi Self*; Diane Bell, *Daughters of the Dreaming*; T. G. H. Strehlow, *Aranda Traditions*; L. R. Hiatt (Ed.), *Australian Aboriginal Mythology*; Carol Cooper (Ed.), *Aboriginal Australia*; Howard Morphy, *Journey to the Crocodile Nest*; J. C. Altman, *Hunter-Gatherers Today*; L. R. Hiatt (Ed.), *Australian Aboriginal Concepts*; P. Ucko (Ed.), *Form in Indigenous Art*.

Examination Arrangements: There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and the candidates who do not submit their written work by the due date will get fewer marks.

An1316

Advanced Ethnography: Melanesia

Teacher Responsible: Dr. A. Gell, Room A610 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 2nd and 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: Melanesian society. Kinship and social structure. Ceremonial exchange and life-cycle ritual. Trade and large scale exchange cycles. Gender and the concept of the person. Cults and initiation. Social change and millenarianism. Sorcery and death.

Course Content:

- (i) Melanesia as a cultural unit: coastal societies and hinterlands.
- (ii) Descent and alliance: changing concepts of Melanesian social structure.

- (iii) Exchange and social theory. The Kula, Moka and other large scale systems. Primitive trade in Melanesia. Melanesian economic anthropology.
- (iv) Cultural evolution in Melanesia.
- (v) Exchange, marriage and gender.
- (vi) Ritual life. Nurture and life-cycle events. Initiation cults. Ritual and hierarchy.
- (vii) The symbolic order. Constitution and dissolution of the person in Melanesia.
- (viii) The millenium and the transformation of Melanesian society.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An307) 10 Michaelmas Term. Classes (An307a) 10 Michaelmas Term.

Written Work: Students must write one assessment essay. They may also be expected to make one or two oral presentations in classes.

Reading List: B. Malinowski, *Argonauts of the Western Pacific*; *Coral Gardens and their Magic*; A. Weiner, *Women of Value, Men of Renown*; M. Young, *Fighting with Food*; *Magicians of Manumana*; E. Leach & J. Leach (Eds.), *The Kula*; A. Strathern, *The Rope of Moka*; M. Strathern, *Women in between*; *The Gender of the Gift*; C. Gregory, *Gifts and Commodities*; M. Meggitt, *The Lineage System of the Mae Enga*; A. Gell, *Metamorphosis of the Cassowaries*; L. Josephides, *The Production of Inequality*; G. Herdt (Ed.), *Rituals of Manhood*; R. Keesing, *Kwaio Religion*; G. Lewis, *Day of Shining Red*; M. Mosco, *Quadripartite Structures*; B. Gray, *Pinikindu*; R. Wagner, *The Curse of Snow*; Habu; S. Lindenbaum, *Kuru Sorcery*.

Examination Arrangements: There is a two hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get fewer marks.

An1317

Advanced Ethnography: Mediterranean

(Not available 1988-89)

Teacher Responsible: Dr. P. Loizos, Room A614 (Departmental Secretaries, A605)

Course Intended Primarily for: B.A./B.Sc. c.u. main field Social Anthropology 2nd and 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: Themes and theoretical debates appearing in the anthropological literature of some of the following countries: Portugal, Spain, France, Italy, Yugoslavia, Greece, Turkey, Cyprus.

Course Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of societies. Particular attention will be paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour; to local violence and its relation to state formation.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An305) 10 to be arranged. Classes (An305a) 10 to be arranged.

Written Work: Class papers presented during the course and a term essay. Written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: J. Davis, *People of the Mediterranean*; C. Lison-Tolosana, *Belmonte de Los Caballeros: a Sociological Study of a Spanish Town*; Sydel Silverman, *Three Bells of Civilization: the Life of an Italian Hill Town*; W. Christian Jr., *Person and God in a Spanish Valley*; Vanessa Maher, *Women and Property in Morocco*; M. Gilson, *Recognising Islam: an Anthropologist's Introduction*; J. Waterbury, *North for the Trade: the biography of a Berber Merchant*; E. Gellner & J. Waterbury (Eds.), *Patrons and Clients in Mediterranean Societies*; Caroline White, *Patrons and Partisans: A Study of Politics in Two Southern Italian Communities*; L. Danforth, *The Death Rituals of Rural Greece*; Sandra Ott, *The Circle of Mountains*; Marina Warner, *Alone of all her Sex: the Myth and Cult of the Virgin Mary*; Elaine Pagels, *The Gnostic Gospels*; E. Hammel, *Alternate Ritual Structures in the Balkans*; J. Black-Michaud, *Feud in Mediterranean and Middle Eastern Societies* (first published under the title *Cohesive Force*); A. Blok, *The Mafia of a Sicilian Village*; P. Loizos, *The Greek Gift: Politics in a Cypriot Village*; J. Schneider & P. Schneider, *Culture and Political Economy of Western Sicily*; E. Wolf & J. Cole, *The Hidden Frontier: Ecology and Ethnicity in the Alps*; S. H. Franklin, *The European Peasant: the Final Phase*; S. Brandes, *Kinship, Migration and Community*; S. Brandes, *Metaphors of Masculinity*; E. Wolf (Ed.), *Religion, Power and Protest in Local Communities: the Northern Shore of the Mediterranean*; Pat Holden (Ed.), *Women's Religious Experience*; Renée Hirschon (Ed.), *Women and Property*; Shirley Ardener (Ed.), *Woman and Space*; P. Loizos, *The Heart Grown Bitter: a Chronicle of Cypriot War Refugees*; J. K. Campbell, *Honour, Family and Patronage: a Study of Institutions and Moral Values in a Greek Mountain Community*; Fatima Mernissi, *Beyond the Veil*; Suzanne Heine, *Women and Early Christianity: are the Feminist Scholars Right?*

Examination Arrangements: There is a two hour examination in the Summer Term, with 7 questions, 2 of which must be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get few marks.

An1330

Social Aspects of Political and Economic Development

(Not available 1988-89)

Teachers Responsible: Dr. P. Loizos, Room A614 and Dr. M. Sallnow, Room A615 (Departmental Secretaries, A605)

Course Intended Primarily for: B.A./B.Sc. c.u. main field Social Anthropology 2nd and 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: Anthropological perspectives on development and change in the Third World, with

particular reference to Africa (Michaelmas Term) and Latin America (Lent Term), with explicit emphasis on issues of theory and research methods throughout.

Pre-Requisites: Introductory courses in social anthropology, or sociology, or history. Consult your teachers if you lack these but wish to take the course.

Teaching Arrangements: Lectures (An310): 20 Michaelmas and Lent Terms.

Classes (An310a): 20 Michaelmas and Lent Terms.
Written Work: Students will be expected to produce one assessment essay per term and to make one or two short oral presentations per term.

Reading List:

(with special reference to Africa)

P. Richards, *Indigenous Agricultural Evolution*; A. F. Robertson, *People and the State*; G. Sorbo, *Nomads and Tenants in E. Sudan*; K. Hart, *The Political Economy of West African Agriculture*; D. P. Warwick, *Bitter Pills: Population Policies and Their Implementation in Eight Developing Countries*; Dahl and Hjort, *Having Herds*; R. Chambers, *Rural Development: Putting the Last First*; J. Harriss, *Rural Development: Theories of Peasant Economy and Agrarian Change*; B. Rogers, *The Domestication of Women: Discrimination in Developing Societies*; L. Timberlake, *Africa in Crisis: The Causes, The Cures of Environmental Bankruptcy*; A. K. Sen, *Poverty and Famines: An Essay on Entitlement*; G. Shepherd, *Responding to the Contraceptive Needs of Rural People: A Report to OXFAM on Kenya in 1984*; P. Hill, *Population, Poverty and Development: Rural Kano*; J. Goldthorpe, *Disparity and Involvement: The Sociology of the Third World*.

(with special reference to Latin America)

N. Long, *Introduction to the Sociology of Rural Development*; I. Roxborough, *Theories of Underdevelopment*; D. Lehmann (Ed.), *Agrarian Reform and Agrarian Reformism*; D. Warriner, *Land Reform in Principle and Practice*; S. Gudeman, *The Demise of a Rural Economy*; E. Wolf, *Europe and the People Without History*.

Examination Arrangements: There is a three-hour examination in the Summer Term, 10 questions, 3 of which are to be answered. Classwork assessment forms 20% of the mark, and candidates who do not submit their essays by the due dates will get fewer marks.

An1331

Anthropological Linguistics

(Not available 1988-89)

Teacher Responsible: Jean Aitchison, Room C520 (Secretary, C613)

Course Intended Primarily for: B.A./B.Sc. main field course unit Soc. Anth. 2nd and 3rd year; B.Sc. (Econ.) Part II; M.Sc. This course is taught in conjunction with the Department of Language Studies (see Course Ln3810).

Core Syllabus: An introduction to linguistics which covers (a) basic linguistic concepts and methodology (b) a selection of topics of interest to anthropologists, eg, the language culture interface, pidgins and creoles. The particular topics selected vary from year to year.

Course Content: The scope of linguistics, characteristics of language, and the search for a

universal framework. Language types. The identification of linguistic units. Sentence patterns. Transformations. Semantics, including the problems of categorisation. Pragmatics, including general principles of interaction. Language variation. Pidgins and creoles.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Ln100 22 Sessional.

Classes: Ln100(a) 22 Sessional.

Written Work: Four pieces of work (including practical exercises) are formally marked in the course of the year.

Reading List: Selected sections mainly from the following books: J. Aitchison, *Linguistics*, Hodder & Stoughton, TY books, 3rd edition 1987; J. Aitchison, *The Articulate Mammal*, Hutchison, 2nd edition 1983; J. Aitchison, *Language Change*, Fontana, 1981; B. Comrie, *Language Universals and Linguistic Typology*, Blackwells, 1983; P. Trudgill, *Sociolinguistics*, Penguin, 2nd edition, 1983; J. Aitchison, *Words in the Mind*, Basil Blackwell, 1987; P. Brown & S. C. Levinson, *Politeness*, Cambridge University Press, 1987; G. Horrocks, *Generative Grammar*, Longman, 1987; G. Lakoff, *Women, Fire and Dangerous Objects*.

Examination Arrangements: There is a three-hour examination in the Summer Term with ten questions, three of which must be answered. The examination forms 80% of the marks. Classwork assessment forms 20% of the marks, and candidates who do not submit their written work by the due date will get reduced marks.

An1333

Research Methods in Social Anthropology

Teacher Responsible: Dr. P. Loizos, Room A614 (Departmental Secretaries, A605)

Course Intended Primarily for: B.A./B.Sc. c.u. main field Social Anthropology 2nd or 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: A review of diverse research methods employed by social anthropologists; consideration will be given to the selection of appropriate techniques for specific research problems and interests.

Course Content: A brief introduction to methods in social anthropology, with an outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, history aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Pre-Requisites: Introductory courses in social anthropology, or sociology, or history. Consult your teachers if you lack these but wish to take the course.

Teaching Arrangements: Lectures (An311) 10 Lent Term. Classes (An311a) 10 Lent Term.

Written Work: Students will be expected to produce one assessment essay and to make one or two short oral presentations. There may also be a simple 'practical exercise'.

Reading List: N. Chagnon, *Studying the Yanomamo*; W. F. Whyte, *Street Corner Society*; A. F. Robertson,

Community of Strangers; A. L. Epstein (Ed.), *The Craft of Social Anthropology*; U. Hannerz, *Exploring the City*; Feuerstein, *Partners in Evaluation*; M. Peit, *Social Science Research Methods: an African Handbook*; J. C. Mitchell (Ed.), *Social Networks in Urban Situations*; R. F. Ellen (Ed.), *Ethnographic Research: a Guide to General Conduct*; M. Agar, *The Professional Stranger: an Informal Introduction to Ethnography*; Janet Suskind, *To Hunt in the Morning*; M. Bulmer & D. P. Warwick, *Social Research in Developing Countries*; C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*.

Examination Arrangements: There is a two hour examination in the Summer Term with 7 questions, 2 of which must be answered. Classwork assessment forms 20% of the mark, and candidates who do not submit their written work by the due dates will get fewer marks.

An1334

An1335

Topics in Social Anthropology Further Topics

Course Intended for B.Sc. (Econ.) Part II Social Anthropology.

Candidates for each of these papers must follow the teaching for either one of the full unit options or two of the half-unit options listed under the heading "Topics in Social Anthropology" in the regulations for the B.A. main field Social Anthropology.

An1341

Conflict, Violence and War

(Not available 1988-89)

Teacher Responsible: Dr. D. McKnight, Room A613 (Departmental Secretaries, A605)

Course Intended Primarily for: B.A./B.Sc. c.u. main field Social Anthropology 2nd or 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: The aim of this course is to present an anthropological perspective of the socio, economic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Course Content: This course is concerned with a comparative study of conflict, violence and war primarily among non-industrialised societies. Some account will be taken of Western Europe and the effect of industrialisation. Particular attention will be given to how societies cope with conflict, violence and war, and what factors contribute to the incidence and degree of these phenomena.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An312) 10 Michaelmas Term. Classes (An312a) 10 Michaelmas Term.

Written Work: Students will be required to produce one assessment essay. Students will also be expected to prepare one or two short papers for discussion in classes.

Reading List: Napoleon A. Chagnon, *Yanomamo: The Fierce People*; C. Von Clausewitz, *On War*; C. W. M. Hart & Arnold R. Pilling, *The Tiwi of North Australia*; C. R. Hallpike, *Bloodshed and Vengeance*, Karl Heider, *Grand River Dani*; John Keegan, *In Face of Battle*; Mervyn Meggitt, *Blood is their Argument*; H. H. Turney-High, *Primitive War*; D. Riches (Ed.), *The Anthropology of Violence*; M. Z. Rosaldo, *Knowledge and Passion*.

Examination Arrangements: There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get fewer marks.

An1342

Urban Anthropology

(Not available 1988-89)

Teacher Responsible: Dr. C. J. Fuller, Room A609 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 2nd and 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: The anthropological study of urban society: theoretical approaches to the city and the urban-rural contrast; analysis of urban social structure and culture; methodology of urban anthropology.

Course Content: The concepts of the city and urbanism; the modern city and industrial capitalism; class in the capitalist factory; the 'Chicago School' and its critics; class, ethnicity and social relations in the modern city; methodological and theoretical issues in urban anthropology and ethnography.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An313) 10 Michaelmas Term. Classes (An313a) 10 Michaelmas Term.

Written Work: Students must write one assessment essay. They may also be expected to make one or two oral presentations in classes.

Reading List: H. Beynon, *Working for Ford*; A. Briggs, *Victorian Cities*; A. Cohen (Ed.), *Urban Ethnicity*; N. Dennis, F. Henriques & C. Slaughter, *Coal is Our Life*; St. C. Drake & H. Clayton, *Black Metropolis*; H. J. Dyos, *Exploring the Urban Past*; A. L. Epstein, *Politics in an Urban African Community*; U. Hannerz, *Exploring the City*; *Soulside*; E. Liebow, *Tally's Corner*; J. C. Mitchell, *The Kalela Dance*; P. Saunders, *Social Theory and the Urban Question*; A. W. Southall, *Urban Anthropology*; G. D. Suttles, *The Social Order of the Slum*; C. A. Valentine, *Culture and Poverty*; S. Westwood, *All Day, Every Day: Factory and Family in the Making of Women's Lives*; W. F. Whyte, *Street Corner Society*; L. Wirth, *On Cities and Social Life*.

Additional reading will be suggested during the course. **Examination Arrangements:** There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get fewer marks.

An1343

The Anthropology of Death

(Not available 1988-89)

Teacher Responsible: Professor M. Bloch, Room A608 (Departmental Secretaries, A605)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 2nd and 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: The course looks at different practices and beliefs surrounding death in different parts of the world. Special attention will be paid to the disposal of the dead, beliefs in the afterlife, concepts of the body and the symbolism of death in non-funerary rituals.

Course Content: The course will look at collective representations concerning death, mortuary practices and eschatology in a range of different societies; and will try to arrive at some generalisations about how these are related to social structure and to other aspects of the ideology.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An314) 10 Lent Term. Classes (An314a) 10 Lent Term.

Written Work: Students must write one assessment essay. They may also be expected to make one or two oral presentations in classes.

Reading List: M. Bloch, *Placing the Dead*; M. Bloch & J. Parry, *Death and the Regeneration of Life*; W. Douglass, *Death in Murelaga: Funeral Rituals in a Spanish Basque Village*; P. Aries, *Western Attitudes Toward Death*; M. Fortes, *Oedipus and Job in W. African Religion*; P. Brown & D. Tuzin, *The Ethnography of Cannibalism*; S. C. Humphreys & H. King, *Mortality and Immortality: the Anthropology and Archaeology of Death*; J. Goody, *Death, Property and the Ancestors*; R. Hertz, "A Contribution to the Study of the Collective Representation of Death" in *Death and the Right Hand* (trans. R. and C. Needham); P. Danforth, *Death Rituals of Rural Greece*; G. Lienhardt, *Divinity and Experience: the Religion of the Dinka*.

Examination Arrangements: There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get fewer marks.

An1344

The Anthropology of Art and Communication

(Not available 1988-89)

Teacher Responsible: Dr. A. Gell, Room A610 (Departmental Secretaries, A605)

Course Intended Primarily for: B.A./B.Sc. c.u. main field Social Anthropology 2nd and 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: The study of art and society with special reference to primitive art. Art as 'technology'. The relationship between art, power, and knowledge. Art as a means for marking social distinction in stratified and class societies.

Course Content: The production of works of art in their social context with particular reference to the

significance of art for political and religious life. Aesthetics and the problem of cross-cultural evaluation of artistic production. The relationship between the visual arts and other media of communications. Art objects as items of exchange and commerce.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An315) 10 Michaelmas Term. Classes (An315a) 10 Michaelmas Term.

Written Work: Students must write one assessment essay. They may also be expected to make one or two oral presentations in classes.

Reading List: To be announced.

Examination Arrangements: There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get fewer marks.

An1346

The Anthropology of Hinduism and Indian Society

Teachers Responsible: Dr. C. Fuller, Room A601 and Dr. J. Parry, Room A609 (Departmental Secretaries, Room A605)

Course Intended Primarily for B.A./B.Sc. c.u. main fields Soc. Anth. 2nd and 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Core Syllabus: The structure of Hinduism (pantheon of deities, rituals, pilgrimages, sects, religious specialists and institutions) in relation to the social structure of India.

Course Content: The course explores various aspects of Hinduism: the polytheistic pantheon; worship, festivals, pilgrimage and life-cycle rituals; devotionalism, cults and sects; priests, ascetics and other religious specialists. It considers the relation between these aspects and the social structure of India; in particular the hierarchical caste system, the role of the king, the urban-rural continuum, and family and kinship systems. It mainly focuses on popular, practical Hinduism, but where appropriate refers to the classical Hindu traditions.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: Lectures (An317) 20 Michaelmas and Lent Terms. Classes (An317a) 20 Michaelmas and Lent Terms.

Written Work: Students must write two assessment essays. They may also be expected to make one or two oral presentations in classes.

Reading List: L. Babb, *The Divine Pantheon*; A. Beteille, *Caste, Class and Power*; R. Burghart & A. Cantlie (Eds.), *Indian Religion*; V. Das, *Structure and Cognition: Aspects of Hindu caste and ritual*; L. Dumont, *Homo Hierarchicus: Religion, Politics and History of India*; A. South Indian Subcaste; D. Eck, *Darsan: Seeing the Divine in India*; C. Fuller, *Servants of the Goddess: the priests of a South Indian temple*; J. Heesterman, *The Inner Conflict of Tradition*; O. Lewis, *Village Life in Northern India*; M. Marriott (Ed.), *Village India*; A. Mayer, *Caste and Kinship in Central*

India; W. O'Flaherty, *Ascetism and Eroticism in the mythology of Siva*; J. Parry, *Caste and Kinship in Kangra*; D. Pocock, *Mind, Body and Wealth*; M. Singer, *When a Great Tradition Modernises*; M. Singer (Ed.), *Krishna: myths, rites and attitudes*; M. Srinivas, *Religion and Society among the Coorgs*; *Social Change in Modern India*.

Additional reading will be suggested during the course.
Examination Arrangements: There is a three hour examination in the Summer Term with 10 questions, 3 of which are to be answered. Class work assessments forms 20% of the mark and candidates who do not submit their written work by the due dates will get fewer marks.

An1347

Advanced Ethnography: Hunters and Gatherers of Sub-Saharan Africa

Teacher Responsible: Dr. J. Woodburn, Room A611 (Departmental Secretaries, Room A605)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 2nd and 3rd year; B.Sc. (Econ.) Part II.

Core Syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of sub-Saharan African hunting and gathering societies.

Course Content: The course will examine a range of ethnographic data drawn from studies of such sub-Saharan hunting and gathering societies as the !Kung, G/wi, Hadza, Mbuti, Twa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Pre-Requisites: An introductory course in Social Anthropology.

Teaching Arrangements: 10 lectures (An318) Lent Term and 10 classes (An318a) Lent Terms.

Written Work: Students must write one assessment essay. They will also be expected to prepare short papers for discussion in class.

Reading List: L. Marshall, *The !Kung of Nyae Nyae*; R. B. Lee, *The !Kung San*; R. B. Lee, *The Dobe !Kung*; R. Katz, *Boiling Energy: Community Healing Among the Kalahari Kung*; G. B. Silberbauer, *Hunter and Habitat in the Central Kalahari Desert*; J. Tanaka, *The San Hunter-Gatherers of the Kalahari*; J. C. Woodburn, 'Egalitarian Societies' in *Man*, 1982; J. C. Woodburn, 'Minimal Politics: The Political Organisation of the Hadza of North Tanzania' in *Politics in Leadership: A Comparative Perspective* (Eds. W. A. Shack & P. S. Cohen); C. M. Turnbull, *Wayward Servants*; C. M. Turnbull, *The Mbuti Pygmies, Change and Adaptation*; R. H. Blackburn, *Honey in Okiek Personality, Culture and Society* (Ph.D. dissertation); C. A. Kratz, *The Liquors of Forest and Garden: Drinking in Okiek Life* (M.A. dissertation); M. G. Bicchieri (Ed.), *Hunters and Gatherers Today*; R. B. Lee & I. DeVore (Eds.), *Man the Hunter*; R. B. Lee & I. DeVore (Eds.), *Kalahari Hunter-Gatherers*; C. Shrire (Ed.), *Past and Present in Hunter Gatherer Studies*; E. B. Leacock & R. B. Lee

(Eds.), *Politics and History in Band Societies*. Additional reading will be suggested during the course.
Examination Arrangements: There is a two hour examination in the Summer Term with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get fewer marks.

An1397

Special Essay Paper

Course Intended for B.Sc. (Econ.) Special Subject Social Anthropology.

Core Syllabus: The essay may be on any topic deemed to be amenable to anthropological analysis, and agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant literature available for analysis, and that the topic as defined is not unmanageably large.

Course Content: There is no formal course content. Candidates will be expected to draw widely on their reading from other anthropology courses.

Teaching Arrangements: Formal instruction is not provided, but tutors will advise candidates during their normal tutorial meetings on scope, topic, and relevant reading, as well as on general approaches. Tutors are not permitted to read or comment on drafts of the essay, and students opting for the essay should not expect additional tutorial meetings to discuss it.

Written Work: The essay should be not more than 10,000 words of main text, including footnotes and appendices but excluding bibliography. In students' own interests the essay should ideally be typed, double spaced, using the reference procedures of *Man (The Journal of the Royal Anthropological Institute)*.

The essay must be handed in by the date announced by the School normally by May 1st, and at the Examinations Office. The student is advised to retain a copy.

Examination Arrangements: see written work, above.

An1398

Special Essay

Course Intended for B.A./B.Sc. c.u. main field Social Anthropology 3rd year.

Core Syllabus: The essay(s) may be on any topic deemed to be amenable to anthropological analysis, and agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant literature available for analysis, and that the topic as defined is not unmanageably large.

Course Content: There is no formal course content. Candidates will be expected to draw widely on their reading from other anthropology courses.

Teaching Arrangements: Formal instruction is not provided, but tutors will advise candidates during their normal tutorial meetings on scope, topic, and relevant reading, as well as on general approaches. Tutors are not permitted to read or comment on drafts of the essay(s), and students opting for the essay should not expect additional tutorial meetings to discuss it.

Written Work: The essay may not be more than 6,000 words of main text, including footnotes and appendices

An2210

General Principles of Social and Cultural Anthropology

See An1200, An 1220 and An1300

An2211

Political and Economic Anthropology

See An1222

An2212

The Anthropology of Religion

See An1302

but excluding bibliography. The student may offer two essays, each of not more than 3,000 words of main text. In students' own interests the essay(s) should ideally be typed, double spaced, using the reference procedures of *Man (The Journal of the Royal Anthropological Institute)*.

The essay(s) must be handed in by the date announced by the School, which will normally be May 1st, and at the Examinations Office. The student is advised to retain a copy.

Examination Arrangements: see written work, above.

ECONOMICS

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the Course Content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
Ec100	Economics A1 Mr. K. Klappholz	23/MLS	Ec1401
Ec101	Economics A2 Dr. C. M. E. Whitehead and Dr. N. A. Barr	36/MLS	Ec1400
Ec102	Economics B Dr. S. Estrin and Dr. M. Perlman	40/ML	Ec1403
Ec103	Basic Mathematics for Economists Mr. J. P. G. Gordon	30/ML	Ec1415
Ec104	Economics C Dr. J. S. Lane	40/ML	Ec1408
Ec105	Economic Aspects of British Social Services (Not available 1988-89) Dr. N. A. Barr	10/M	
Ec107	Mathematics for Economics Dr. S. Glaister and Dr. A. J. Ostaszewski	45/MLS	Ec1416
Ec110	Economics of Social Policy Mr. M. Steuer	22/MLS	Ec1420
Ec111	Economic Principles (i) Macro-Economic Theory (ii) Micro-Economic Theory Professor P. R. G. Layard and Professor N. H. Stern	20/ML 20/ML	Ec1425 Ec1425
Ec112	Problems of Applied Economics Dr. G. Evans and Mr. J. Gordon	22/MLS	Ec1500
Ec113	Economic Analysis (i) Micro Dr. F. Cowell (ii) Macro Dr. D. C. Webb	20/ML 20/ML	Ec1426 Ec1426
Ec114	Mathematical Economics Dr. M. M. Bray	25/MLS	Ec1570

<i>Lecture/ Seminar Number</i>			<i>Course Guide Number</i>
Ec115	Principles of Econometrics Mr. S. E. Pudney	40/ML	Ec1561
Ec117	Econometrics of Individual Behaviour Mr. S. E. Pudney	10/M	Ec1579; Ec2411
Ec118	Micro-Foundations of Macro-Economics Dr. J. H. Hardman Moore	10/M	Ec1579
Ec119	Cost-Benefit Analysis Dr. J. Dréze	10/L	Ec1579
Ec120	Econometric Topics in Macro-Economics Mr. J. Thomas	10/L	Ec1579; Ec2411
Ec124	Seminar in Quantitative Economics Professor M. J. Desai and Mr. J. Thomas	20/L	Ec1569
Ec130	History of Economic Thought Dr. M. Perlman	20/ML	Ec1540
Ec131	Advanced Economic Analysis Dr. J. Hardman Moore and Dr. R. van der Ploeg	30/ML	Ec1506
Ec132	Economics of Industry Dr. C. M. E. Whitehead	25/MLS	Ec1451
Ec133	Selected Topics in the Economics of Industry and Trade Dr. C. M. E. Whitehead and others	24/MLS	Ec1541
Ec134	Theory of Business Decisions Professor L. P. Foldes	22/MLS	Ec1453
Ec135	Economics of Investment and Finance Professor L. P. Foldes	25/MLS	Ec1542; Ec2428
Ec136	Labour Economics Dr. S. B. Wadhvani	25/MLS	Ec1452
Ec137	The Economics of Public Finance Professor A. B. Atkinson	10/M	Ec1507
Ec138	Current Issues in Public Finance Dr. N. A. Barr	10/M	Ec1507
Ec139	Principles of Monetary Economics Dr. D. C. Webb and Mr. R. A. Jackman	30/ML	Ec1513
Ec141	The British Monetary System Mr. R. F. G. Alford	20/M	Ec1514

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
Ec142	Monetary Systems Seminar Professor C. Goodhart and Mr. R. F. G. Alford	10/ML	Ec1514
Ec143	Introduction to Economic Policy Professor C. Goodhart and Dr. S. B. Wadhvani	30/ML	Ec1450
Ec144	The Economics of the Welfare State Dr. N. A. Barr	24/MLS	Ec1543
Ec145	International Economics Dr. E. A. Kuska and Mr. M. Steuer	20/ML	Ec1520
Ec146	Economic Development Dr. C. Scott and Dr. J. P. Drèze	25/MLS	Ec1521;
Ec147	Economic Institutions Compared Dr. S. Estrin, Dr. S. Gomulka and Dr. C. Scott	40/ML	Ec1454
Ec148	National Economic Planning Dr. S. Gomulka and Dr. S. Estrin	40/ML	Ec1527
Ec202	Preliminary-Year Micro-Economics Mr. J. R. Gould	20/ML	Ec2591
Ec203	Preliminary-Year Macro-Economics Mr. A. Marin	20/ML	Ec2590
Ec210	Final-Year Mathematics for Economics Dr. E. A. Kuska	September course	Ec2410
Ec211	Final-Year Statistics for Economists To be announced	September course	Ec2410
Ec212	Micro Economics I Dr. J. Sutton and Dr. J. H. Hardman Moore	40/ML	Ec2404
Ec213	Micro Economics II Professor A. B. Atkinson and Professor K. Roberts	20/ML	Ec2405
Ec214	Macro Economics I Dr. C. R. Bean	40/ML	Ec2402
Ec215	Macro Economics II Professor C. A. Pissarides	40/ML	Ec2403
Ec216	Methods of Economic Investigation I Dr. G. Evans and Mr. J. E. H. Davidson	48/ML	Ec2410
Ec217	Capital Theory (Not available 1988-89)	4/L	Ec2402; Ec2403

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
Ec221	History of Economic Thought (i) Classical Economics (ii) Seminar Dr. M. Perlman	20/ML 20/ML	Ec2425 Ec2425
Ec222	Introduction to International Trade and International Monetary Economics (i) Theory Dr. E. A. Kuska (ii) History and Institutions Dr. N. Snowden	10/M 10/M	Ec2426 Ec2426
Ec223	International Trade Theory and Commercial Policy Dr. B. Hindley	15/ML	Ec2426
Ec224	International Monetary Economics Dr. E. A. Kuska and Dr. R. van der Ploeg	15/ML	Ec2426
Ec226	Theory of Optimal Decisions Professor L. P. Foldes		Ec1542; Ec2428
Ec227	Labour Economics Professor P. R. G. Layard and Professor C. Pissarides	35/ML	Ec2429
Ec228	Monetary Economics Professor C. Goodhart and Dr. D. Webb	45/MLS	Ec2430
Ec229	International Banking and Euro-Markets	10/L	Ec2430
Ec234	Transport and Urban Economics Seminar Dr. C. M. E. Whitehead, Mr. R. A. Jackman and Dr. S. Glaister	10/L	Ec2432; Ec2510
Ec236	The Economics of Public Finance (Graduate Course) Professor A. B. Atkinson and Dr. J. I. Leape	20/ML	Ec2435
Ec238	Public Enterprise Economics Professor Börs	3/L	Ec2435; Ec2436
Ec240	Economics of Industry (Graduate Course) Dr. J. Sutton	20/ML	Ec2436
Ec242	The Economics of Less Developed Countries Professor N. H. Stern, Dr. J. Drèze, Dr. C. Scott and Mr. M. Steuer	25/ML	Ec2440
Ec243	Seminar on the Economics of Less Developed Countries Dr. C. Scott	20/ML	Ec2440

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
Ec245	Soviet Economic Development (Not available 1988-89)	25/MLS	Ec1548; Ec2441; Ec2442
Ec246	Economic Problems of the Communist World — Seminar (part of Comparative and Economic Systems – Seminar) Dr. S. Gomulka	13/MLS	Ec1548; Ec2441; Ec2442
Ec247	Theory and Implementation of Central Indicative and Development Planning Dr. S. Estrin and Dr. S. Gomulka	35/MLS	Ec2442
Ec248	Planning and Comparative Economics — Seminar (part of Comparative and Economic Systems – Seminar) Dr. S. Gomulka	13/MLS	Ec2442
Ec249	Capital Markets (Not available 1988-89)	25/MLS	Ec2435; Ec2437
Ec251	Manpower Development Planning (Not available 1988-89)	10/M	Ec2429; Ec2440
Ec253	Marx, Walras and Keynes in the Light of Contemporary Economic Analysis Professor M. Desai	25/MLS	Ec2455
Ec254	Marx, Walras and Keynes in the Light of Contemporary Economic Analysis — Seminar	10/L	Ec2455
Ec255	Economic Organisation of the European Community Mr. A. Marin	13/ML	Ec2516
Ec256	Economic Organisation of the European Community — Seminar Mr. A. Marin	15/ML	Ec2516
Ec257	Basic Economic Concepts Ms. S. McConnell	20/M	Ec2516
Ec258	The Economics of Inequality Professor A. B. Atkinson and Dr. F. Cowell	35/ML	Ec2465
Ec259	Seminar on Economic Inequality Professor A. B. Atkinson and Dr. F. Cowell	5/L	Ec2465
Ec260	The Economics of Technological Change and Long Term Growth		

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
	(i) Micro-Economics Dr. M. Schankerman	18/ML	Ec2470
	(ii) Macro-Economics Dr. S. Gomulka	13/ML	Ec2470
Ec263	Technological Change — Seminar Dr. S. Gomulka	5/L	Ec2470
Ec302	Graduate Seminar for Advanced Quantitative Economics (i) Professor M. Desai (ii) Dr. C. Bean and Dr. S. Wadhvani	(i) 10/M (ii) 10/L	Ec2550 Ec2551
Ec303	Advanced Quantitative Economics I & II (I) Professor M. Desai (II) Dr. C. Bean and Dr. S. Wadhvani	(I) 10/M (II) 10/L	Ec2550 Ec2551
Ec306	Topics in Advanced Mathematical Economics Professor K. W. S. Roberts	10/M	Ec2570
Ec314	Seminar in Mathematical Economics Professor K. W. S. Roberts and others	12/MLS	Ec2571
Ec315	Asymptotic Theory for Econometrics Professor P. M. Robinson	5/M	Ec2560
Ec316	Advanced Econometric Theory Professor P. M. Robinson	25/MLS	Ec2560
Ec317	Finite Sample Properties Professor D. Sargan	10/L	Ec2561
Ec318	Qualitative Response Models Mr. S. E. Pudney	10/M	Ec2561
Ec319	Matrix Differential Calculus (Not available 1988-89)	10/M	Ec2560; Ec2561
Ec320	Structural Time Series Models and the Kalman Filter Professor P. M. Robinson	10/L	Ec2561
Ec321	Non-Linear Techniques in Econometrics Mr. J. E. H. Davidson	10/M	Ec2561
Ec322	Bayesian and Decision Theory Methods (Not available 1988-89)		
Ec324	Seminar in Econometrics Professor A. C. Harvey and Professor P. Robinson	12/MLS	Ec2560; Ec2561

Lecture/ Seminar Number			Course Guide Number
Ec400	Elements of Urban and Regional Economics Dr. C. M. E. Whitehead	18/ML	Ec2510; SM8357
Ec401	Seminar in Regional and Urban Economics Dr. C. M. E. Whitehead and others	15/ML	Ec2510
Ec410	Topics in Economic Analysis Dr. J. H. Hardman Moore and others	30/ML	Ec2495
Ec411	Seminar in Research Strategy Professor C. A. Pissarides and Mr. M. Steuer	20/ML	
Ec412	Seminar for Research Students in Economics Professor C. A. Pissarides and Mr. M. Steuer	30/MLS	
Ec450	Money and Macro-Economic Workshop I - Theory and Testing Dr. D. C. Webb II - Banking and Finance Mr. R. A. Jackman	49/MLS	
Ec452	The Unemployment Seminar Professor C. Pissarides and Professor P. R. G. Layard	15/MLS	Ec2429; Ec2450
Ec453	Econometrics Workshop Professor P. M. Robinson, Mr. J. E. H. Davidson, Professor J. D. Sargan, Dr. J. R. Magnus, Mr. S. E. Pudney, Professor A. C. Harvey and Dr. H. Wills	MLS	

Course Guides**Ec234****Transport and Urban Economics (Seminar)**

Teachers Responsible: Dr. S. Glaister, Room S277, Mr. R. Jackman, Room S376 and Dr. C. Whitehead, Room S476.

Course Intended for graduate students.

Core Syllabus: Presentation and discussion of papers by research students, staff members and visitors.

Teaching Arrangements: Seminars (Ec234) held in the Lent Term.

Ec411**Seminar in Research Strategy**

Teachers Responsible: Professor C. A. Pissarides, Room S678 and Mr. M. Steuer, Room S183.

Course Intended for M.Phil. and Ph.D. students in Economics.

Core Syllabus: The basic purpose of the seminar is to present and discuss work which bears on the problems of selecting and defining research topics, and work which bears on the successful execution of economic research. The approach is informal. Presentations may be short or long depending on the state of progress and the issues raised. The majority of the papers consists of students' research work at the initial stage.

Teaching Arrangements: Seminars (Ec411). Twenty hours, Michaelmas and Lent Terms.

Ec412**Seminar for Research Students in Economics**

Teachers Responsible: Professor C. A. Pissarides, Room S678 and Mr. M. Steuer, Room S183.

Course Intended for M.Phil. or Ph.D. students in Economics in the second and later years.

Core Syllabus: This seminar provides a forum for research students in economics beyond the first year to present their work. Outside speakers are also invited from time to time.

Teaching Arrangements: The seminar meets weekly throughout the academic year.

Ec450**Money and Macro Economics Workshop****I: Theory and Testing**

Teachers Responsible: Dr. D. C. Webb, Room S587
Workshop for academic staff, research students, academic visitors and others invited to attend.

Core Syllabus: Theory and empirical testing in the fields of monetary and macro-economics.

Meeting Arrangements: The workshop is held fortnightly, alternately with Professor King's Capital Markets Workshop on Wednesdays at 5-6.30 p.m. and is Sessional.

II: Banking and Finance

Teacher Responsible: Mr. R. A. Jackman, Room S376.
Workshop for academic staff, research students,

academic visitors and others invited to attend.

Core Syllabus: Current problems and policy in the fields of money and finance, occasionally in macro-economics, and in banking and other capital market institutions, both British and international.

Meeting Arrangements: The workshop is held fortnightly on Thursdays at 5-6.30 p.m.

Ec1400**Economics A2**

Teacher Responsible: Dr N. A. Barr, Room S578

Course Intended Primarily for B.Sc. (Econ.) Part I; B.Sc. (Econ.) Part II 2nd or 3rd year; B.A./B.Sc. by Course Unit, main fields Geography, Management Sciences, Social Anthropology, Sociology, Social Psychology (Course Unit 12/340/1400), 1st, 2nd or 3rd year. Diploma in Accounting and Finance (Paper 3, 4 and 5 (a)); Diploma in Management Sciences (V (a)); M.Sc. final year. Not to be taken if Economics B has already been taken.

Core Syllabus: This is a course in micro and macro economic theory at an introductory level, and assumes no previous knowledge of mathematics.

Course Content: The course gives a foundation in economic theory, primarily to those who have done no economics before. It is suitable for those who intend to do further economics, either specialist or non-specialist. No knowledge of algebra is assumed. The course covers standard micro- and macro-economic theory and its extensions and some aspects of income distribution. Topics include demand and supply, theories of utility and cost, market structures, optimality, theories of wages and labour supply, macro-economic equilibrium in the goods and money markets, unemployment, inflation, and the balance of payments.

Pre-Requisites: None.

Teaching Arrangements: There is one lecture course and an accompanying set of classes:

Lectures: Ec101 **Economics A2** 36 lectures (18 Michaelmas, 15 Lent and 3 Summer Term)

Classes: Ec101(a) 20 Sessional.

Ec101 **Economics A2** covers the whole of the course content described above; 18 lectures (Michaelmas Term, Dr. C. M. E. Whitehead are on microeconomics; the remaining 18 (Lent and Summer Terms, Dr. N. A. Barr, are on macroeconomics. The course follows fairly closely standard first year textbooks such as Lipsey, Baumol and Blinder or Begg, Fischer and Dornbusch (see details below).

Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of prescribed readings and questions for discussion in classes. Interactive software programmes are available for use on a voluntary basis.

Ec101a There are 20 classes, usually taught by part-time teachers. They deal mainly with questions arising out of the lectures and with some of the questions on the lecture handouts. They are used also to discuss students' written work.

Written Work: Class teachers will normally set and mark four pieces of written work from each student during the course.

Reading List: Students should buy one of the following: R. G. Lipsey, *An Introduction to Positive Economics*

(6th edn.), Weidenfeld and Nicolson, 1983; W. J. Baumol & A. S. Blinder, *Economics, Principles and Policy* (3rd edn.), Harcourt Brace Jovanovich, 1985; D. Begg, S. Fischer and R. Dornbusch, *Economics*, McGraw-Hill, 1984.

No one book is better than any of the others; each student should buy the book which best suits his/her personal style.

Supplementary Reading List: Before the start of the course students may wish to consult: P. Donaldson, *A Question of Economics*, Penguin; J. Robinson, *Economic Philosophy*, Penguin; J. K. Galbraith, *Economics and the Public Purpose*, Penguin; M. Friedman & R. Friedman, *Free to Choose*, Penguin; M. Stewart, *Keynes and After*, Penguin.

Further supplementary reading is given in the weekly handouts.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the full syllabus. The assessment for the course is based entirely on the examination result. The examination contains two types of question

(a) a compulsory question consisting of eight questions requiring short answers, of which the student must answer four; and

(b) seven or eight questions requiring longer answers of which the student must answer three. Students will be expected to answer questions on both micro and macro economics.

Copies of previous years' examination papers are available.

Ec1401

Economics A1

Teacher Responsible: Mr. K. Klappholz, Room S88

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u. main fields Anth. 2nd year, Soc., Soc. Psych., optional for Dip. Soc. Plan.

Core Syllabus: The course gives an account of and illustrates with examples, the major ideas economists apply to the explanation of social phenomena and to the appraisal of policies and institutions.

Course Content: Account of economists' approach to the explanation of social phenomena as resulting from rational individual choices in the face of scarcity. This view is increasingly applied in other social sciences, and has a bearing on notions of 'social justice', which are also considered. Introduction to, and appraisal of, economists' notion of efficiency. The relationship of efficiency to freedom of personal choice. Arguments regarding the efficiency of private property. Critical consideration of arguments for government intervention on grounds of efficiency, including arguments concerning the role of government in attempts to stabilise economic activity.

An appropriate sub-title for the course would be: "Against Utopia, But Not Against Reform."

Pre-Requisites: None, but an 'A' level in Economics is an advantage.

Teaching Arrangements: There is one lecture course and an accompanying set of classes, the lectures and classes being given by the same person (Mr. K. Klappholz, S88). Lectures: Ec100 Economics A1 30 lectures (10 Michaelmas, 20 Lent). Students are

provided with outlines of main topics to be covered in the lecture course. The 22 classes are devoted to questions which may arise out of the lectures, to a consideration of discussion topics with which students are provided, and to any relevant questions raised by members.

Written Work: Each student is expected to write 4 essays in conjunction with the 22 classes. These essays will be marked by the class teacher and returned to the students. The topics for the essays may be chosen from the list of discussion topics or from past examination papers, or by arrangement with the class teacher. Should any student wish to write more than 4 essays, the class teacher will be glad to mark them.

Reading List: The basic text-book for the course is: E. S. Phelps, *Political Economy* (1985). Students who have not done A-level economics should read D. Whynes, *Invitation to Economics*, (1983). The course outline will contain additional reading suggestions.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, the results of which wholly determine the assessment for the course. The examination paper contains 12 essay-type questions, of which candidates are required to answer any five. Copies of past examination papers are available.

Ec1403

Economics B

Teachers Responsible: Dr. S. Estrin Room S375 and Dr. M. Perlman, Room S675

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u. main fields, Maths., Stats., Comp., Act. Sci., Man. Sci., Dip. Man. Sci.

Core Syllabus: The aim of the course is to give students the conceptual basis and the necessary analytical tools for understanding contemporary economics.

Course Content: Part A (Dr. S. Estrin) – Theory of consumer behaviour; theory of the firm; market equilibrium; imperfect competition; general equilibrium theory; welfare economics; financial markets. Part B (Dr. M. Perlman) – Analysis of the market: for the primary industry and for the secondary industry; determination of exchange rates; an aggregative general equilibrium model; is full employment possible?; public finance policy; monetary policy.

Pre-Requisites: A knowledge of A-level economics is desirable, as is some knowledge of mathematics (e.g. elementary linear algebra and calculus). Neither is essential, but those students without this background should be prepared to do extra work.

Teaching Arrangements: Dr. S. Estrin will give twenty 1-hour lectures (Ec102) in the Michaelmas Term, and Professor Morishima will give twenty 1-hour lectures (Ec102) in the Lent Term. There will also be twenty-two accompanying classes (Ec102a) through the year.

Reading List: W. J. Baumol and Alan S. Blinder, *Economics: Principles and Policy*; Michio Morishima, *The Economics of Industrial Society*; R. G. Lipsey, *An Introduction to Positive Economics*; Peter J. de la F. Wiles, *Price, Cost and Output*; A. M. Okun, *Prices and Quantities*; David Laidler, *Introduction to Microeconomics*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus of parts A and B of the course. There will be at least twelve questions, of which four must be answered. Students must choose at least two from each part of the course.

The assessment of the course is based exclusively on the exam paper.

Ec1408

Economics C

Teacher Responsible: Dr. John Lane, Room S580.

Course Intended Primarily for B.Sc. (Econ.) Part I and II; B.Sc. Course Unit main fields Maths., Stats., Computing, Actuarial Science, Management Sciences, Diploma Management Sciences.

Core Syllabus: An introduction to economic principles suitable for those intending to specialise in economics. A mathematical approach is adopted whenever it is appropriate. Although the syllabus is similar to those of many 'A' level courses, the approach is quite different to that usually found at 'A' level. 'A' level economics is not a requirement for this course, nor is it necessarily a great advantage to have taken it. A facility with applied mathematics, on the other hand, is a considerable advantage.

Course Content: Supply and demand: static and dynamic properties of markets in equilibrium. The competitive producer: the production and cost functions, returns to scale; the supply function, the input demand functions, the elasticity of substitution; the firm and the industry. The theory of consumers' behaviour; preferences and utility functions, demand functions, expenditure functions and compensated demand functions; the Slutsky equation; revealed preference; labour supply. Welfare economics in competitive markets; Pareto efficiency, general equilibrium; the effect of taxes, externalities, public goods. Monopoly, oligopoly, imperfect competition and imperfect information. Macroeconomics; the multiplier, fiscal policy, simple dynamic models; investment and the rate of interest, the demand for money; full equilibrium, fiscal and monetary policy.

Teaching Arrangements:

Classes: Eighteen weekly classes (Ec104a) in the Michaelmas, Lent and Summer Terms.

Lectures: two lectures a week are held, forty lectures (Ec104) in the Michaelmas and Lent Terms.

There are two text books for the course, both of which are required reading. One of these is: *A Mathematical Introduction to Economics* by Alasdair Smith (Blackwell, 1982). You must buy and become thoroughly familiar with this text. As you read the book you should be sure to redraw each diagram for yourself to a much larger scale. This will greatly enhance your understanding and it will help you to remember the material. At the end of each chapter you will find a set of exercises. You should attempt as many of these as you possibly can, even though your class teacher will only have time to discuss a small proportion of them. Take every opportunity to discuss them – and the lecture material – with your colleagues. Some exercises require a largely mathematical answer, some are best tackled using diagrams, some require a purely verbal answer, and some require combinations of these

approaches. Usually it will be obvious what approach is required, but sometimes you will have to form your own judgement of the best way to tackle a question. You will undoubtedly find, especially at first, that the skill of forming such judgements is harder to acquire than the purely mathematical skills required.

An Introduction to Positive Economics by R. G. Lipsey (Weidenfeld & Nicolson). The fifth edition is available in paperback at £8.50 but it is no handicap to use the second or third or fourth editions. Smith's book is not a substitute for this book: they should be used together. Specific references to Lipsey may not always be given in the lectures but it is normally easy enough to find the relevant passages.

It is very important that you should give as much attention to Lipsey as to the rather more terse mathematical book. There is a danger that a thorough understanding of the formal, mathematical manipulations will give you a false impression of understanding the underlying economics of what is being said. The economics is the important thing and so you must guard against a superficial understanding by reading Lipsey.

Occasionally you may find it helpful to refer to three other books: G. C. Archibald and R. G. Lipsey, *An Introduction to a Mathematical Treatment of Economics* and W. J. Baumol, *Economic Theory and Operations Analysis*, and E. Silberberg, *The Structure of Economics, a Mathematical Analysis* but you will not need to buy them, and again, it is not necessary to consult the latest editions.

If you do not understand something said in a lecture, do not hesitate to ask to have the point repeated and clarified. The chances are that other students have the same problem. I will be sticking closely to the material in Smith's book (although there will not be time to cover all of it) and so there is no necessity to take full lecture notes if you do not want to. However, many people find it much easier to understand and remember things if they write them down. And when you come to revise after a period of time, you may find notes you have written yourself easier to follow than material written by somebody else.

Classes will be every week. These will give you an opportunity to discuss your problems with the lecturers and to discuss any other matters you or your class teacher may wish.

Reading List: The first two titles are required reading. You should certainly buy Smith and you will need easy access to Lipsey.

M. A. M. Smith *A Mathematical Introduction to Economics*, Blackwell; R. G. Lipsey, *An Introduction to Positive Economics*, Weidenfeld & Nicolson.

Supplementary Reading List: G. C. Archibald & R. G. Lipsey, *An Introduction to a Mathematical Treatment of Economics*; W. J. Baumol, *Economic Theory and Operations Analysis*; E. Silberberg, *The Structure of Economics, a Mathematical Analysis*.

Examination Arrangements: You are strongly advised to have a look at recent past examination papers for the course (available in the Teaching Library) so as to get an idea of what is required at the end of the year. The paper requires you to answer four questions in three hours from a total of about nine. Each question carries 25% of the marks.

Ec1415

Basic Mathematics for Economists

Teacher Responsible: Mr. J. P. F. Gordon, Room S379.
Course Intended Primarily for B.Sc. (Econ.) Part I; Diploma in Economics.

Core Syllabus: Course Ec103 is designed to provide students with the elementary mathematical tools that are needed to pursue a degree in economics. Application of these techniques to a variety of economic problems is given particular emphasis.

Course Content:

Ec103 (Part A): Linear and quadratic functions; systems of linear equations; input-output analysis; an introduction to linear programming; geometric series; discounting and present values. Differentiation of polynomials; differential rules for products, quotients and functions of functions; marginal cost and marginal revenue; price and income elasticity; maximisation and minimisation; logarithms; the exponential function and its derivative; definite and indefinite integrals; consumer's surplus, summation of continuous flows. Ec103 (Part B): Functions of several variables; partial differentiation; maxima and minima; properties of production functions; profit maximisation and cost minimisation; utility and demand functions; the lagrange multiplier method for maximisation and minimisation under constraints; equilibrium and stability in dynamic models.

Pre-Requisites: The course is designed for students with a reasonable understanding of O-level mathematics, or its equivalent. Prior knowledge of calculus is not assumed.

Teaching Arrangements: The 28 lectures for Ec103 are given during Michaelmas and Lent Terms. Comprehensive lecture notes are provided for the lecture course. Students will be allocated one class a week (Sessional) in connection with Ec103. A further remedial class will be arranged for those in difficulty.

Written Work: There are sets of problems associated with both courses that will form the basis of class discussion. The capacity to solve problems similar to those in the class exercises is the primary focus of the course. Students should make every effort to tackle the exercises, and to hand in solutions, in advance of the class discussion.

Reading List: There are a variety of texts that cover most of the material in Ec103 and are close substitutes. It is advisable to purchase one of the following: G. C. Archibald & R. G. Lipsey, *An Introduction to a Mathematical Treatment of Economics*; J. Colin Glass, *An Introduction to Mathematical Methods in Economics*; J. Black and J. F. Bradley, *Essential Mathematics for Economists*; Edward T. Dowling, *Mathematics for Economists*. Archibald and Lipsey is perhaps the most comprehensive of the above, but some students may find it a little advanced. The Book by Dowling is particularly rich in worked examples.

Examination Arrangements: The course assessment is based exclusively on a three-hour formal examination in the Summer Term. The paper will include 9 questions on the material from Ec103. Students are required to answer 5 questions with some restriction on choice, and each question is given equal weight.

Ec1416

Mathematics for Economists

Teachers Responsible: Dr. S. Glaister, Room S277 and Dr. A. Ostaszewski, Room S468

Course Intended Primarily for B.Sc. (Econ.) Part I; Diploma in Economics, Preliminary year M.Sc. (Econ.). May also be taken by suitably qualified B.Sc. (Econ.) Part II, General Course and others.

Core Syllabus: There are three how-to-do-it mathematical courses available to B.Sc. (Econ.) Part I candidates (and two pure mathematics courses). Basic **Mathematics for Economists** is intended for students who do *not* have A.L. Mathematics or equivalent (eg. freshman calculus). **Mathematics for Economists** is intended to develop the candidate's skill in applied mathematical techniques beyond A.L. standard and to teach the art of using mathematics in a constructive way to analyse problems in economics and other social sciences. Mathematical ideas are taught systematically but not with the rigour appropriate to a pure mathematics course. Examples from economics and elsewhere are used liberally to motivate the subject matter and to indicate which techniques are particularly fruitful. The third of the three how-to-do-it mathematical courses is called **Mathematical Methods**. This begins from the same level as **Mathematics for Economists** but gives more time to mathematical methodology and less to applications. **Mathematical Methods** is preferable for students who intend to follow the more mathematically orientated options at Part II.

Course Content: Elementary algebra. Summation formulae. Sets and probability. Binomial distribution. Functions of one variable. Curve sketching. Supply and demand. Profit and cost functions.

Continuity and differentiability. Rules for differentiation. Second and higher derivatives. Optimization and marginality. Monopoly. Taxation. Implicit and inverse functions. Simple comparative statics.

Exponential and logarithm. Elasticity. Population growth curves. Sine and cosine. Business cycles. Series expansions. Interests and discounting. Taylor's theorem.

Convex sets. Convex and concave functions. Expected utility and risk aversion. More examples on maxima and minima.

Integration. Consumer surplus. Probability distributions.

Elementary linear algebra. Eigenvalues. Simple macro-economic models. Input-output model. Comparative statics in linear production models.

Functions of several variables. "Linear" demand systems. Cobb-Douglas functions. Utility functions and indifference curves.

Partial derivatives. Chain rule. Implicit functions. Marginal rate of substitution etc. Homogeneity and Euler's theorem. Income distribution. Properties of demand function.

Optimization. Saddle points. Taylor's theorem and concavity. Constrained optimization. Envelope theorem. Shadow prices. Producer and consumer theory. Expenditure, cost and profit functions.

Total differential. Comparative statics.

Differential and difference equations. Continuous compounding. Growth. Complex numbers. Simultaneous systems and second-order equations. Stability. Cobweb model. Multiplier-accelerator. Other topics as time allows.

Teaching Arrangements: Two one-hour lectures a week Ec107 in the Michaelmas, Lent and early Summer terms (45 lectures in all). One class a week (25 classes in all). Much emphasis is placed on the working of exercises which are specified weekly and form the basis for class discussion.

Reading List: The mathematics treated in the course is largely in *Fundamental Methods of Mathematical Economics* (3rd. edn. by A. C. Chiang, McGraw-Hill). It would be wise to buy this book although the presentation is rather condensed. Books with a more relaxed style are *Mathematics for Modern Economics* by C. Birchenhall and P. Grout, Philip Allan; and *Advanced Mathematics for Economists* by P. J. Lambert, Basil Blackwell. These books do not cover all of the mathematics but are useful in respect of their treatment of economic applications. For a more thorough coverage of mathematical questions, see *Calculus* by K. G. Binmore, C.U.P. and *Elementary Linear Algebra* by H. Anton.

Examination Arrangements: The course assessment is based exclusively on a three-hour examination in the Summer term.

Ec1420

Economics of Social Policy

Teacher Responsible: Mr. M. Steuer, Room S183

Course Intended Primarily for B.Sc. (Econ.) Part II (but *not* special subjects I-VII, IX, XXIV, XXVII); B.A./B.Sc. c.u. 2nd or 3rd year.

Core Syllabus: This is a suitable course for students who have either taken an A-level or Part I course in economics. It is intended as an end in itself rather than as a foundation for future study, such as the **Economic Principles** course, Ec1425. Economic technique is kept to a minimum. The emphasis is on economic insight into a wide range of issues, both conventional and unconventional. The nature of the economic approach is examined in depth. Effort is made to relate economic understanding to that provided by other social sciences. Topics include policies aimed at fighting inflation and unemployment, the provision of health and education services, the economics of the arts, the role of charity, the concept of economic justice, environmental issues, industrial policy and many others.

Teaching Arrangements: 22 lectures (Ec110) and 22 classes (Ec110a) Sessional.

Reading List: J. Le Grand & R. Robinson, *The Economics of Social Problems; Privatisation and the Welfare State*; R. M. Grant & G. K. Shaw, *Current Issue in Economic Policy*; J. C. Cullis & P. R. Jones, *Microeconomics and the Public Economy*; N. Barr, *The Economics of the Welfare State*; E. Helpman, *Social Policy Evaluation; An Economic Perspective*; G. Shultz & K. Durn, *Economic Policy Beyond the Headlines*; C. Pratten, *Applied Microeconomics*.

Examination Arrangements: The course is examined by a three-hour written examination in the Summer Term.

Ec1425

Economic Principles

Teachers Responsible: Professor R. Layard, Room R463 and Professor N. H. Stern, Room R428

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.; Dip. Econ.; Dip. Acc. and Fin.; Dip. Bus. Studies.

Core Syllabus: An intermediate course in micro-economic and macro-economic analysis.

Course Content: Macroeconomics: The goods market (simple Keynesian analysis); the goods and money markets (IS/LM; the demand and supply of money, aggregate supply and demand; inflation and unemployment; the financing of budget deficits; the open economy; consumption; investment; the business cycle and stabilization policy. The treatment will involve diagrammatic techniques and elementary algebra, but more severe mathematical treatment will not be required.

Microeconomics: The principles of the economic analysis of the market mechanism. Consumer demand, production and market structure. The determination of relative prices, the allocation of resources and the distribution of income. An introduction to the economics of policy and welfare economics. Some elementary calculus will be assumed.

Pre-Requisites: The course is designed to follow introductory courses in Economics based on text books such as P. A. Samuelson, *Economics*; or R. G. Lipsey, *Positive Economics*. Students who have not previously studied Economics should read either of these books before commencing **Economic Principles**. They should also revise basic calculus including the mathematical treatment of utility maximisation subject to a budget constraint.

Teaching Arrangements:

Lectures: Ec111(i) **Macro-Economic Theory** 20 Michaelmas Term, by Professor R. Layard. Ec111(ii) **Micro-Economic Theory** 20 Lent Term, by Professor N. Stern.

Classes Ec111(a) 24 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods. Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Reading List: Micro: H. Gravelle & R. Rees, *Microeconomics*; D. Laidler, *Introduction to Microeconomics* (2nd edn.), and/or J. Hirshleifer, *Price Theory and its Applications* (2nd edn.).

In addition: D. de Meza and M. Osborne, *Problems in Price Theory* is particularly valuable for practice in analytical methods.

Macro: R. Dornbusch & S. Fischer, *Macro-economics*, is the recommended text. The material of the course is also covered in G. Ackley, *Macroeconomics*, W. Branson, *Macroeconomics* or M. Perlman, *Macroeconomics*.

Supplementary Reading List: A limited amount may be recommended in the lecture courses.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The examination paper is divided into two parts, micro and

macro, with six questions in each part. Candidates are required to answer two questions from each part. All questions carry equal weight. Copies of previous years' papers are available in the library.

Ec1426**Economic Analysis**

Teacher Responsible: Dr. F. A. Cowell, Room R416 and Dr. D. C. Webb, Room S587

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. course unit; Diploma in Economics; Diploma in Econometrics; M.Sc. preliminary year.

Core Syllabus: The aim of the course is to provide students with a basic grounding in microeconomic and macro-economic analysis.

Course Content: Microeconomics: Standard optimisation methods are used to analyse the theory of production, the theory of the firm, the theory of consumer behaviour; the comparative statics properties of equilibrium models are analysed. An outline of general equilibrium analysis is provided. There is an elementary treatment of topics such as imperfect markets, strategic behaviour uncertainty and welfare economics.

Macroeconomics: The basic macroeconomic model incorporating a goods market, asset market and labour market is set up and its comparative statics discussed. The consumption function, investment behaviour and the demand for and supply of money are discussed in greater detail. The model is extended to incorporate the government and international trade. Elementary dynamics models of output, employment and prices are analysed. Rational expectations and economic policy are examined.

Pre-Requisites: A knowledge of mathematics covering basic algebra, basic differential and integral calculus (including partial derivative differentiation), elementary linear algebra, simple differential and difference equations. (See *Mathematical Background*, below.) An appropriate first year economics course is an advantage but not essential.

Teaching Arrangements: Lectures: Ec113(i) **Microeconomics**, two a week in the Lent Term by Dr. F. Cowell. Ec113(ii) **Macroeconomics**, two a week in the Michaelmas Term by Dr. D. C. Webb. Accompanying the lectures is a set of classes (Ec113a) which are intended for further discussion of issues raised in lectures and for discussion of problem sets issued by the lectures.

Written Work: Lecturers provide regular exercises to be worked through in class. Students are strongly advised to work through all the examples.

Reading List: *Microeconomics:* The course text is F. A. Cowell, *Microeconomic Principles* (Philip Allan, 1986). Other detailed reading will be given during the course. *Macroeconomics:* The best textbook for the course is: R. Dornbusch & S. Fischer, *Macroeconomics* (3rd edn.).

Dornbusch and Fischer make little use of mathematics. A text covering many of the topics of the course at an appropriate mathematical level is: P. Burrows & T. Hiriiris, *Macroeconomic Theory: A Mathematical Introduction*.

Students with strong mathematics can find a more

rigorous analysis in D. J. Ott, A. F. Ott & J. H. Yoo, *Macroeconomic Theory* and S. J. Turnovsky, *Macroeconomic Analysis and Stabilization Policy* and E. Malinvaud, *The Theory of Unemployment Reconsidered*. Many other text books cover the course syllabus (without being especially mathematical). For example: W. H. Branson & J. H. Litvack, *Macroeconomics* (2nd edn.); T. F. Dernberg & D. M. McDougall, *Macroeconomics* (5th edn.); M. Perlman, *Macroeconomics* (2nd edn.).

Detailed guidance will be given in the lectures.

Mathematical Background

It is assumed that students will be familiar with basic mathematics, to the level of, say, G. C. Archibald & R. G. Lipsey, *A Mathematical Treatment of Economics*; A. C. Chiang, *Fundamental Methods of Mathematical Economics*; T. Yamane, *Mathematics for Economics*.

Examination Arrangements: There is a three-hour examination in the Summer Term based on the full syllabus covered by the lecture courses. The paper contains 12-14 questions grouped in two or three sections. Candidates are required to answer four questions, choosing at least one from the microeconomics section and at least one from the macroeconomics section. The questions are set in such a way as to test analytical, computation and descriptive skills. Students are encouraged to check previous years' examination papers for guidances on the style of questions.

Ec1430**Introduction to Econometrics and Economic Statistics**

Teachers Responsible: Mr. J. Thomas, Room S677, Professor A. Harvey, Room S218A and Dr. C. M. Phillips, Room S207.

Courses Intended Primarily for B.Sc. (Econ.) Part II; M.Sc. Economics preliminary year; Diploma in Economics.

Core Syllabus: The course is in two parts. Mr. Thomas gives 22 lectures which form an introduction to econometrics. Before these lectures he gives six optional lectures which review basic statistical concepts. Dr. Phillips and Professor Harvey give 10 lectures on the collection and assessment of economic statistics, including national accounts statistics, sources and methods. Mr. Thomas gives one additional lecture on the limitations of statistical techniques in economics.

Course Content: Mr. Thomas' lectures: (a) optional review lectures: random variables; expected values; hypothesis testing and confidence intervals; covariance, variance and correlation. (b) main lectures: simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables; proxy variables; serial correlation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; indirect least squares; instrumental variables; two-stage least squares; model evaluation.

Dr. Phillips' lectures: measurement of 'standards' of living, the UK Family Expenditure Survey. General

Household Survey and Labour Force Surveys as sources of data.

Professor Harvey's lectures: concepts of Gross Domestic Product and its components, and problems of measurement at current and constant prices; index numbers, including Retail Prices Index, Consumers' Price Index and Index of Industrial Production; Balance of Payments and Trade Statistics.

Pre-Requisites: A basic knowledge of calculus is assumed in the theoretical part of the course. Students who have not taken a basic course in statistics must attend the six preliminary review lectures.

Teaching Arrangements: Dr. Dougherty gives the six preliminary review lectures (SM230) in the first three weeks of the Michaelmas Term and the main lectures from the fourth week of the Michaelmas Term at 9 a.m. each Thursday. Dr. Phillips gives her lectures in the second half of the Michaelmas Term each Thursday at 3 p.m. and Professor Harvey's lectures are given at the same time in the Lent Term. There is one class (SM230a) per week associated with the lectures and class group allocation takes place at the start of the Michaelmas Term. Exercises are provided each week and are discussed in the classes. Students are required to hand in written answers to the exercises for correction.

Reading List: R. G. D. Allen, *An Introduction to National Accounts Statistics* (MacMillan, 1960) and D. King, *An Introduction to National Income Accounting* (Edward Arnold, 1984) cover much of Professor Harvey's part of the course. Comprehensive lecture notes will be provided for the theoretical part of the course.

Examination Arrangements: There is a three-hour formal examination at the beginning of June.

Ec1450**Introduction to Economic Policy**

Teachers Responsible: Professor C. A. E. Goodhart, Room S377, and Dr. S. Wadhvani, Room S275

Course Intended Primarily for B.Sc. (Econ.) Part II and Dip. Econ.

Core Syllabus: This course is concerned primarily with British economic policy, but also with major factors affecting the world economic outlook, using economic theory and quantitative information. The field is so large that the course concentrates upon only three areas:

Macro-economic management
Economic Policy and Capital Formation
The Balance of Payments

(This course is complementary with the main second year theory courses **Principles of Economics** and **Principles of Economics Treated Mathematically**.)

Pre-Requisites: Students taking the B.Sc. (Econ.) must have taken one of the first year economics courses **Economics A2** or **Economics B**. Other students must have taken at least one year of Economics at university level.

Teaching Arrangements: Each section of the course has its own lectures and classes:

Macro-economic Management:

Ec143(i) **Macro-economic Management** (10 lectures, Professor Goodhart, Lent Term)

Ec143(ii) **Economic Policy and Capital Formation** (10 lectures, Dr. Wadhvani, Michaelmas Term)

Ec143(iii) (a) (5 classes starting in second week of Lent Term).

Ec143(ii) (a) (5 classes Michaelmas Term)

The Balance of Payments:

Ec143(iii) **The Balance of Payments** (10 lectures; Professor Goodhart, Lent Term)

Ec143(iii) (a) (5 classes starting in sixth week of Lent Term, with final class in Summer Term)

Written Work: Written work will consist of class papers or essays which will be set by the lecturers and assessed by the class teachers.

Reading List: suitable preliminary reading would be: K. A. Chrystal, *Controversies in British Macroeconomics*; K. Cuthbertson, *Macroeconomic Policy*; S. Britan, *The Role and Limits of Government and/or How to end the Monetarist Controversy*; A. P. Thirlwall, *Balance of Payments Theory*.

More detailed reading lists will be given out during the course. Besides the suggested reading, it is strongly recommended that students keep abreast of major current economic issues by reading the appropriate sections of newspapers, especially the *Financial Times* or journals such as *The Economist*.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper will contain at least four questions on each section of the course. Candidates have to answer four questions, and there may also be some short factual questions which will not count for more than 1/10th of the overall assessment.

Ec1451**The Economics of Industry**

Teacher Responsible: Dr. C. M. E. Whitehead, Room S579

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.; Dip. Econ.; Dip. Acc. and Fin.; Dip. Bus. Studies.

Core Syllabus: A second year undergraduate course in the **Economics of Industry** (or in North American terminology, Industrial organization). The aim is to cover analytic and empirical material relating to the economics of firms, the structure of industry, the role of entry in modifying these structures and some aspects of industrial policy.

Course Content: The course is divided into three main sections covering the economics of firms, the structure of industry and some aspects of industrial policy. The main subjects covered include administrative versus market transactions and the role of the firm; factors determining the size of firms; vertical integration; diversification; the relationship between owners and managers; the structure, conduct, performance paradigm; measures of concentration, its determinants and implications for profitability; entry barriers and strategic pricing and investment decisions with respect to entry; the role of potential entry; welfare implications of firm and market structures; public policy with respect to merger and monopoly. The course examines both the analytic framework necessary for an understanding of problems of industrial structure and empirical tests of this framework.

Pre-Requisites: Students should have completed an intermediate course in economic analysis such as *Economic Principles*, or should be following that course while following this course.

Teaching Arrangements:

Lectures: Ec132 *Economics of Industry* 25 Sessional. Classes: Ec132a, 18 Sessional.

Classes will be largely devoted to discussion of topics designed to complement or supplement the lectures. Written work will be required and assessed by class teachers.

Reading List: There is no single text recommended for the whole course. The most useful reference is R. Clarke, *Industrial Economics* but much of the material is only available in journal articles. A detailed reading list will be provided at the beginning of the course and class teachers will help students seeking guidance on their reading.

Other useful references include: O. E. Williamson, *Economic Organisation: Firms, Markets and Policy Controls*; L. Putterman, *The Nature of the Firm*; K. George & O. Joll, *Industrial Organisation*; F. M. Scherer, *Industrial Market Structure and Economic Performance*. (This last is comprehensive but rather out-of-date).

References to journal articles and texts relating to specific topics will be given in the lectures.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. A compulsory question accounts for 40% of the total marks; there is a choice of five sub-questions from at least ten. The remaining 60% of the marks are assigned to three questions, to be selected from at least six.

Ec1452

Labour Economics

Teacher Responsible: Dr. S. Wadhvani, Room S275
Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd year; Diploma in Economics.

Core Syllabus: The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area.

Course Content: 'Causes' of Unemployment:

- (i) Real wage rigidity
- (ii) Fiscal/Monetary policy
- (iii) Inflation
- (iv) Unemployment benefits
- (v) Union power
- (vi) Tax reform
- (vii) Technical change

The above will subsume an analysis of the aggregate demand for labour under alternative assumptions, the theory of labour/leisure choice, the theory of job search, an economic analysis of trade union behaviour, and models that purport to explain wage rigidity (e.g. efficiency wage models).

The distribution of earnings: including the human capital model, the role of the educational system, labour market discrimination and the role of genes in determining earnings.

Possible 'cures' for stagflation, including incomes policies and profit-sharing schemes.

Pre-Requisites: It is essential for students to have taken, or be taking, the 2nd year B.Sc. (Econ.) courses

Economic Principles and *Introduction to Econometrics and Economic Statistics* (of course, alternative courses which cover similar material would be equally acceptable). Also, a knowledge of elementary calculus (e.g. the level achieved in *Basic Mathematics for Economists*) is useful.

Teaching Arrangements: Ec136 30 Michaelmas and Lent Terms.

Ec136a 23 Michaelmas, Lent and Summer Terms.

Reading List: There is no text book for the course, although students might consult Addison and Siebert, *The Market for Labor*; or Hamermesh and Rees, *The Economics of Work and Pay*. Additional reading will be suggested in the course.

Examination Arrangements: Assessment is based wholly on a three-hour examination in the Summer Term. Usually, students are expected to answer three out of about eight questions.

Ec1453

Theory of Business Decisions

Teacher Responsible: Professor L. P. Foldes, Room S182

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. course unit main fields Maths., Stats., Act. Sci., Man. Sci.; Dip. Econ.

Core Syllabus: An introduction to concepts of normative decision theory common to economics, statistics, operational research and related disciplines, with special emphasis on the treatment of risk and uncertainty.

Applications to business.

The formulation of problems is mathematical, but the course emphasises conceptual aspects rather than proofs of theorems or computational methods.

Course Content: A selection will be made from the following topics: Mathematical programming, including shadow prices and their use in schemes of decentralisation. Concepts of probability, including discussion of objective and subjective interpretations. Expected utility. Decision rules for problems involving risk, with selected applications e.g. to insurance or investment problems. Random processes, information structures, trees and sequential decisions. Concepts of uncertainty analysis, including Bayes and minimax solutions of games against nature and zero-sum two person games. Organisations considered as games and as teams. Survey of informal organisation theory.

Pre-Requisites:

- (i) Elementary microeconomics – theory of the firm, indifference curves, competitive pricing, welfare.
- (ii) Mathematics – elementary set theory and calculus.
- (iii) Elementary probability – discrete probability, normal distribution.

In the case of B.Sc. (Econ.) students, experience shows that those with A-level mathematics and **Elementary Statistical Theory** at Part I have an advantage, but the course can be taken successfully by students who do not have these qualifications.

For B.Sc. (Econ.) students, prerequisites in economics do not normally present a problem. For others A-level or Part I Economics (or equivalent) is essential, and it is helpful if *Economic Principles* or an equivalent course is also taken (concurrently in the case of second-year students).

Teaching Arrangements: 22 one-and-a-half-hour lectures (Ec134) and 18 one-hour classes (Ec134a) in the Michaelmas, Lent and Summer Terms given by Lucien Foldes.

Students are encouraged to write a number of short essays in preparation for the examination and may be asked to report on literature in class.

Reading List: General References: W. Baumol, *Economic Theory and Operations Analysis* (4th edn.), chapters 1–8, 12, 15, 17–19 or corresponding chapters in earlier editions; H. Raiffa, *Decision Analysis – Introductory Lectures on Choices under Uncertainty*; G. Menges, *Economic Decision Making – Basic Concepts and Models*; R. D. Luce & H. Raiffa, *Games and Decisions*, chapters 1–7, 13 and 14.

There is no single text recommended for the whole course. The book by Menges, although close in outlook to the lectures, suffers from inadequacies of translation and inconsistencies in the level of exposition and is currently out of print. The book by Raiffa is excellent (though sometimes long-winded) on problems of risk, but does not cover the whole course. Baumol should be read as a general introduction and survey, but taken alone does not go deeply enough into some of the main topics. Luce and Raiffa is excellent and concise but often rather advanced. A more detailed reading list for topics appears below.

Probability Background: K. L. Chung, *Elementary Probability Theory with Stochastic Processes* (omit exercises, hard examples and starred sections, for a survey of concepts); J. G. Kemeny, A. Schleifer, J. L. Snell & G. L. Thompson, *Finite Mathematics with Business Applications* (2nd edn.), chapter 3.

Detailed Course Outline and Further References
Lecture Outline:

I Survey of decision theory and classification of models. Preliminary discussion of certainty problems (see VI below for a list).

II Risk – one person, one period problems without information gathering. Formulation and examples. Introduction to alternative concepts of probability. Assignment of subjective probabilities. Expected utility: theory and critique. Applications – business planning, evaluation of a single risky project, insurance and risk sharing, portfolio selection.

III Uncertainty – framework as under II. Risk versus uncertainty. Randomised decisions. Rules for uncertainty. Admissible and Bayesian decisions. Maximin and zero-sum two person game.

IV Risk and uncertainty with sequences of action and information gathering. Survey of concepts from mathematical probability. Decision trees and analysis in extensive form. Bayesian learning and the value of information. Reduction to normal form. Examples of statistical decision procedures.

V Survey of methodological controversies in probability, statistics and decision theory. Concepts of probability: mathematical, objective and subjective. Bayesian versus 'classical' methods of inference and decision. Risk versus uncertainty again. Practical implications.

VI Survey of optimisation in the case of certainty. Linear and concave programming. Optimal investment with a perfect capital market. Decentralisation through pricing systems, including transfer pricing in the firm.

Duality and saddle points in programming, decision theory and games. General remarks on the treatment of time, risk and uncertainty.

VII Multi-person problems – a selection.

Teams. Panel of experts. Some problems in game theory – optimality versus equilibrium (dilemma game), coalitions. Aims of the firm. Approaches to conflict resolution in organisations, including models with bounded rationality. Agency theory.

Class Outline: This outline is flexible, particularly as regards order of topics.

*Indicates items which are more advanced mathematically.

1. Introduction to concepts of decision making. Structure of the course; the relationship between lectures and classes; reading, written work.

Reading: W. Baumol, *Economic Theory and Operations Analysis*, chapter 1; see also heading 15 below.

2. Certainty models 1 – Linear programming: the primal and dual solutions; shadow pricing; economic interpretations of linear and concave programmes; application to decentralisation.

Reading: W. Baumol, chapters 5–8; R. Dorfman, P. A. Samuelson and R. Solow, *Linear Programming and Economic Analysis*, chapters 1–3, 6–8; *G. Menges, *Economic Decision Making – Basic Concepts and Models*, chapter 4; *R. D. Luce & H. Raiffa, *Games and Decisions*, Appendix 5 (best read after later lectures); M. Alexis and C. Z. Wilson (Eds.), *Organizational Decision Making*, chapter 4; J. R. Gould, 'Internal Pricing in Firms when there are costs of using an outside market', *Journal of Business*, 1964.

3. Certainty models 2 – Decision making over time; discounting, net present value and maximisation of utility; perfect and imperfect capital markets.

Reading: J. Hirshleifer, 'On the Theory of Optimal Investment Decision' (*Journal of Political Economy*, 1958); also in Carsberg and Edey; J. R. Gould, 'On Investment Criteria for Mutually Exclusive Projects' (*Economica*, February 1972); L. P. Foldes, 'Imperfect Capital Markets and the Theory of Investment' (*Review of Economic Studies*, 1961).

4. Decision making under risk: one approach, the maximisation of expected value; an example.

Reading: H. Raiffa, *Decision Analysis – Introductory Lectures on Choices under Uncertainty*, chapter 2; W. Baumol, chapter 25; J. Van Dantzig, 'Economic Decisions for Flood Prevention' (*Econometrica*, 1956); also summary and discussion by Gibrat and Allais, *Econometrica*, 1954.

5. Decision making under quasi-risk: an application to investment decisions.

Reading: D. B. Hertz, 'Risk Analysis in Capital Investment' (*Harvard Business Review*, 1964).

6. Decision trees as an approach to decision making: application of Bayes' theorem and value of information.

Reading: H. Raiffa, chapters 1–2; J. F. McGee, 'Decision trees for decision making' and 'How to Use Decision Trees in Capital Investment' (*Harvard Business Review*, 1964); also in M. K. Starr (Ed.), *Management of Production*, Penguin; R. D. Luce and H. Raiffa, chapter 3; R. F. Hespos & P. A. Strassmann, 'Stochastic Decision Trees for the Analysis of

Investment Decisions' (*Management Science* XI, 1965, B244-259).

7. Formulation of expected utility: the axioms on von Neumann-Morgenstern utility theory; experimental evidence.

Reading: H. Raiffa, chapters 4-5; R. D. Luce & H. Raiffa, chapter 2; *G. Menges, chapter 2; M. Allais & O. Hagen (Eds.), *Expected Utility and the Allais Paradox*, especially the sections 'The Arbitrage between Mathematical Expectation and the Probability of Ruin, and the St. Petersburg Paradox' and 'Appendix C: Selected Findings of the 1952 Experiment'. These are available separately as photocopies. The text of the 1952 questionnaire and a summary of Allais' theory appear in 'La Psychologie de l'Homme Rationnel devant le Risque - la Théorie et l'Expérience' (*Journal de la Société de Statistique de Paris*, 1953); D. Kahneman & A. Tversky, 'Prospect Theory: An Analysis of Decision under Risk' (*Econometrica*, 1979).

8. Expected utility applied to individual decisions: risk aversion and risk loving.

Reading: M. Friedman and L. J. Savage, 'The Utility Analysis of Choices involving Risk' (*Journal of Political Economy*, 1948); Markowitz, 'The Utility of Wealth' (*Journal of Political Economy*, 1952); T. E. Copeland & J. F. Weston, *Financial Theory and Corporate Policy*, chapter 4.

9. Risk pooling and maximisation of expected value by risk averse individuals.

Reading: P. Dasgupta and G. Heal, *Economics and Exhaustible Resources*, chapter 13; H. Raiffa, chapter 8 part I.

10. Mean-variance analysis and its application to portfolio and project selection.

Reading: T. E. Copeland & J. F. Weston, *Financial Theory and Corporate Policy*, chapters 6-7.

11. The concepts of objective and subjective probabilities and their importance for decision approaches. Assignment of subjective probabilities. Conclusions versus decisions.

Reading: H. Raiffa; *G. Menges, chapter 1; H. E. Kyburg and H. E. Smokler, *Studies in Subjective Probability*, Introduction; K. R. Popper, 'The Propensity Interpretation of Probability' (*British Journal for the Philosophy of Science*, 10); B. V. Gnedenko, *The Theory of Probability*, Introduction and chapter 1; D. A. Gillies, *An Objective Theory of Probability*; D. J. Struik, 'On the Foundations of the Theory of Probabilities' (*Philosophy of Science*, I, 1937); J. von Plato, 'The Method of Arbitrary Functions' (*British Journal for the Philosophy of Science*, 34, 1983, pp. 37-47).

12. Decision making under uncertainty: decision criteria in games against nature. Relation to statistical decision theory.

Reading: R. D. Luce & H. Raiffa, chapter 13; W. Baumol, chapter 19; H. Raiffa; *G. Menges, chapter 6; J. W. Tukey, 'Conclusions vs. Decisions' (*Technometrics*, I); J. Wolfowitz, 'Bayesian Inference and the Axioms of Consistent Decision' (*Econometrica*, 1962); H. Chernoff and L. E. Moses, *Elementary Decision Theory*, (Wiley 1959).

13. Games against opponents: two person zero-sums games, prionser's dilemma.

Reading: R. D. Luce & H. Raiffa, chapters 1-5; A. K. Sen, 'Behaviour and the Concept of Preference' (*Economica*, 1973); A. Rapaport, *Games, Fights and Debates*, Part II; G. Menges, chapter 6; M. Alexis & C. Z. Wilson, chapter 4.

14. Decisions by groups with diverse information; examples: "panels of experts", agency theory, teams.

Reading: H. Raiffa, chapter 8 part 2; R. Rees, 'The Theory of Principal and Agent' Parts I and II, *Bulletin of Economic Research*, January and May 1985; J. Marschak, 'Elements for a Theory of Teams' and 'Efficient and Viable Organisational Forms', chapters 21-22 of his collected papers. The material of the latter paper also appears in J. Marschak & R. Radner, *Economic Theory of Teams*, an advanced book which contains a lot of additional material on decisions and teams.

15. Rational vs. Behavioural Theory.

Reading: H. A. Simon, 'Theories of Decision-making in Economics' (*American Economic Review*, 1959); 'A Behavioral Model of Rational Choice' (*Quarterly Journal of Economics*, 1955); W. Edwards and A. Tversky (Eds.), *Decision Making*, Section 1, Penguin; W. Baumol, chapter 1; M. Alexis and C. Z. Wilson (Eds.), *Organisational Decision Making*, chapter 3.

Examination Arrangements: One three-hour essay style paper. Four questions to be answered, usually out of ten or more. These arrangements are subject to change at the discretion of the examiners.

Ec1454

Economic Institutions Compared

Teachers Responsible: Dr. S. Estrin, Room S375, Dr. S. Gomulka, Room S576 and Dr. C. Scott, Room S380
Course Intended Primarily for Second year B.Sc.; General Course.

Pre-Requisite: to be at least an Economics minor at home.

Core Syllabus: Economic behaviour in different countries is largely shaped by the diverse economic systems which have emerged in response to social and historical pressures. The most important types of system are of course planning and markets, but worker's self-management as attempted in Yugoslavia, isolated producer cooperatives and Israeli Kibbutzim may represent a third way, while many less developed economies have evolved exciting new institutional forms. This course compares the characteristics and behaviour of both individuals and institutions, such as firms, banks and trade unions, in these different economic systems.

Course Content: Introductory; Concepts and types of property; inheritance. Profit, and other types of enterprise and individual motivation.

Types of enterprise and maximand, especially; the enterprise in the command economy; planning, (the passage on planning is brief, since it is the subject of another course), wholesale and retail prices in the command economy. The large capitalist corporation. Trade unions. Producers' cooperatives, especially Yugoslav; moshavim. Collective farms in the USSR and China. Post-Mao Chinese economic reforms. Communes, especially kibbutzim; these lectures include altruistic motivation.

Planning and banking: banks and inflation, investment finance.

Efficiency comparisons: methods, results.

The distribution of wealth, the managerial revolution and convergence, and institutions and growth.

Teaching Arrangements: There are thirty lectures (Ec147) in the Michaelmas and Lent Terms. The lectures are accompanied by a set of fifteen classes (Ec147a) which cover supplementary and additional material. The classes are based around student presentations on particular topics.

Written Work: In addition to writing up essays from their presentations, students will be expected to do several essays during the year.

Reading List: P. Gregory and R. Stuart, *Comparative Economic Systems*; M. Bornstein, *Comparative Economic Systems, Models and Cases*; R. L. Carson, *Comparative Economic Systems*; A. Nove, *The Soviet Economic System*; B. Ward, *The Socialist Economy*; P. Wiles, *Economic Institutions Compared*; F. Stephen, *The Economic Analysis of Producer Cooperatives*. A longer list of readings is circulated.

Examination Arrangements: The normal three-hour, four questions out of twelve, exam.

Note: It is fair to expect that subjects lectured on will have questions in the examination. There will always be at least two questions on: the Soviet state sector; the Yugoslav socialist sector; collective farms and communes; peasants; convergence and the managerial revolution. Of these five subjects students are advised to read up only four. The particular questions may be about incentives, enterprise behaviour, labour behaviour, income distribution, resource allocation, inflation, etc. There will also be miscellaneous other questions.

Ec1500

Problems of Applied Economics

Teacher Responsible: Dr. G. Evans and Mr. J. P. F. Gordon

Course Intended Primarily for B.Sc. (Econ.) Part II, special subjects Economics, Analytical and Descriptive; Monetary Economics; Industry and Trade; International Trade and Development; Economic Institutions and Planning; and Diploma in Economics.

Core Syllabus: The aim of the course is to demonstrate the application of economic principles to a selection of current issues.

Course Content: The course is a synthesis of both theoretical and empirical analysis and is in two parts.

1. **Macroeconomics** (12 lectures)

I. Rational expectations and economic policy.

II. The role of material inputs in macroeconomic models.

III. Macroeconomic adjustment with wage rigidities.

IV. The real wage gap and stagflation in the OECD.

V. European unemployment.

2. **Microeconomics** (12 lectures)

I. Measuring Inequality and Poverty: (a) Positive and Normative measures, (b) the relationship between poverty and inequality and (c) complete and partial orderings.

II. Equity Regarding Cost Benefit Analysis: (a) the case

for leaving equity out of CBA and (b) making distributional weighting operational.

III. Famines: (a) the theory of exchange entitlements, (b) general equilibrium analysis of entitlement failure, (c) assessing market performance during famines and (d) policy.

Pre-Requisites: A knowledge of economic principles of second-year standard and a knowledge of economic statistics and techniques.

Teaching Arrangements: There are two parts to the lecture course (Ec112): Twelve lectures in the Michaelmas Term and twelve lectures in the Lent Term. There are weekly classes throughout the year (Ec112a).

Reading List: For **macroeconomics** the reading includes the book *Economics of Worldwide Stagflation* by M. Bruno and J. Sachs and about six articles which will be specified in a separate reading list.

For **microeconomics** the reading list includes A. K. Sen, *On Economic Inequality*; A. J. M. Hagenaars, *The Perception of Poverty*; A. K. Sen, *Poverty and Famines* and M. Ravallion; *Markets and Famines*.

Examination Arrangements: There is a three-hour examination covering the entire course. Students are expected to answer four questions, two from the macroeconomics part and two from the microeconomics part.

Ec1506

Advanced Economic Analysis

Teachers Responsible: Dr. R. van der Ploeg, Room S584, and Dr. J. Hardman Moore, Room S680

Course Intended Primarily for B.Sc. (Econ.) 3rd year.

Core Syllabus: A series of lectures introducing recent developments in economic theory which have fundamentally changed our understanding of macroeconomic fluctuations and related issues.

Course Content:

I. The Neoclassical Synthesis, the Reappraisal of Keynes. Price versus Quantity Adjustment. Comparative Policy Effectiveness.

II. Labour Market Adjustment: unions, contracts, contracts with limited information, ability screening, work incentives, search, bargaining, and other topics.

III. The problem of expectations formation in macroeconomics. Mark-up pricing and the Phillips Curve under adaptive and rational expectations. The problem of persistence. Structural effects of policy. Automatic stabilisers, price stickiness and the "revision in expectations" mechanism.

IV. Pre-negotiated labour contracts and monetary policy. Incomplete information, signal extraction and demand management. Econometric policy evaluation. Observational equivalence and empirical evidence.

V. Debt Policy and Economic Activity. Classical and Keynesian crowding-out under rational expectations. The macroeconomic implications of finite horizons.

VI. Small open economy models. Speculative behaviour and exchange rate overshooting. Collapsing Exchange Rate Regimes.

Pre-Requisites: **Economic Principles, Basic Mathematics for Economists, Introductions to Econometrics and Economic Statistics.**

Teaching Arrangements: There is a single lecture course, Ec131, with two lectures a week for most of

each term. There is one class (Ec131a) each week throughout the first two terms.

Reading: There is no suitable textbook. Instead, the course is built round a small number of readings, mostly articles. These will be made available in lectures. Useful discussion, and lists of reference can be found in ch. 7 of P. J. N. Sinclair, *The Foundations of Macroeconomic and Monetary Theory* (1984); Chs. 2 and 3 of S. M. Sheffrin *Rational Expectations* (1983); C. L. Attfield, D. Demery and N. Duck, *Rational Expectations in Macroeconomics* (1985); D. K. W. Begg, *The Rational Expectations Revolution* (1982).
Examination Arrangements: There is a single three-hour examination in the Summer Term. The paper is divided into two parts; students are required to answer four questions (at least one from each part) from about twelve.

Ec1507

Public Finance

Teachers Responsible: Professor A. B. Atkinson, Room R407 and Dr. N. A. Barr, Room S578
Course Intended Primarily for B.Sc. (Econ.) 3rd year.
Core Syllabus: A course in theoretical and applied public economics using intermediate economic theory. Topics include the theoretical analysis of taxation and expenditure, assessment of the tax and expenditure systems in the UK and elsewhere, and evaluation of reform proposals.

Course Content: The role of the state and implications of different approaches. Public choice. Impact of U.K. government budget. Effect of taxes on labour supply. The tax treatment of husband and wife. Income versus expenditure taxation. Corporation tax reform. Social security. Current topics in public finance. The main institutional references will be to the U.K. but some attention will also be given to other countries, especially the U.S.A.

Pre-Requisites: Knowledge up to second year economic principles level.

Teaching Arrangements:

Lectures: Ec137 *The Economics of Public Finance* (Professor Atkinson and Dr. Barr) 20 lectures Michaelmas and Lent Terms.

Ec138 *Current Issues in Public Finance* (Mr. J. I. Leape), 10 lectures, Lent Term.

Classes: Ec137(a) 20 classes, Michaelmas/Lent Terms involving written work.

Reading List: J. A. Kay & M. A. King, *The British Tax System* (4th edn.); A. R. Prest & N. A. Barr, *Public Finance in Theory and Practice* (7th edn.); R. A. Musgrave & P. B. Musgrave, *Public Finance in Theory and Practice* (4th edn.); A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*; J. E. Stiglitz, *Economics of the Public Sector*.

Examination Arrangements: One 3 hour paper.

Ec1513

Principles of Monetary Economics

Teachers Responsible: Mr. R. Jackman, Room S376 and Dr. D. C. Webb, Room S587

Course Intended Primarily for B.Sc. (Econ.) 3rd year, special subject Monetary Economics; also available to

other 3rd year B.Sc. (Econ.) students and for the Diploma in Economics.

Core Syllabus: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system and to the theory of balance of payments adjustment.

Course Content: Monetary Theory: the nature and function of money. The banking system and financial intermediation. Classical monetary theory and the Keynesian revolution. Modern theories of the demand for money. The control of the money supply, the transmission mechanism of monetary policy and the impact of money on economic activity. The monetarist counter-revolution: neutrality, inflation and rational expectations. The theory of monetary policy. The term structure of interest rates. International Monetary Theory: the concept of the balance of payments. The monetary approach, and the balance of payments adjustment under fixed and flexible exchange rates. International capital mobility and stabilisation policy.
Pre-Requisites: Students are expected to be familiar with intermediate economic theory. (For example, in macroeconomics, they should be familiar with a text at the level of R. Dornbusch & S. Fischer, *Macroeconomics*.) A knowledge of elementary mathematical and statistical techniques used in economics is also required.

Teaching Arrangements: Ec139, 30 lectures Michaelmas and Lent Terms.

Additionally there are 18 classes (Ec139a), starting in the fourth week of the Michaelmas Term, continuing up to the beginning of the Summer Term.

Written Work: Students should expect to write three essays during the course, to be handed in to, and marked by, their class teacher. Setting essay topics is the responsibility of class teachers, although a list of suggested topics will be distributed in the lectures. Exercises may also be set. Students may write additional essays for their tutors.

Reading List: The most useful textbook is D. G. Pierce & P. J. Tysone, *Monetary Economics: Theories, Evidence and Policy*. Other recommended books include D. Laidler, *The Demand for Money* (3rd edn.); M. J. Artis & M. K. Lewis, *Monetary Control in the United Kingdom* and S. Sheffain, *Rational Expectations*.

The following may also be helpful, particularly for General Course students: D. Wrightsman, *An Introduction to Monetary Theory and Policy* (2nd edn.).

Examination Arrangements: There will be one three-hour written paper. In the past the paper has contained fourteen questions of which four are to be attempted.

Ec1514

Monetary Systems

Teacher Responsible: Mr. R. F. G. Alford, Room S378
Course Intended Primarily for B.Sc. (Econ.) Part II and Dip. Econ.

Core Syllabus: The history, current working and future prospects of the British monetary and financial system including monetary policy and supervisory and other official activities.

Comparative material from other countries.

Aspects of the international monetary system, international banking and the international capital market.

Other relevant topics.

Course Content: Most of the course is concerned with the British monetary system: the development and current role of the main groups of banks and money markets; bank behaviour, banking problems and bank supervision; British monetary policy, its problems and development over recent years and its future prospects. Attention will also be given to some international monetary and banking topics.

Pre-Requisites: This is a third year course for students taking the B.Sc. (Econ.) and they will have taken the second year economics course *Economic Principles or Principles of Economics Treated Mathematically*. Other students should have taken two years of economics at university level.

Teaching Arrangements:

Lectures: Ec141 *The British Monetary System*, (20 lectures, Mr. Alford, Michaelmas Term)

Classes Ec141(a) (15 classes, Mr. Alford, Michaelmas and Lent Terms.)

Ec142 *Monetary Systems Seminar* 10 seminars of 1½ hours duration, Michaelmas and Lent Terms.

Written Work: Written work will consist of class papers which will be set by the class teacher.

Reading List: suitable preliminary reading would be: K. Wilson, *British Financial Institutions*; A. R. Prest & D. J. Coppock (Eds.), *The UK Economy*, latest edn., chapter 2 excl. Section 4; Paul Temperton, *A Guide to UK Monetary Policy*; Bank of England, *The Development and Operation of Monetary Policy 1960-1983*.

A more detailed reading list will be given out during the course.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper normally contains about 14 questions, and candidates have to answer four questions.

Ec1520

International Economics

Teachers Responsible: Mr. M. Steur, Room S183 and Dr. E. A. Kuska, Room S186

Course Intended Primarily for B.Sc. (Econ.) Part II: Dip. Econ.

Core Syllabus: The aim of this course is to introduce the student to international trade theory and international monetary economics.

Course Content:

International Trade Theory: This part of the course strives to explain the pattern of trade observed in the world and to account for the prices at which goods are traded. Positive and normative aspects of international markets are examined. Use is made of the theory of comparative advantage and of rival theories of international trade. Relations between trade and domestic markets for both goods and factors are examined in terms of the theory of trade according to factor endowments.

The course studies the effect of tariffs on international trade, and also other means of influencing the international flow of goods. Among the other means are quotas, subsidies and agreements between

governments. Concepts such as the optimum tariff and the effective rate of protection are examined. Economic integration between countries is studied, particularly the effects of customs unions.

Commodity schemes are examined from the point of view of stabilization of price and output, and as means of generating revenue. The role of direct foreign investment in international transactions is examined. Particular attention is paid to the effects of multinational firms on host countries.

A variety of other topics are discussed including the economics of illegal transactions in international trade, especially smuggling. And attention is given to such puzzles as intra-industry trade where countries appear to be exporting and importing the same product.

International Monetary Economics: Balance-of-Payments Definitions: Discusses the components as well as overall measures of the balance-of-payments. Adjustment Theory: The question of the existence of an automatic mechanism in the international economy which brings about balance-of-payments equilibrium for each of the constituent economies is treated under this heading. Obstacles to the smooth functioning of such a mechanism are also considered. The modern monetary-approach to the balance of payments is considered under this topic, which otherwise considers theoretical propositions which are among the oldest in economics.

Stabilisation Policy and the Analysis of Disturbances: Here the efficacy of fiscal and monetary policies in determining levels of income and employment under combinations of fixed and flexible exchange rates, fixed and flexible prices, and quick and sluggish output response is discussed. In addition, the related investigation of the effects on the domestic economy of various external and internal disturbances is undertaken.

Asset-Market Models: This topic considers models which carefully specify the demand and supply conditions of the various assets which they include. This permits a somewhat more rigorous and complete analysis of certain questions than do either the simple monetary-approach or traditional Keynesian models. Non-Static and Rational Expectations: An introductory exposition of the alterations to the previous analysis of open-economy models which result from assuming that expectations of variables are not invariably equal to their current values. Some implications of assuming that expectations satisfy rational-expectations criteria are also discussed.

Flexible Exchange Rates: The determination of exchange rates, the theoretical arguments for and against flexible exchange rates in comparison with fixed rates, and the practical success of flexible exchange rates over the period of floating are the issues dealt with under this topic.

The International Monetary System: This section covers the history and development of the international monetary system since the Second World War.

Pre-Requisites: Students are assumed to have taken the equivalent of the undergraduate course *Economic Principles*. The lectures involve little mathematics, although use is made of geometry.

Teaching Arrangements: Lectures: Ec145

International Economics. One hour a week during the

Michaelmas and Lent Terms for a total of twenty hours.

Classes: Ec145a, one hour a week, beginning approximately in the second week of the Michaelmas Term and continuing until just after the beginning of the Summer Term for a total of twenty hours. Ec145b, six hours of revision classes given during the Summer Term by the lecturers.

Reading List: There are a number of text books which are suitable. A selection is: E. Helpman and P. R. Krugman, *Market Structure and Foreign Trade*, 1985; R. E. Caves and R. W. Jones, *World Trade and Payments* (3rd edn.), Little Brown, 1981; W. Ethier, *Modern International Economics*, Norton, 1983; B. Sodersten, *International Economics*, Macmillan, 1980; J. Williamson, *The Open Economy and The World Economy*, Basic Books, 1983; C. H. Lindert, *International Economics*, (8th edn.), 1986; L. B. Yeager, *International Monetary Relations; Theory History and Policy*, (2nd edn.), 1976; R. H. Heller, *International Trade: Theory and Empirical Evidence* (2nd edn.), Prentice-Hall, 1983; H. G. Johnson, *International Trade and Economic Growth*, Harvard, 1961; W. M. Corden, *The Theory of Protection*, Oxford, 1971; H. G. Grubel, *International Economics*, Irwin, 1977; B. Hindley, *Theory of International Trade*, Weidenfeld & Nicolson, 1974; A.E.A., edited by R. E. Caves & H. G. Johnson, *Readings in International Economics*, Allen & Unwin, 1968. Other readings will be given during the course.

Ec1521

Economic Development

Teachers Responsible: Dr. C. Scott, Room S380 and Dr. J. Drèze, Room R433

Course Intended Primarily for B.Sc. (Econ.), Diploma in Economics.

Core Syllabus: The aims of the course are (1) to give a general introduction to economic development and (2) to evaluate various forms of public action to improve the standard of living in developing countries.

Course Content:

- (i) Heterogeneity of developing countries and alternative country typologies; review of recent growth performance; aggregate models of growth and development; role of savings and foreign aid; growth accounting; relationship of foreign trade and trade policy to economic development.
 - (ii) Econometric evidence of economic growth and structural transformation; economic dualism and income inequality; labour markets, rural-urban migration and urban informal sector; interrelation between structural and institutional features of agriculture and rural development, e.g. land reform, share cropping and technical change.
 - (iii) The respective roles which economic growth and public action can and should play in improving living standards in less affluent countries (capitalist or socialist), with special attention to the prevention of famines, the improvement of health and nutrition, the elimination of acute poverty, the removal of gender discrimination, and the protection of the environment.
- Pre-Requisites:** A 3rd year Course. Students must have completed the course on **Economic Principles** or

possess equivalent knowledge of modern economic analysis.

Teaching Arrangements: Ec146. 25 lectures Michaelmas, Lent and Summer Terms, 20 classes (Ec146a) Michaelmas and 5 revision classes (Ec146b) Summer Term.

Reading List: No one book covers the entire syllabus. An elementary introduction is provided by M. P. Todaro, *Economic Development in the Third World*, (3rd edn.), Longmans, 1985. A more analytic treatment of the subject is given in K. Basu, *The Less Developed Economy*, Blackwell, 1984 and A. K. Sen, *Resources, Values and Development*, Blackwell, 1984. Other relevant titles include: I. M. D. Little, *Economic Development Theory, Policy and International Relations*, A Twentieth Century Book, 1982 and G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, 1976.

Students should also consult the annual *World Development Reports* of the World Bank.

In addition, a longer reading list will be provided with essay topics for the classes.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term, based on the full syllabus of the lectures and tutorial classes. Students will normally be required to answer four questions out of a wide range of topics.

Ec1527

National Economic Planning

Teachers Responsible: Dr. S. Gomulka, Room S576 and Dr. S. Estrin, Room S375

Course Intended Primarily for Final Year B.Sc. (Econ.) and Diploma in Economics.

Core Syllabus: The course covers the institutions, theory, techniques and actual practice of central planning, indicative planning, and development planning.

Course Content: In any one year, the course will cover a selection from: The history of ideas and practice of macroeconomic planning. The aims, institutions and instruments of command-type and indicative planning. Mathematical methods of plan preparation at the enterprise and national levels. The role of bargaining. Implementation problems. Planning under market socialism: the theory and experiments. Derivation and use of shadow prices in development planning and project appraisal. Reference will be made to the planning experience of the USSR, Hungary, Yugoslavia, China, France and India.

Pre-Requisites: The course is self-contained. Students find it helpful however to have the equivalent of an A level in Mathematics or have completed an introductory course in that subject at university.

Teaching Arrangements: There is one lecture weekly in the Michaelmas Term given by Dr. S. Estrin and two lectures weekly in the Lent Term given by Dr. S. Gomulka. The 10 lectures by Dr. Estrin are concerned mainly with indicative planning of the French and Yugoslav type while the 20 lectures by Dr. Gomulka cover mainly central development planning. Accompanying the lectures is a set of classes (Ec148a) which are intended for further discussion of the issues raised in the lectures and to delve in greater depth into the planning experiences of particular countries.

Written Work: There will be common weekly or bi-weekly problem sets or essay-type questions. These will be marked and discussed by the class teacher.

Reading List: G. M. Heal, *Theory of Economic Planning*; M. Cave & P. Hare, *Alternative Approaches to Economic Planning*; S. Estrin & P. M. Holmes, *French Planning in Theory and Practice*; A. Nove & D. M. Nuti (Eds.), *Socialist Economics*; P. Wiles, *The Political Economy of Communism*; M. Ellman, *Soviet Planning Today*; C. Blitzer et al., *Economy Wide Models and Development Planning*; S. Gomulka, *Growth, Innovation and Reform in Eastern Europe*; I. Little & J. Mirrlees, *Project Appraisal and Planning for Developing Economies*.

Examination Arrangements: This course is examined by a three hour formal examination paper in the Summer Term. Students are expected to answer four questions.

Ec1540

History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S675
Course Intended Primarily for B.Sc. (Economics) and Diploma in Economics.

Core Syllabus: The aim of the course is to examine the theoretical development in some of the major problems confronting economists over the past two hundred years or so.

Course Content: How the problem of 'value' has been approached and 'resolved' over the past two hundred years or so; theories of wages, profits and rent and their interaction with the problem of value; international values - from absolute advantage to reciprocal demand; the development of monetary and interest rate theories and how monetary factors interact with the real economy.

Pre-Requisites: This is a third year subject and the student must have completed the course on **Economic Principles**, or have equivalent knowledge of modern economic analysis.

Teaching Arrangements: Ec130. 20 lectures Michaelmas and Lent Terms and 20 classes (Ec130a) Michaelmas and Lent Terms and 5 revision classes Summer Term.

The lectures will give a broad survey of the History of Economic Thought from the eighteenth to the late nineteenth century. The classes will concentrate on a reading of the texts of major classical writers, particularly Hume, Adam Smith, Ricardo, Mill and some of the neo-classical economists.

Reading List: Apart from the selected original texts, the following general histories may be consulted: D. P. O'Brien, *The Classical Economists*, Oxford University Press; P. Deane, *The Evolution of Economic Ideas*, Cambridge University Press; J. Viner, *Studies in the Theory of International Trade*; L. Robbins, *The Theory of Economic Policy in English Classical Political Economy*; T. W. Hutchinson, *Review of Economic Doctrines*; J. J. Spengler & W. R. Allen (Eds.), *Essays in Economic Theory*; G. Stigler, *Production and Distribution Theories*.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the full syllabus covered by the lectures and classes.

Students are required to answer four questions out of a wide range of choices covering the syllabus.

Ec1541

Selected Topics in the Economics of Industry and Trade

Teacher Responsible: Dr. C. M. E. Whitehead Room S579

Course Intended Primarily for B.Sc. (Econ.) Part II, Industry and Trade group, but available to other groups.

Core Syllabus: The aim of the course is to discuss a range of topics in the industry and trade field which are currently of interest in terms of theory, empirical testing and policy.

Course Content: The topics selected differ from one year to another. Topics in recent years have included: oligopoly and cartel behaviour; franchising; futures trading; nationalised industries; privatisation; multinational enterprises; advertising; fisheries; monopoly, competition and product variety and quality; research and development; licensing of economic activities; industrial policy. New topics are introduced each year.

Pre-Requisites: Students should have completed the **Economics of Industry** (or an equivalent course in the case of General Course students).

Teaching Arrangements: There is one lecture course and an accompanying set of classes. Lectures: Ec133, (24 lectures, Michaelmas, Lent and Summer Terms). Classes: Ec133a, (12 fortnightly, Michaelmas, Lent and Summer Terms).

Selected Topics in the Economics of Industry and Trade, 25 lectures, Sessional. C. Whitehead, B. S. Yamey, J. R. Gould, S. Estrin and others.

Students are expected to write four essays during the year, and contribute to the class discussion.

Reading List: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the lectures at the beginning of each topic.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Candidates select four questions from at least eight. All questions carry equal marks.

Ec1542

Ec2428

Economics of Investment and Finance Theory of Optimal Decisions (See also Study Guide Ec1453)

Teacher Responsible: Professor L. P. Foldes, Room S182

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. Course unit 2nd and 3rd year; M.Sc. final year.

Teaching Arrangements and Examinations: A single course of lectures and classes, called Ec135 **Economics of Investment and Finance**, may be taken for two distinct examinations, namely **Economics of Investment and Finance** at the B.Sc. and **Theory of Optimal Decisions** at the M.Sc. A common examination will (if possible) be set, consisting of a single three-hour paper. Three or four questions are to be answered, usually in the form of essays, but these may involve mathematics. Details vary from year to

year and are subject to change at the discretion of the examiners.

Lectures and Classes: Lucien Foldes, Sessional; three hours each week (Ec135) including a class (Ec135a).

Core Syllabus: An introduction to problems of risk in investment. The emphasis of the course is on probabilistic methods in both theory and applications.

Course Content: 1. *General Syllabus:* A selection from the following topics: Formulation of problems of intertemporal choice and concepts of income, capital and interest. Optimal policies for accumulation, depletion and replacement of assets. Appraisal and control of projects. Treatment of risk in the theory of value and capital. Spot and forward markets, sure and contingent contracts. Selection of risk assets, including risk pooling, diversification and insurance. Portfolio selection and pricing in the case of quoted securities. Speculative prices as random processes. The cost of corporate capital, including the effects of dividend policy, gearing, taxation and inflation. Comparison between private and public investment appraisal. 2. *Possible Topics for 1988-89:* Optimal policies for accumulation and depletion in conditions of certainty and risk. Portfolio selection and pricing of quoted securities: single-period and multi-period models. Concepts of equilibrium and efficiency for security markets. Speculative prices as random processes. Option pricing. Term structure of interest rates. Treatment of risk in the theory of value and capital. Contingent contracts.

Appraisal of large capital projects in conditions of risk - choice of criteria and methods of calculation. Exploration for mineral deposits. Cost of capital. Sequences of projects and gambler's ruin. Risk pooling, insurance, diversification.

Survey of mathematical probability and random processes. Properties of probability distributions and utility functions used in investment theory. Random walk, Brownian motion, conditional expectation, martingales, stochastic integrals.

Pre-Requisites: This course was designed to follow Ec134, **Theory of Business Decision**. In the case of B.Sc. (Econ) students specialising in Industry and Trade, attendance at lectures and classes in Ec134 in the second year is a formal pre-requisite although students are not required to have taken the examination. Other categories of students should have a background in such topics as expected utility, probability, information purchase and investment appraisal of about the standard of Ec134, and naturally the pre-requisites for that course apply to this one also (see Study Guide Ec1453). Sometimes students who have not previously covered this material manage by attending parts of the lecture course for Ec134 while studying Ec135, but this involves additional work for a course which is in any case demanding. The lectures for Ec135 have substantial mathematical content, and although all special techniques are explained as part of the course a reasonable degree of familiarity with elementary calculus, set theory and probability is necessary.

Written and Class Work: Students may be asked to report on literature in class. They are encouraged to write a number of short essays in preparation for the examinations. In the case of M.Sc students choosing

Theory of Optimal Decisions as their special subject, the course teacher will normally also act as Tutor.

Reading List: The course does not follow any single text, but it is useful to read relevant chapters of a standard work to complement the lectures. The first item on the list below is suitable for several of the topics. The second item gives background material on probability. The third covers more advanced stochastic methods with economic application. The other items are works to which reference may be made during the course or which are suitable as further reading for students wishing to pursue particular topics in depth. Further journal articles will be selected for discussion as the course proceeds.

T. E. Copeland & J. F. Weston, *Financial Theory and Corporate Policy*, Addison-Wesley; K. L. Chung, *Elementary Probability with Stochastic Processes*, Springer; A. G. Malliaris & W. A. Brock, *Stochastic Methods in Economics and Finance*; J. Hirshleifer, *Investment Interest and Capital*, or articles in *JPE*, 1959 and *QJE*, November 1965 and May 1966; E. F. Fama & M. H. Miller, *The Theory of Finance*; M. Allais, 'Method of Appraising Economic Prospects of Mining Exploration over Large Territories - Algerian Sahara Case Study' (*Management Science*, July 1957); (French original in *Revue d'Industrie Minière*, Special Issue *IR*, January 1956. The original and a corrected version of the published translation are in the library. L. P. Foldes, 'Martingale Conditions for Optimal Saving - Discrete Time' (*Journal of Mathematical Economics*, 1978); W. F. Sharpe, *Investment*; J. Mossin, *Theory of Financial Markets*; E. F. Fama, *Foundations of Finance*; P. Dasgupta & G. M. Heal, *Economic Theory and Exhaustible Resources*; P. Massé, *Optimal Investment Decisions*; L. E. Bussey, *The Economic Analysis of Industrial Projects*, especially chapters 11-12; J. J. Clark, T. J. Hindelang & R. E. Pritchard, *Capital Budgeting: Planning and Control of Capital Expenditure*; D. B. Hertz & H. Thomas, *Risk Analysis and its Applications* (Wiley, 1983); C. W. J. Granger, 'Empirical Studies of Capital Markets: A Survey' in Szegö-Shell, *Mathematical Methods in Investment and Finance*, 1972; C. W. J. Granger & O. Morgenstern, *Predictability of Stock Market Prices*, Heath-Lexington; P. H. Cootner (Ed.), *The Random Character of Stock Market Prices*; R. C. Merton, 'On the current state of the stock market rationality hypothesis', in *Essays in Honor of Franco Modigliani*.

Ec1543

Economics of the Welfare State

Teacher Responsible: Dr. N. A. Barr, Room S578
Course Intended Primarily for B.Sc. (Econ) Part II 2nd or 3rd year;

- I Economics Analytical and Descriptive 5 & 6 (l)
- II Mathematical Economics and Econometrics 7 (l)
- III Monetary Economics 6 (j)
- IV Industry and Trade 6 & 7 (o)
- V International Trade Development 7 (t)
- VI Economic Institutions and Planning 6

Core Syllabus: The course uses standard intermediate micro-economic theory to analyse social institutions, including cash benefits and benefits in kind. Topics

include the objectives of the welfare state; theoretical arguments for and against state involvement; the efficiency and equity of existing institutions in the UK and elsewhere; and possibilities for reform.

Course Content: The course investigates economic aspects of the welfare state, interpreted broadly to include social insurance, retirement pensions, non-contributory benefits, health care, education and housing. The objectives of the welfare state are discussed, followed by analysis of instruments at the state's disposal for achieving those objectives. The focus of the course is on the underlying economic principles; institutions are not emphasised though, where appropriate, reference will be made to those of the U.K. and other countries, especially the United States.

Pre-Requisites: **Economic Principles** (Ec111) or an equivalent course in intermediate microeconomic theory.

Teaching Arrangements: There is one lecture course and an accompanying set of classes. Lectures: Ec144 **The Economics of the Welfare State**, 24 lectures (10 Michaelmas Term, 10 Lent Term, 4 Summer Term) Classes: Ec144(a) 23 Sessional.

Ec144 The lectures cover the whole of the syllabus described above, about one third each on the theoretical approach, the cash side of the welfare state and benefits in kind (e.g. health care, education and housing).

A course outline and reading list is distributed at the start of the course referring to the readings below.

Ec144(a) There are 23 classes, which amplify the lectures, deal with any questions arising from them and discuss specific issues not covered in detail by the lectures.

Written Work: The class teachers will normally set and mark not fewer than four pieces of written work from each student during the course.

Reading List: The closest to a textbook is N. A. Barr, *The Economics of the Welfare State*, Weidenfeld and Nicolson, 1987. Reference is also made, *inter alia*, to the following: J. E. Stiglitz, *Economics of the Public Sector*, Norton, 1986; J. Le Grand, *The Strategy of Equality*, Allen and Unwin, 1982; J. G. Cullis & P. A. West, *The Economics of Health*, Martin Robertson, 1979; M. Blaug, *An Introduction to the Economics of Education*, Penguin, 1970; R. V. F. Robinson, *Housing Economics and Public Policy*, Macmillan, 1979.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the whole course. Students are required to answer four questions out of about ten. Assessment for the course is based entirely on the examination result.

Ec1561

Principles of Econometrics

Teacher Responsible: Mr. S. E. Pudney, Room S283
Course Intended Primarily for B.Sc. Economics

- I Economics, Analytical & Descriptive 7(b)
- II Mathematical Economics & Econometrics 2(a)
- III Monetary Economic 7(b)
- IV Industry & Trade 3(b)
- V International Trade & Development 6(b)
- VI Economic Institutions & Planning 7(b)
- VII Economics & Economic History 2(b)

XXIV Mathematics & Economics 4(d)

Diploma in Statistics (g) (ii)

Diploma in Economics 2, 3, 4(b) (iv)

Core Syllabus: The course is an intermediate-level introduction to the theory and practice of Econometrics.

Course Content: Statistical background: continuous distributions, sampling theory, estimation, hypothesis testing, asymptotic theory. Sources of data, national accounts, price indices. The Linear Model: multiple regression, t- and F-tests, dummy variables, multicollinearity, general linear restrictions, dynamic models. Time series autoregressive models, seasonal adjustment generalised least squares, serial correlation, heteroscedasticity, distributed lags, simultaneous equation systems, instrumental variables and two-stage least squares.

Pre-Requisites: A knowledge of linear algebra and calculus (e.g. previous attendance at **Mathematical Methods**); a knowledge of basic statistical theory (**Elementary Statistical Theory** a requirement). Although the course does involve some computing, no previous experience is required.

Teaching Arrangements: One lecture course (Ec115) (20 Michaelmas Term, 20 Lent Term) plus 23 weekly classes (Ec115a).

Reading List: The most useful texts are: J. Johnston, *Econometric Methods*, McGraw-Hill; G. S. Maddala, *Econometrics*, Macmillan; J. Kmenta, *Elements of Econometrics*, Macmillan; M. Stewart & K. Wallis, *Introductory Econometrics*, Blackwell, although none is completely sufficient. Other useful references are: A. C. Harvey, *The Econometric Analysis of Time Series*; P. Rao & R. Miller, *Applied Econometrics*, Wadsworth; H. Theil, *Principles of Econometrics*, North-Holland.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains eleven questions, of which four are to be answered.

Ec1569

Quantitative Economics Project

(A project of up to 10,000 words on an approved subject in Quantitative Economics)

Teacher Responsible: Professor M. J. Desai, Room S87

Course Intended Primarily for B.Sc. (Econ.) 3rd year students specialising mainly in Econometrics and Mathematical Economics but also in other Economic options.

Core Syllabus: Teaching how to do research in a practical way.

Course Content: This seminar (Ec124) is designed to encourage independent research work and to encourage the student to take an overall view of the different specialised areas in Economics.

Pre-Requisites: Students must have taken **Principles of Econometrics** in the 2nd year.

Teaching Arrangements: the course meets twice weekly in the Lent Term for one hour. Students are expected to be pursuing research on a subject of their own choice under the supervision of a member of staff. In the seminar each student will present a preliminary outline of the results of the project for comments by fellow students and teachers.

A completed project will be required to be submitted by 1 May in the year in which the course is taken.

Examination Arrangements: There is no written examination in this paper. The project carries all the marks.

Ec1570**Mathematical Economics**

Teacher Responsible: Dr. Margaret Bray

Course Intended Primarily for B.Sc. (Econ.) in the special subjects XXIV Mathematics and Economics (paper 5) and VI Econometrics and Mathematical Economics (paper 5c), for B.Sc. course unit degrees and for students in the preliminary year of the M.Sc. in Econometrics and Mathematical Economics.

Core Syllabus: This course is designed for students who like using mathematical techniques as a tool in understanding economic problems. It deals with areas of economic theory where mathematical modelling is particularly helpful. The lectures will use mathematics at many points, and students will be expected to solve economic problems posed in a mathematical form. However considerable emphasis will also be given to the economic motivation and interpretation of the models discussed.

Course Content**The Economics of Time**

Saving and investment decisions for the household and firm with perfect and imperfect capital markets. Futures markets and the treatment of time in general equilibrium theory. The theory of economic growth and natural resources.

These economic models make use of techniques from optimisation theory (the Kuhn-Tucker Theorem and Dynamic Programming) which will also be taught.

The Economics of Uncertainty

Choice under uncertainty, expected utility theory, insurance, household investment decisions under uncertainty (the capital-asset pricing model). The treatment of uncertainty in general equilibrium theory. Investment and financing decisions for the firm with complete capital markets.

Oligopoly Theory

Modelling oligopoly, Nash equilibrium. Product differentiation, spatial location model. Strategic behaviour through time, pre-commitment and entry deterrence.

Pre-Requisites: A good background in economics, particularly microeconomics, usually from **Economic Analysis**. Fluency in calculus, included multivariate calculus, some knowledge of differential equation theory, linear algebra and set theory. **Mathematical Methods** would be adequate background for a student who already has or is willing to acquire some additional probability theory. Students who took more abstract mathematics courses in their first and second years may find that they need to acquire some additional mathematical techniques, but should not find this difficult. Provision will be made for teaching these techniques if necessary. A highly motivated student with a less technical background (for example **Principles of Economics** and **Mathematics for Economists**) could do the course, if he or she finds handling economics mathematically comes naturally.

Any such students should see **Dr. Bray** before the course starts.

Teaching Arrangements: The course is taught by lectures (Ec114) and classes (Ec114a). Students will have two hours of teaching per week. These meetings are devoted to classes or lectures as appropriate. Students will be given regular exercises which must be prepared in advance of the classes at which they are discussed. They may be asked to submit their answers in written form for marking and should be prepared to do so at each class.

Reading List: There is no text book for the course as a whole, but parts (but by no means all) of the following books will be referred to:

C. J. Bliss, *Capital Theory and the Distribution of Income*; P. S. Dasgupta and G. M. Heal, *Economic Theory and Exhaustible Resources*; P. Diamond and M. Rothschild, *Uncertainty in Economics*; A. K. Dixit, *Optimization in Economic Theory*; A. K. Dixit, *Economic Growth*; H. Raiffa, *Decision Analysis: Introductory Lectures on Choice under Uncertainty*. These references will be supplemented by lecture notes and references to other books and journal articles. A detailed reading list will be provided with the lecture course.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the full syllabus. The paper contains ten questions, of which students should attempt four. The examination will require students both to handle economic models mathematically and to discuss the economic issues raised by them.

Ec1575**Econometric Theory**

Teacher Responsible: Mr. S. E. Pudney, Room S283
Course Intended Primarily for B.Sc. (Economics, Mathematical Economics and Econometrics), M.Sc. (Economics), Preliminary year for M.Sc. (Econometrics and Mathematical Economics), Diploma in Econometrics.

Core Syllabus: An introduction to the statistical methods used for estimating and specifying econometric models.

Course Content: The general linear model; principles of estimation and testing; maximum likelihood; model specification; dynamic models; simultaneous equation systems.

Pre-Requisites: A knowledge of linear algebra, calculus and statistical theory. Students should have taken the course **Probability, Distribution Theory, and Inference** (SM206 and SM207) or its equivalent; and/or **Principles of Econometrics** (Ec1561) or its equivalent.

Teaching Arrangements: There is a lecture course, accompanied by a class.

SM232 40 lectures and classes (SM232a) in the Michaelmas and Lent Terms on the remaining topics.

Reading List: The main text is A. C. Harvey, *The Econometric Analysis of Time Series*, Philip Allan, 1981.

Students may also wish to consult: H. Theil, *Principles of Econometrics*; J. Johnston, *Econometric Methods*; G. S. Maddala, *Econometrics*; P. C. B. Phillips & M. R. Wickens, *Exercises in Econometrics*.

Examination Arrangements: There is a three hour examination in the Summer Term based on the full syllabus for both lecture courses. The paper contains ten questions, of which four are to be answered.

Ec1579**Topics in Quantitative Economics**

Teacher Responsible: Professor M. J. Desai, Room S87

Course Intended Primarily for B.Sc. (Econ.) 3rd year Mathematical Economics and Econometrics; Statistics, Analytical and Descriptive.

Pre-Requisites: **Principles of Econometrics; Economic Principles or Economic Analysis.**

Core Syllabus: The purpose of this course is to give students a comprehensive grounding in theoretical and econometric models currently in use in microeconomics and macroeconomics with a view to tackling economic problems.

Course Content: This course comprises four sets of ten lectures (Ec117-120) each on: (i) **Microfoundations of Macroeconomics**; (Dr. J. Hardman Moore) (ii) **Econometrics of Individual Behaviour** (J. E. H. Davidson); (iii) **Cost Benefit Analysis** (Dr. J. Drèze); (iv) **Econometric Topics in Macroeconomics** (Teacher to be announced). Students are expected to take at least three out of these four topics. The examination is a written paper which is designed to test students' ability to answer questions arising from at least three out of four topics (usually four questions from any three sections).

There are twenty classes in the course giving five classes on each topic which will be taught during 1988-89 by the lecturers.

Teaching Arrangements: Michaelmas and Lent Terms, 40 lectures and 20 classes.

Microfoundation of Macroeconomics: These lectures deal with certain recent developments in business cycle theory. The particular focus is on general equilibrium models in which agents have less than full information. Rational expectations models and contract models are examined in some detail, then compared and contrasted.

Reading List: The course is centred on a number of key articles, the details of which will be given in lectures. Useful background material can be found in chapters 1, 2 and 3 of S. M. Sheffrin, *Rational Expectations* (1983).

Econometrics of Individual Behaviour: The need to combine sound economic theory with appropriate statistical techniques is central to the practice of econometrics. Topics will be taken from available examples in the published literature to illustrate this. Topics will include Demand Analysis and Labour Market Behaviour. These lectures are intended as an introduction to the econometric techniques (such as Logit, Probit and Tobit analysis) which are particularly useful in microeconomics.

Reading List: J. Drèze & N. Stern, "The Theory of Allan, 1976. Additional reading list will be provided with the lecture course.

Cost Benefit Analysis: This course will outline the theoretical foundations of applied welfare economics and deal with case studies of actual application of CBA

in areas such as project appraisal in developing countries, environmental preservation, transport economics, and health care provision.

Reading List: J. Dreze & N. Stern, "The Theory of Cost Benefit Analysis" in A. Auerbach & M. Feldstein, *Handbook of Public Economics*, 1987; K. Ray, *Cost Benefit Analysis*, John Hopkins, Baltimore, 1984.

Econometric Topics in Macroeconomics: This course will deal with the manner in which macroeconomic theory has thrown up themes for economic testing. Topics such as inflation, unemployment, monetarist models, rational expectations and the natural rate hypotheses will be treated.

Reading List: M. Desai, *Testing Monetarism*; R. Jackman, A. Trevithick & C. Mulvey, *The Economics of Inflation*.

Examination Arrangements: Three hour written paper which will cover all four sections of the course and students are expected to answer relating to three out of four sections.

Ec2402**Macroeconomics I**

Teachers Responsible: Dr. C. R. Bean, Room R423B and Professor W. H. Buiter, Room R423A

Course Intended Primarily for final year M.Sc. Econ.

Core Syllabus: The aim of the course is to give a wide-ranging survey of modern macroeconomics. While the course will require the use of mathematical methods, the overall presentation will be less rigorous than **Macroeconomics II**. The course will cover many of the same topics as **Macroeconomics II** but in less depth and less prior knowledge will be assumed.

Course Content: The course will cover the following topics:

Static Aggregate Demand and Supply: an overview of the Keynesian and Classical models and a discussion of the role of fiscal and monetary policy;

Stock-flow dynamics: implications of the introduction of the government budget constraint and asset accumulation for the efficacy of fiscal and monetary policy;

Disequilibrium Macroeconomics: fixed price models and the effects of rationing;

New Classical Macroeconomics: the equilibrium approach to business cycles stressing the role of imperfect information, the 'policy ineffectiveness' proposition, and empirical tests thereof;

Macroeconomics in the open economy: fiscal and monetary policy under fixed and flexible exchange rates and the implications of capital mobility including 'overshooting' models of exchange rate behaviour;

Consumption: the life-cycle permanent-income model, including empirical testing, and the effects of social security;

Investment: flexible accelerator, neo-classical and 'q' models;

Financial markets: inventory theoretic and portfolio approaches to the demand for money;

Labour Markets: models of the Phillips curve and implicit contract models.

Real Business Cycles: Equilibrium models of business cycles driven by supply stocks.

The New Keynesian Microfoundations: fixed costs of

price adjustment and the new microfoundations of Keynesian business cycle theory.

Pre-Requisites: Undergraduate economics major or equivalent. A knowledge of differential calculus will also be assumed.

Teaching Arrangements: The basic course consists of 40 hours of lectures (Ec214) in the Michaelmas and Lent Terms. There will be 24 weekly one hour classes (Ec214a) in small groups.

Written Work: Exercises are set for each class, although only four of these will be taken in and marked.

Reading List: There are no texts which cover the material of the course. W. H. Branson, *Macroeconomic Theory and Policy* is useful for parts of the course, but the general level is rather more advanced. D. K. H. Begg, *The Rational Expectations Revolution in Macroeconomics* and S. M. Sheffrin *Rational Expectations* are also useful. The primary source of reading is published articles, however, and a full list will be available at the start of the course.

Examination Arrangements: A three hour exam. A quarter of the marks are given for five (out of six) short questions, and the remainder for three (out of nine) long questions. The exam will cover both terms' material.

Ec2403

Macroeconomics II

Teacher Responsible: Professor C. Pissarides, Room S678

Course Intended Primarily for M.Sc. Final year Economics. While open to any M.Sc. student, the course caters primarily for those who already have a good background in macroeconomics and plan to do post-M.Sc. research in the subject. It assumes a working knowledge of the mathematical techniques commonly used in modern macroeconomics.

Core Syllabus: The course does not aim to be as comprehensive in its coverage as Ec2402 (Macroeconomics I). Rather fewer topics will be covered at greater length with more rigour and in greater depth.

Course Content: The course begins with a brief treatment of balanced growth models with and without money. It derives the Golden Rule and shows how it is modified when there is money. It then moves on to consider fluctuations around the balanced growth path, including anticipated changes in monetary growth (the inflation tax); unanticipated changes in monetary growth (Lucas neutrality proposition); real business cycles; the Keynesian revival; near-rationality, small menu costs, coordination failures, sunspots and multiplicity. The models used include infinite-horizon perfect foresight models, stochastic equilibrium in discrete-time models, adjustment costs and equilibrium search. The techniques include classical optimisation, stochastic control, stochastic dynamic programming and stability of differential equations. Some lectures are devoted to techniques if this is considered appropriate.

Teaching Arrangements: Ec215 40 Michaelmas and Lent 24 classes.

Written Work: Two pieces of written work are set each term.

Examination Arrangements: A three hour exam. A

quarter of the marks are given for five (out of six) short questions, and the remainder for three (out of nine) long questions. The exam will cover both terms' material.

Ec2404

Microeconomics I

Teachers Responsible: Dr. J. Sutton, Room S278 and Dr. J. Hardman Moore, Room S680

Course Intended Primarily for Final year M.Sc. Economics.

Core Syllabus: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The coverage of this course is not as wide as **Microeconomics II** and the technical requirements are lower. The depth of the analysis is, however, at an equivalent level.

Course Content: There are four broad headings. *Consumer Theory:* as well as the standard material this will include such topics as labour supply and incentives, first and second best, efficient pricing policy, intertemporal allocation, uncertainty. *The Competitive Firm:* as well as standard material this will cover the objectives of the firm, cost and profit functions, uncertainty, investment. *Imperfect Competition:* this will include monopoly, oligopoly, product differentiation, imperfect information, and a range of applications. *General Equilibrium, Trade and Welfare:* the two sector model of general equilibrium, the Heckscher-Ohlin paradigm, monopolistic competition and international trade.

Pre-Requisites: Undergraduate economics major or equivalent. A knowledge of multivariate calculus is assumed.

Teaching Arrangements: The basic course consists of 40 hours of lectures (Ec212) in the Michaelmas and Lent Terms. There will be 24 weekly 1-hour classes (Ec212a) in smallish groups.

Written Work: Exercises are set for each class but only 3 of these will be taken in and marked.

Reading List: The course will draw on a variety of texts, the main ones being: H. R. Varian, *Microeconomic Analysis* (2nd edn.), Norton; P. R. G. Layard & A. A. Walters, *Microeconomic Theory*, McGraw-Hill; H. Gravelle & R. Rees, *Microeconomics*, Longman; A. B. Atkinson & J. E. Stiglitz, *Lectures in Public Economics*, McGraw-Hill; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*, Cambridge University Press; N. Ireland *Product Differentiation and Non-Price Competition*. More detailed readings will be given at the beginning of the course and some notes will be provided where text book coverage is inadequate.

Examination Arrangements: A 3-hour exam. Half the marks given for 10 short compulsory questions, and half for 2 other questions (chosen from about 6). The exam will be drawn roughly equally from both terms' material.

Ec2405

Microeconomics II

Teachers Responsible: Professor K. W. S. Roberts, Room S477 (Co-ordinator), (Secretary, Ms. Nicole Buckland, S581) and Professor A. B. Atkinson, Room R407 (Secretary, Ms. Jane Dickson, R405A)

Course Intended Primarily for Final year M.Sc.

Core Syllabus: The aim of the course is to provide a firm grounding in micro-economic theory. It will emphasise those areas which are of particular value in fields such as labour economics, public economics, international trade and the theory of development. It will also seek to identify areas where the present theoretical treatment is unsatisfactory and new approaches are needed.

Course Content: Microeconomics of the household (including consumption and labour supply) and of the firm. General equilibrium theory. Welfare economics. Theory of information and uncertainty.

Pre-Requisites: Good undergraduate knowledge of economic theory. Calculus required.

Teaching Arrangements: The basic course consists of 20 two-hour lectures (Ec213) and 20 one-hour classes (Ec213a) in small groups.

Written Work: Exercises are set for each class, of which 3 will be taken in and marked (Michaelmas Week 5, Lent Week 1 and Lent Week 7). There will in addition be a 1-hour mock exam at the start of the Summer Term.

Reading List: *General.* The course will draw on a variety of sources, including the following texts: H. R. Varian, *Microeconomic Analysis* (2nd edn.), Norton; A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*, McGraw-Hill; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*, Cambridge University Press.

Examination Arrangements: There is a three-hour examination, based on the material from all parts of the course.

Ec2410

Methods of Economic Investigation I

Teachers Responsible: Mr. J. E. H. Davidson, Room S585 and Dr. G. Evans, Room S475

Course Intended Primarily for M.Sc. in Economics.

Course Content: The course aims to present and illustrate the techniques of empirical investigation in economics.

Course Content: Main Course Outline:

1. Regression models with fixed regressors (simple and multiple). Least squares. Goodness of fit and hypothesis testing.
2. Regression models with stochastic regressors and asymptotic theory.
3. An example of regression using experimental data estimating labour supply, the New Jersey Negative Income Tax Experiment.
4. The partitioned regression model multicollinearity, misspecification, omitted and added variables.
5. An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.
6. Heteroskedasticity and Generalized Least Squares.

7. Measurement Errors and Instrumental Variables.
8. The method of maximum likelihood.
9. Sample Selection Bias, an application of maximum likelihood.

10. The analysis of time series. Basic concepts; the autoregressive process asymptotic theory.

11. Regression models in time series. Distributed lags; autocorrelated disturbances; estimation methods.

12. Diagnostic tests, model selection.

13. Simultaneous equations. Structural and reduced forms; dynamic systems; exogeneity and causality.

14. Estimation of simultaneous equations; Two Stage Least Squares; identification.

15. Rational expectations - theory and econometric practice.

16. A case study; the consumption function.

Supplementary Course Outline (optional):

The lectures are concerned with practical econometrics and covers the use of the standard computer packages in econometrics including practical exercises.

Pre-Requisites: Knowledge of calculus, linear algebra, probability and statistics are assumed to the level of the September Courses in Mathematics and Statistics. Some knowledge of elementary econometrics will obviously be useful although not absolutely essential.

Teaching Arrangements: The main course is a series of 40 one-hour lectures (Ec216), given twice a week, in the Michaelmas and Lent Terms, the optional course, eight one-hour lectures given fortnightly. There is one class a week (Ec216a) associated with the lectures.

Written Work: Exercises are provided each week and are discussed in the classes. In order to have any chance of completing the course successfully, these exercises must be attempted. Special test exercises will be set at three points during the year. These will be carefully marked and the results made available.

Text Books: Theory: The text will be J. Johnston, *Econometric Methods*. A number of theoretical topics are not adequately covered in this or indeed in any other elementary text and so supplementary notes will also be provided.

Another useful text is M. Steward & K. Wallis, *Introductory Econometrics*.

More advanced texts are H. Theil, *Principles of Econometrics*, North Holland and A. Harvey, *The Econometric Analysis of Time Series*, Phillip Allen.

Applications: Some use will be made of K. Wallis, *Topics in Applied Econometrics*, Blackwell; R. E. Lucas & T. J. Sargent (Eds.), *Rational Expectations and Econometric Practice*; M. Desai, *Applied Econometrics*.

Examination Arrangements: There is a three hour formal examination in the Summer Term. The format will be the same as last year. There will be approximately ten questions. The first question (which will be compulsory and account for 50 per cent of the marks) will contain short problems.

Two other questions have to be answered and these will be similar to those in previous years.

Ec2411

Methods of Economic Investigation II

Teacher Responsible: Mr. S. E. Pudney, Room S283
Course Intended Primarily for M.Sc. (Economics), as

advanced alternative to **Methods of Economic Investigation I** and for M.Sc. (Econometrics and Mathematical Economics) preliminary year.

Course Content: The lectures for this course are drawn from advanced undergraduate options. The course segments are (i) 30 hours from **Econometric Theory** (SM232), and 20 classes, Michaelmas and Lent Terms; (ii) **Econometrics of Individual Behaviour** (Ec117), 10 lectures and 5 classes, Michaelmas Term; (iii) **Econometric Topics in Macro-Economics** (Ec120), 10 lectures and 5 classes, Lent Term. Segments (ii) and (iii) may be regarded as alternatives and students are not expected to prepare both for examination, although they are encouraged to audit the lectures. See the relevant undergraduate study guides for further details, under **Econometric Theory** Ec1575 and **Topics in Quantitative Economics**, Ec1579.

Pre-Requisites: Students should normally have completed an undergraduate course in econometrics or statistical theory. Knowledge of linear algebra, calculus and statistical theory is assumed. See **Mr. Davidson** if you are in any doubt about your eligibility.

Examination Arrangements: There is a three hour examination in the Summer Term. The examination paper is in three sections, with questions on course segments (i), (ii) and (iii) respectively. Four questions must be answered, at least one on segment (i) and any three others.

N.B. This examination takes place at the same time as the B.Sc. Econometric Theory examination, and so may be a little earlier than the other M.Sc. papers.

Ec2425

History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S675
Course Intended Primarily for M.Sc. (Economics), M.Sc. (Economic History).

Core Syllabus: The course traces the development of monetary and macroeconomic theory from about the middle of the eighteenth until the beginning of the twentieth century. It examines the recurring theoretical debates in the light of modern economic analysis and the very similar modern controversies.

Course Content: The major authors studied are Hume, Cantillon, Thornton, Ricardo, Fullarton, J. S. Mill, Wicksell and Marshall. Two important monetary controversies, the Bullionist and Currency Banking School controversies, will be examined in detail.

Teaching Arrangements: Ec221. 20 lectures Michaelmas and Lent Terms; 20 seminars devoted to the analytical reading of texts.

Reading List: Apart from the original texts, the following general histories may be consulted: M. Blaug, *Economic Theory in Retrospect* (3rd edn.), Cambridge University Press; D. P. O'Brien, *The Classical Economists*, Oxford University Press; J. Schumpeter, *History of Economic Analysis*; J. Viner, *Studies in the Theory of International Trade*; L. Robbins, *Robert Torrens and the Evolution of Classical Economics*; T. W. Hutchinson, *Review of Economic Doctrines*; J. R. Hicks, *Critical Essays in Monetary Theory*.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the full syllabus covered by the lectures and classes.

Students are required to answer three questions out of a wide range of choices covering the syllabus.

Ec2426

International Economics

Teachers Responsible: Dr. B. V. Hindley, Room S583, Dr. R. van der Ploeg, Room S584 and Dr. E. A. Kuska, Room S186

Course Intended Primarily for M.Sc. in Economics,
Scope: The aim of the course is to assist the student in understanding the theory, history and institutions of the international economy.

Syllabus: Introduction to International Trade and International Monetary Economics. Trade Theory: The simplest Ricardian Model of international trade followed by a development of the Heckscher-Ohlin-Samuelson model and its basic theorems.

Monetary Theory: An introductory survey of the development of balance-of-payments theory.

History and Institutions: A brief history of the international economy followed by discussions of the more important international institutions and financial markets.

The Theory of International Trade and Commercial Policy: The first part of this course explores the implications of relaxing the major assumptions of the basic model developed in the introductory lectures. The course then turns to issues of commercial policy and protection, quotas and other non-tariff barriers, customs unions, and tariff structure.

International Monetary Economics: The course begins with treatments of monetary, Keynesian and asset-market models of the international macroeconomy. It continues with a coverage of the following topics: macroeconomic adjustment under flexible exchange rates when domestic prices are 'sticky', the exchange rate and the current account, monetary and fiscal policy with fixed and flexible exchange rates, the efficiency of the foreign exchange market, and relative prices and macroeconomic adjustment in the open economy.

Pre-Requisites: Students are assumed to have completed a good undergraduate course in economic principles.

Teaching Arrangements:

Ec222 **Introduction to International Trade and International Monetary Economics.** Lectures: (i) Theory, 10 hours; (ii) History and Institutions, 10 hours. No classes.

Ec223 **The Theory of International Trade and Commercial Policy.** Lectures: 15 hours. Classes: Ec223a, 15 hours.

Ec224 **International Monetary Economics.** Lectures: 15 hours. Classes: Ec224a, 15 hours. In the classes Ec223a, each student is expected to present a paper applying international trade theory to some aspect of international economic relations. For Ec224a, sheets of problems and topics will be distributed and students are expected to discuss these in the classes. In addition, several pieces of written work will be assigned during the course.

Reading List: Complete reading lists will be distributed at the beginning of each lecture course. R. Solomon, *The International Monetary System 1945-1981*,

Harper & Row, 1982; A. I. MacBean & P. N. Snowden, *International Institutions in Trade and Finance*, George Allen & Unwin, 1981; R. E. Caves & R. W. Jones, *World Trade and Pavements*, Little Brown, 1981; R. E. Caves & H. G. Johnson (Eds.), *Readings in International Economics*, George Allen & Unwin, 1968; H. G. Johnson, 'Optimal Trade Intervention in the Presence of Domestic Distortions' in R. E. Baldwin *et al* (Eds.), *Trade, Growth and the Balance of Payments*, Rand McNally, 1965; R. G. Lipsey, 'The Theory of Customs Unions' (*E.J.*, September 1960); E. Tower, 'Commercial Policy Under Fixed and Flexible Exchange Rates' (*Q.J.E.*, August 1973); R. Dornbusch, *Open Economy Macroeconomics*, Basic Books, 1980; M. Mussa, 'Macroeconomic Interdependence and the Exchange Rate Regime' in R. Dornbusch & J. Frenkel (Eds.), *International Economic Policy*, John Hopkins, Baltimore, 1979; W. H. Buiter & M. Miller, 'Real Exchange Rate Overshooting and the Output Cost of Bringing Down Inflation' (*European Economic Review*, May/June 1982); R. Dornbusch & S. Fischer, 'Exchange Rates and the Current Account' (*A.E.R.*, December 1980); R. W. Jones & P. B. Kenan (Eds.), *Handbook of International Economics*, Vol. II, 1985.
Examination Arrangements: There is a single three hour examination in the Summer Term. All students are required to answer questions on the material in Ec222, but those on either Ec223 or Ec224 may be omitted if students prefer to specialize.

Ec2428

Theory of Optimal Decisions

See **Economics of Investment and Finance** Ec1542

Ec2429

Labour Economics

Teacher Responsible: Professor R. Layard, Room R463

Course Intended Primarily for M.Sc. (Econ.) final year and M.Phil.

Core Syllabus:

The course has two sections:

- (i) Unemployment and inflation
- (ii) Labour supply and wage structure.

It aims to deploy the most up-to-date theory and then use it (together with econometric evidence) to explain recent history in Britain and the U.S.A.). This then provides a framework for evaluating the available policy options.

Course Content:

(i) Unemployment and inflation. (25 lectures)
Models of equilibrium unemployment, with monopolistic firms and non-market-clearing wages. Economics of unions. Efficiency wage models. Labour market search and unemployment benefits. The structure of unemployment (by occupation and region). Dual labour market models. Fluctuations of employment and the sources of wage inflexibility (nominal and real). Determinants of labour market response to shocks. Policies to reduce equilibrium unemployment (employment subsidies, training, public employment, incomes policy, profit-sharing, work-sharing).

(ii) Labour supply and wage structure. (10 lectures)
Hours of work. Women's labour force activity. Incentive effects of taxes and income maintenance. Human capital and earnings inequality. The supply of skilled manpower, and occupational choice. Optimal redistribution of income.

Pre-Requisites: Economics degree or equivalent. Calculus required.

Teaching Arrangements: Professor R. Layard: 25 lectures, 7 classes.

Professor C. Pissarides, 10 lectures, 3 classes.

Written Work: Students will write 4 short essays during the year. Professor Layard will supervise all students taking the course.

Reading List: Mainly articles. The following books will be useful:

O. Ashenfelter & R. Layard (Eds.), *Handbook of Labour Economics*; C. Bean, R. Layard & S. Nickell, *The Rise in Unemployment*; G. Akerlof & J. Yellen (Eds.), *Efficiency Wage Models of the Labour Market*; and the following books, which will be available in draft: R. Layard *et al*, *Unemployment*; C. Pissarides, *Equilibrium Unemployment Theory*.

A detailed reading list will be provided at the beginning of the course.

Examination Arrangements: There will be one three-hour written paper, three questions to be attempted out of about seven.

Ec2430

Monetary Economics

Teacher Responsible: Professor C. Goodhart, Room S377 and Dr. D. Webb, Room S587

Course Intended Primarily for M.Sc. in Economics and M.Sc. in Econometrics and Mathematical Economics.

Core Syllabus: The course aims to develop the student's ability to undertake research in monetary economics by studying a number of current issues both theoretical and applied.

The neutrality of money; the classical dichotomy and the neutrality of money; the Patinkin debate and its consequences. Money in the overlapping generations model; the indeterminacy of the price level. The optimal quantity of money. The analysis of government debt; the role of bequests and liquidity constraints.

Portfolio theory and asset market equilibrium; the theory of liquidity preference and the stock market. The non-neutrality of changes in the rate of monetary growth. The theory of open market operations. The term structure of interest rates. Efficient markets and the volatility of asset prices.

Course Content: The nature and form of markets; the role of market makers; market imperfections. The historical development and role of money; the payments system; credit and financial intermediation; the role and functions of banks.

The demand for money; inventory theoretic approaches; money as an asset; stability of demand for money functions; money as a buffer stock. Empirical evidence on the demand for money.

Monetary control; monetary base control versus interest rate determination. Transmission mechanism of monetary policy; interest rate effects, wealth effects. Disequilibrium money. Anticipated versus

unanticipated monetary growth. Rules versus discretion. Monetary targets.

Determination of the stock of money. Banking treated as an industry; credit rationing and asymmetric information. Central Bank's regulation and its lender of last resort role; deposit insurance. Arguments for and against free banking. What is different about banks; the particular nature of bank assets.

Pre-Requisites: Students are assumed to have done the equivalent of the undergraduate course **Economic Principles**. Only rudimentary knowledge of mathematics is assumed though more would be helpful. **Teaching Arrangements:** There are forty-five hours of lectures and classes being arranged on an ad hoc basis. Students will be set regular exercises in the form of short essays and analytical problems. These exercises will be discussed in the classes and students are expected to have prepared the answers in advance. Students may also wish to attend the course Ec229, **International Banking and Euro-Markets** (10 lectures, Lent Term) given by **Mr. Alford**; there is no examination for this course.

Reading List: A reading list will be handed out by the lecturers at the beginning of their sessions. Students wishing to undertake some preliminary reading in advance of the course itself might read E. Fama, *Foundations of Finance*; Goodhart, *Money, Information and Uncertainty*, (though the latter is increasingly out of date: a revised edition may be available in 1989). More mathematically adept students might try Gale, *Money: in General Equilibrium and Money in Disequilibrium*, though he uses a general Walrasian equilibrium model which is explicitly eschewed in the course. Useful survey articles to read include Hirshleifer and Riley, 'The Analysis of Uncertainty and Information - an Expository Approach', *JEL*, 1979; Goldfeld, 'The Demand for Money Revisited', *Brookings Papers*, 1973; Santomero, 'Modelling the Banking Firm', *JMCB*, 1984.

Examination Arrangements: The assessment for this course depends entirely on a three-hour formal examination in the Summer Term. The paper contains ten, or more questions of which four must be answered. No credit is given for answering more than four questions.

Ec2435

Public Finance

Teachers Responsible: Professor A. B. Atkinson, Room R407 and Dr. J. Leape, Room S279

Course Intended Primarily for M.Sc. in Economics

Core Syllabus: A course in the principles of public economics, covering both normative and positive aspects of the subject. The material covered will include theoretical and empirical studies of taxation and government spending.

Course Content: Theories of the state. Concepts of justice. Measurement of inequality and poverty. Distribution of income and distributional effects of taxes and public spending. General equilibrium incidence of taxation. Impact of taxes on household decisions with respect to labour supply, savings and risk-taking. Optimum taxation and the design of fiscal policy. Corporate taxation and corporate financial

policy. Taxes and investment. General equilibrium models of corporate finance. Taxes and asset markets. Public enterprises.

Pre-Requisites: No special pre-requisites.

Teaching Arrangements:

Lectures: Ec236 **The Economics of Public Finance (Professor Atkinson and Dr. Leape)** Michaelmas and Lent Terms.

Ec238 **Public Enterprise Economics (Professor Bös)** three two-hour lectures, Lent Term.

Seminar on Public Economics (Professor Stern and Dr. Leape). Classes organised by **Dr. Leape**.

Attention is also drawn to LL231 **Problems in Taxation Seminar (Professor King, Dr. Barr and Mr. Avery Jones)** Lent and Summer Terms, fortnightly, commencing January.

Reading List: A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*, McGraw-Hill, 1980; A. Auerbach & M. S. Feldstein (Eds.), *Handbook of Public Economics*, North-Holland, 1985; M. A. King, *Public Policy and the Corporation*, Chapman and Hall, 1977; J. A. Pechman, *Who Paid the Taxes 1966-1985?* Brookings, 1985; H. J. Aaron & J. A. Pechman (Eds.), *How Taxes Affect Economic Behaviour*, Brookings Institution, 1981; D. C. Mueller, *Public Choice*, Cambridge University Press, 1979; R. W. Boadway & N. Bruce, *Welfare Economics*, Basil Blackwell, 1984; D. Bös, *Economic Theory of Public Enterprise*, Springer.

Examination Arrangements: One three-hour paper.

Ec2436

The Economics of Industry

Teacher Responsible: Dr. J. Sutton, Room S278

Course Intended Primarily for M.Sc. (Econ.) and M.Phil; Industrial Relations and Personnel Management; Accounting and Finance.

Core Syllabus: A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theory, and to develop the applications of that theory in the area of Competition Policy (Anti-trust).

Course Content: Prerequisites in Game Theory. An introduction to current developments in Oligopoly Theory. A formal analysis of conduct in concentrated industries (Cartel stability, Limit pricing, Predatory pricing, etc.), Empirical implementation of Oligopoly models. Explaining industrial structure: some theoretical and empirical perspectives. Economics of scale, etc. R. & D. Advertising. Vertical restraints. The theoretical foundations of competition policy (anti-trust). A detailed study of selected cases, drawn from the U.K., the EEC and the U.S. (Class assignments in the Lent Term will be based on an analysis of these cases).

Pre-Requisites: A strong background in microeconomic theory.

Teaching Arrangements: Twenty lectures, **Economics of Industry (Graduate Course)**, of one hour each, in the Michaelmas and Lent Terms. Weekly classes in the Michaelmas and Lent Terms. Students should consult S278 for details of first meeting.

Reading List: A full reading list will be supplied at the beginning of the course. Some of the more important items are listed here.

J. Friedman, *Game Theory with Applications to Economics*, O.U.P., 1986; E. Maskin and J. Tirole, *Oligopoly with Large Fixed Costs*; P. Milgrom and J. Roberts, 'Limit Pricing and Entry under Incomplete Information: An Equilibrium Analysis', *Econometrica*, 1982; C. d'Aspremont, A. Jacquemin, J. Gabszewicz and J. Weymark, 'On the Stability of Collusive Price Leadership', *Canadian Journal of Economics*, 1983; R. H. Porter, 'A Study of Cartel Stability: the Joint Executive Committee 1880-1886', *Bell Journal of Economics*, 1983; D. Gately, 'A Ten-Year Retrospective: OPEC and the World Oil Market', *Journal of Economic Literature*, 1984; P. Areeda and D. F. Turner, 'Predatory Pricing and Related Practices under Section 2 of the Sherman Act', *Harvard Law Review*, 1975; B. S. Yamey, 'Predatory Price Cutting: Notes and Comments', *Journal of Law and Economics*, 1972; D. M. Kreps and R. Wilson, 'Reputation and Imperfect Information', *Journal of Economic Theory*, 1982; D. S. West, 'Testing for Market Pre-emption using Sequential Location Data', *Bell Journal of Economics*, 1981; S. Nickell and D. Metcalf, 'Monopolistic Industries and Monopoly Profits, or Are Kellogs Cornflakes Overpriced?', *Economic Journal*, 1978; J. Bain, *Barriers to New Competition*; H. J. Goldschmid, H. M. Mann and J. F. Watson, *Industrial Concentration: The New Learning*, chapter 2; N. Ireland, *Product Differentiation and Non-Price Competition*; A. Shaked and J. Sutton, 'Product Differentiation and Industrial Structure', *Journal of Industrial Economics*, 1987; W. S. Comanor and T. A. Wilson, 'Advertising, Market Structure and Performance', *Review of Economics and Statistics*, 1967; P. Dasgupta, 'The Theory of Technological Competition', in J. E. Stiglitz and G. F. Mathewson (Eds.), *New Developments in the Analysis of Market Structure*, Macmillan, 1986; L. Benham, 'The Effect of Advertising on the Price of Eyeglasses', *Journal of Law and Economics*; G. F. Mathewson and R. A. Winter, 'An Economic Theory of Vertical Restraints', *Rand Journal of Economics*, 1984; F. M. Fisher, J. J. McGowan and J. E. Greenwood, *Folded, Spindled and Mutilated: Economic Analysis and U.S. v. I.B.M.*, MIT Press, 1983; R. T. Lamarter, *Big Blue: IBM's Use and Abuse of Power*; J. Pearce and J. Sutton, *Protection and Industrial Policy in Europe*, Routledge & Kegan Paul, 1985, chapter 12: 'The Grundig/Thomson-Brandt Affair: Competition Policy and the French Memorandum'; R. Schmalensee, 'On the Use of Economic Models in Anti-trust: The ReaLemon Case', *University of Pennsylvania Law Review*, 1979.

Examination Arrangements: There is a three-hour formal written examination in the Summer Term.

Ec2437

Capital Markets

(Not available 1988-89)

Teacher Responsible: Professor M. A. King, Room R510 (Secretary Anne Brown)

Course Intended Primarily for M.Sc. in Economics or Mathematical Economics and Econometrics.

Core Syllabus: The aim of this course is to analyse the behaviour of households and companies in the capital

market, and to examine the role of financial markets in channelling household savings into corporate investment. Both theoretical and empirical issues are studied, and particular reference is made to public policy questions.

Course Content: A graduate course in the economics of capital markets. This course comprises the theoretical and empirical analysis of capital markets with particular reference to the effects of government policy. The optimum allocation of risks among economic agents and the extent to which this can be achieved with private markets provides a framework within which to discuss the following topics: private and public investment decisions under uncertainty; the theory of corporate finance and the behaviour of asset markets with taxes; taxes, inflation and the stock market; household savings and portfolio decisions; optimal taxation of capital income, both at the corporate and personal level; the role of pensions and public debt; public policy toward take-over and mergers; the relationship between tax policy and other forms of intervention, eg legislation and public ownership; the welfare economics of capital markets with imperfect information.

The course will examine both the theory of optimal public policy and the empirical literature on the impact of policies actually pursued.

Teaching Arrangements: Twenty five lectures (Ec249) of one and a half hours each in the Michaelmas, Lent and Summer Terms. Weekly classes (Ec249a).

Examination Arrangements: a three hour formal written examination in the Summer Term.

Ec2440

The Economics of Less Developed Countries

Teachers Responsible: Dr. C. Scott, Room S380 and Professor N. H. Stern, Room R424.

Course Intended Primarily for M.Sc. final year, and Diploma in Social Planning.

Core Syllabus: The course provides an advanced treatment of development economics, including theory, evidence and policy.

Course Content: Standard topics in development economics are treated at an advanced level.

(i) Selected growth models are examined to seek explanations for the recent growth performance of developing countries. Econometric evidence on structural transformation is critically reviewed and theories of economic dualism are evaluated. The use of social cost-benefit analysis is discussed with particular attention paid to the determination of shadow prices. (ii) Selected aspects of agricultural structure are examined prior to analysing land reform. The microeconomics of agricultural institutions are then explored, paying particular attention to the operation of rural factor markets. Topics covered usually include common property resources, share tenancy, efficiency wage theories, informal credit markets and technical change in agriculture.

(iii) The investigation of the different routes which can lead (or fail to lead) to the satisfaction of "basic needs" in less affluent countries, including the pursuit of economic growth and the resort to direct intervention;

the conflicts and complementarities which arise between these different routes; and the experience which different countries (capitalist and socialist) have had in this respect.

(iv) The effects of the external sector on economic development with particular emphasis on balance of payments, two-gap models, commodity schemes, aid and capital movements. Problems of macroeconomic stabilisation and structural adjustment may also be treated.

Pre-Requisites: Students are assumed to be well qualified for an M.Sc. in Economics. They are expected to have a good grounding in micro and macro theory, a knowledge of standard empirical techniques used in economics, and some practice in applied economics. Prior training in development economics can be an advantage but certainly is not a pre-requisite.

Teaching Arrangements: Lectures (Ec242), a total of 25 lectures during the Michaelmas and Lent Terms. Classes (Ec244), ten classes, Lent and Summer Terms. The Seminar on the **Economics of Less Developed Countries** (Ec243) often relates to the course.

Reading List: P. T. Bauer, *Dissent on Development; Equality, Third World and Economic Delusion*; K. Basu, *The Less Developed Economy*, Blackwell, 1984; H. Barnum & L. Squire, *A Model of an Agricultural Household*; H. Chenery & R. Syrquin, *Patterns of Development 1950-1970*; R. Findlay, *International Trade and Development Theory*; P. Yotopoulos & J. Nugent, *Economics of Development*; C. J. Bliss & N. H. Stern, *Palampur: The Economy of an Indian Village*; A. K. Sen, *Resources, Values and Development*, Blackwell, 1984; A. Sen, *Poverty and Famines, An Essay on Entitlement and Deprivation*; L. Taylor, *Macro Models for Developing Countries*; M. Gersovitz, C. F. Diaz-Alejandro, G. Rahis & M. R. Rosenzweig, *The Theory and Experience of Economic Development*; L. G. Reynolds, *Agriculture in Development Theory*; R. M. Solow, *Growth Theory*, I. M. D. Little & J. A. Mirrlees, *Project Appraisal and Planning for Developing Countries*.

Most of the specific reading for the course comes from the recent journal literature.

Examination Arrangements: The final grade is assigned solely on the basis of performance in a three hour written examination held towards the end of the Summer Term. Students are asked to write on four questions from a list of twelve.

Ec2442

Theory and Implementation of Central Indicative and Development Planning

Teachers Responsible: Dr. S. Gomulka, Room S576, Dr. S. Estrin, Room S375 and Professor M. Desai, Room S87

Course Intended Primarily for M.Sc. in Economics final year.

Core Syllabus: A comparative evaluation of planning in centrally planned and mixed economies.

Part A covers the theory, techniques and actual practice of macroeconomic planning; all these in reference to (mainly) centrally planned economies.

Part B of the course gives the background in social

institutions and ownership to central planning (U.S.S.R.) and indicative planning (France). It also discusses the planner's implementation problem.

Course Content:

Part A: Aggregative planning: policy variables and alternative development strategies. Multi-sectorial planning: consistency models of the Leontief input-output type and optimal models of the programming type. Detailed planning of the Soviet type: the method of product, labour and investment balances.

Planning as a bargaining process under limited information: micro and macroeconomic implications. Macroeconomic econometric models for centrally planned economies: Sovmod and others. Market socialism of the Lange-Taylor-Brus type and market communism of the Arrow-Hurwicz-Malinvaud type.

Part B: A critical evaluation of the theory of indicative planning. Problems of information coordination, incentives and implementation. The experience of indicative planning in France and Japan, with empirical evaluation of the impact. The prospects for planning in the United Kingdom. "Social Planning" and workers' self-management in Yugoslavia.

Part C: Development policies and their relation to (i) plan implementation mechanisms; (ii) the contents of plans.

Pre-Requisites: Any M.Sc. Economics student should be able to follow.

Teaching Arrangements:

Part A: Ten one-hour lectures (Ec247i) by Dr. S. Estrin.

Part B: Twenty one-hour lectures (Ec247ii) by Dr. S. Gomulka.

Part C: Five one-hour lectures (Ec247iii) by Professor Desai

Seminar: **Comparative Economics and Economic Systems** meets weekly, sessional. The seminar's conveners: Dr. S. Gomulka, Dr. S. Estrin and Professor Peter Wiles. The seminar discusses topics related to the course and students are advised to attend.

Students may find it useful to attend also Ec245 Soviet Economic Development.

Written Work: There are no classes, but students are expected to prepare essays for their supervisors.

Reading List: Part A: Blitzer-Clark-Taylor (Eds.), *Economy-Wide Models and Development Planning* especially the contributions by Taylor and by Clark, Oxford University Press, 1975; Carter-Brody, *Application in Input-Output Analysis* Vols. 1 and 2, North-Holland Publishing Company, 1970; M. Ellman, *Planning Problems in the U.S.S.R.*, Cambridge University Press; D. Green & C. Higgins, *SOVMOD I: A Macroeconomic Model of the Soviet Union*, 1977; G. Healm, *The Theory of Planning*, North-Holland Publishing Company; L. Johansen, *Lectures on Macroeconomic Planning*, Vols. 1 and 2, 1977; J. Kornai, *Mathematical Planning of Structural Decisions*, chaps. 1-3, North Holland Publishing Company; J. Kornai, *Economics of Shortage*, 1980; D. Liggins, *National Economic Planning in France*; E. Malinvaud, 'Decentralised Procedures for Planning' in E. Malinvaud & Bachardach (Eds.), *Activity Analysis in the Theory of Growth and Planning*; Nove-Nuti (Ed.), *Socialist Economics*, Part I, 1972; Articles by Lange, Brus-Laski, Dobb, Domar and Kornai. S.

Gomulka, *Growth, Innovation and Reform in Eastern Europe*.

Part B: S. Estrin & P. M. Holmes, *French Planning in Theory and Practice*; M. Cave & P. Hare, *Theory of Economic Planning*; P. Hare, *Planning the British Economy*; J. Meade, *Theory of Indicative Planning*; N. Ireland & P. Law, *Economic Analysis of Labour-Managed Enterprises*; E. Comisso, *Plan and Market in Yugoslav Economic Thought*.

A full reading list will be distributed at the start of the course.

Part C: References related to national planning in LDCs, mainly in India.

Lists of journals papers and optional references are circulated.

Examination Arrangements: The examination paper is in two sections, 1 and 2, section 1 containing questions corresponding to Part A and section 2 to Parts B and C above. Students are required to answer four questions, at least two questions from section 1 and one question from section 2. All questions have equal weight.

Ec2455

Marx, Walras and Keynes in the Light of Contemporary Economic Analysis

Teacher Responsible: Professor Desai, Room S87

Course Intended for M.Sc. (Economics) but also available for M.Sc. (Econometrics and Mathematical Economics).

Core Syllabus: A critical look at the problems in economics with special reference to the theories of value and money.

Course Content: The course is in two parts. Part 1 deals with the theory of value in the classical economists, Marx, and the early marginalists; the neo-classical economists and Keynes. Part 2 deals with attempts in the economic literature to construct a theory of a monetary economy. It covers the theories of Marx, Walras, Wicksell, Hayek, Myrdal and Keynes.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Ec253), one each week in Michaelmas, Lent and Summer Terms plus a seminar (Ec254) of one and a half hours for ten weeks in which students will be expected to present papers on the course material.

Reading List: There are no set textbooks in this course and the reading list is updated each year to take into account new developments. Selections from the reading lists of recent years are given below but relevant reading lists will be made available at the beginning of the course.

1. *Value:* Arrow and Hahn, *General Competitive Analysis*, selected Chapters, K. Marx, *Capital*, Vol. I/1-3, Vol. III/12; D. Ricardo, *Principles of Political Economy and Taxation* Chs. 1, 2, 4, 5, 6, 30.

2. *Theory of a Monetary Economy:* M. Desai, *Marxian Economics*; F. Hayek, *Prices and Production*; J. M. Keynes, *Treatise on Money*, Vol. 1, *General Theory of Employment, Interest and Money*; K. Marx, *Capital*, Vols. 1-3; G. Myrdal, *Monetary Equilibrium*; L. Walras, *Elements* Translated by Jaffe; K. Wicksell, *Interest and Prices; Lectures on Political Economy*.

Examination Arrangements: A three hour written examination in the Summer Term along with other M.Sc. examinations.

Ec2465

Economic Inequality

Teachers Responsible: Professor A. B. Atkinson, Room R407 and Dr. F. A. Cowell, Room S475

Course Intended Primarily for M.Sc. in Economics

Core Syllabus: The aim of the course is to show how economic analysis can be applied to the distribution of income and wealth.

Course Content: Principles of economic justice. Measurement of inequality. Measurement of poverty. Models of the distribution of income and wealth. Theories of the distribution of earnings.

Pre-Requisites: Third-year undergraduate knowledge of economic principles.

Teaching Arrangements:

Lectures: Ec258 by Professor Atkinson and Dr. F. A. Cowell commencing in the Michaelmas Term.

Seminar on **Economic Inequality** (Ec259) organised by Professor Atkinson and Dr. Cowell. Classes organised by Dr. Cowell.

Reading List: A. B. Atkinson, *The Economics of Inequality*; A. K. Sen, *On Economic Inequality*; F. A. Cowell, *Measuring Inequality*; J. E. Meade, *The Inheritance of Inequalities*; A. B. Atkinson (Ed.), *Wealth, Income and Inequality*.

Examination Arrangements: There is a three-hour examination. Students are expected to answer three questions out of eight.

Ec2470

The Economics of Technological Change and Long-Term Growth

Teacher Responsible: Dr. S. Gomulka, Room S576

Course Intended Primarily for Final Year M.Sc. in Economics.

Core Syllabus: The course covers an integrated (microeconomic) theory of the determinants and consequences of innovation and an integrated (macroeconomic) theory of innovation, international diffusion and long-term growth. Both theoretical and empirical aspects are covered. The course should appeal especially to students in industrial organization and development.

Course Content:

Microeconomics: economic determinants of R & D, patents and their value, R & D and productivity growth, induced patterns of innovation across countries, private and social returns to R & D, interaction between R & D and capital investment, diffusion of technology.

Macroeconomics: measures of innovation and measurement problems, optimal rate and direction of technological change, variation in technological levels and mechanisms of international technological transfer, models of innovation and growth in the technology-importing country, technological unemployment and cycles, a theory of international variation in innovation and productivity growth.

Pre-Requisites: No particular pre-requisites. The first two courses are theoretical in orientation, but their level

of mathematics and economic theory is comparable to that of the main M.Sc. micro and macro courses.

Teaching Arrangements: Lectures: There are two sections in the course and a seminar.

(i) **Microeconomics:** Ec260 **Empirical and Theoretical Aspects of the Economics of Technological Change.** 15 lectures Michaelmas and Lent Terms given by **Dr. M. Schankerman.**

(ii) **Macroeconomics: Inventive Activity, Diffusion and the Dynamics of Long-Term Growth.** 12 lectures Lent Term given by **Dr. S. Gomulka.**

(iii) **Technological Change Workshop.** 5 meetings beginning 6th week of the Lent Term, to discuss topics related to the course. The seminar conveners: **Dr. S. Gomulka and Dr. M. Schankerman.**

Written Work: There are no classes, but students may present seminar papers and prepare essays for their supervisors.

Reading List: Microeconomics: Required articles — roughly fifteen papers by Grilches, Arrow, Spence, Schankerman, Pakes, Evenson and others. Relevant books include P. Stoneman, *The Economic Analysis of Technological Change*, 1983; R. Evenson & Y. Kislev, *Agricultural Research and Productivity*, 1975.

Macroeconomics: Required reading — some ten papers by Findly, Gomulka, Nelson-Winter, Phelps and others. Also S. Gomulka, *Inventive Activity: Diffusion and the Stages of Economic Growth*; W. D. Nordhouse, *Invention, Growth and Welfare.*

Examination Arrangements: The examination is in two sections. Four questions should be answered. No more than two questions may be answered from any section. All questions have equal weight.

Ec2495

Topics in Economic Analysis

Teacher Responsible: Dr. J. Hardman Moore, Room S680

Course Intended Primarily for M.Phil. or Ph.D. students in Economics.

Core Syllabus: The aim of the course is to cover recent developments in Economic Analysis, both theoretical and applied; with the particular aim of suggesting areas for fruitful research.

Teaching Arrangements: There will be six units, each consisting of ten hours of lectures comprising the course **Topics in Economic Analysis** (Ec410).

Reading List: A separate reading list will be supplied for each section at the time of the course.

Examination Arrangements: There will be a three hour examination. The paper will be in six sections, and candidates will be expected to answer four questions, drawn from at least two sections.

Ec2510

The Economics of Regional and Urban Planning

Teacher Responsible: Dr. C. M. E. Whitehead, Room S579

Course Intended Primarily for M.Sc. Regional and Urban Planning Studies

Core Syllabus: The course examines the economic

principles and techniques necessary for the analysis of regional and urban structure and uses these principles to examine regional and urban problems and to evaluate policies which have been employed to alleviate these problems. The course relates mainly to the industrialized nations of Europe and North America with some discussion of the particular problems of developing nations.

Course Content: Industrial and residential location decisions. The determination of urban rents and land values. The structure of the urban area. The determination of income, growth and decline of cities and regions. The possible convergence of disparities between regions. Urban and regional factor markets. The role of trade and factor mobility. The rationale of government intervention. Public goods, externalities and other causes of market failure. Methods of intervention: land use controls, regulations and standards, taxation and subsidy. Financing the public sector: grants, property taxation, other local taxes. Pricing and investment decisions in the public sector. The principles of cost benefit analysis and their application to public sector decision making. Local public finance. Urban housing and transport problems and policies. The rationale of regional policies. Instruments of regional policy.

Pre-Requisites: Students should normally have completed an introductory course in Economics. A higher level of attainment will enable the student to cover the material in more depth. Students without this background must attend Ec101 **Economics A2** as a pre-requisite.

Teaching Arrangements:

Ec400 **Topics in Urban and Regional Economics** 24 hours lectures, C. M. E. Whitehead, R. A. Jackman and others Michaelmas, Lent and Summer Terms.

Ec401 **Seminar in Regional and Urban Economics** 15 1½ hour seminars, R. A. Jackman, C. M. E. Whitehead and others Michaelmas, Lent and Summer Terms.

Ec234 **Urban and Transport Economics** 10 1½ hour seminars, S. Glaister, R. A. Jackman, C. M. E. Whitehead, Lent Term.

Written Work: Students are expected to prepare seminar papers and to do regular exercises for the class.

Reading List: The recommended text books for Ec400 are: R. W. Vickerman, *Urban Economics*; A. Evans, *Urban Economics* and H. Armstrong & J. Taylor, *Regional Economic Policy and its Analysis*. In addition students may wish to refer to A. J. Harrison, *Economics of Land Use Planning*; B. Walker, *Welfare Economics and Urban Problems*; K. Willis, *Economics of Town and Country Planning*; H. Richardson, *Elements of Regional Economics*; H. Dunkerley (Ed.), *Urban Land Policies: Issues and Opportunities*. Reading on specific topics may be provided at the lectures.

A detailed reading list for each seminar topic covered in Ec401 will be provided at the beginning of each section of the course.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term. The examination paper normally contains nine questions of which three must be attempted. Students are also required to sit a short examination covering Ec101 and Ec400 at the beginning of the Lent Term.

Ec2515

The Economics of European Integration

Teacher Responsible: Mr. A. Marin, Room S566

Course Intended Primarily for M.Sc. (Econ.) in European Studies, Paper 3(e).

Core Syllabus: This course may be taught if there is sufficient demand by those for whom the economic analysis and content of Ec256 are too simple.

Ec2516

The Economic Organisation of the European Community

Teacher Responsible: Mr. A. Marin, Room S566

Course Intended Primarily for M.Sc. (Econ.) in European Studies, Paper 1 and 2(c); M.Sc. (Econ.) in Politics of the World Economy, Paper 2 and 3(d).

Core Syllabus: The course covers various economic aspects of the EEC. These include the gains/losses from formation of a common market, the European Monetary System, the Common Agricultural Policy, competition and regional policy, relations with non-members.

Course Content: The course covers various economic aspects of the EEC. It examines some areas of current policy concern from the economic viewpoint and also provides an economic analysis of the process of integration of the member states.

Pre-Requisites: Students who have not previously studied economics should also take Ec257 during the Michaelmas Term to acquire the necessary background.

Teaching Arrangements: Twenty lectures (Ec255) will be given by Mr. Marin and there will be fifteen seminars (Ec256). Some of the seminars will be given by students. A mid-year examination is given to help assess students progress (see M.Sc. European Studies description).

Reading List: A detailed reading list will be given out at the beginning of term. Many of the topics are covered in D. Swann, *The Economics of the Common Market*; P. Robson, *The Economics of European Integration*; A. El Agra (Ed.), *The Economics of the European Community*.

Examination Arrangements: A written 3-hour formal examination in the Summer Term, with three questions to be answered out of ten.

Ec2520

Economics for M.Sc. Sea-Use

Teacher Responsible: To be arranged

Course Intended Primarily for students for M.Sc. in Sea-Use.

Core Syllabus: Application of economic analysis to explaining the pattern of marine resource use and to designing rational management policies.

Course Content: Economics of exhaustible resources: fish, offshore oil and gas, manganese nodules. Cost benefit analysis, particularly applied to port pricing and investment. Externalities as applied to pollution control.

Teaching Arrangements: Two meetings of two hours per week during Lent Term and also parts of

Michaelmas and Summer Terms. The meetings will combine lecture and discussion.

Written Work: Two essays and preparation for class discussion.

Reading List: L. Anderson, *The Economics of Fisheries Management*; P. Dasgupta, *The Control of Resources*; R. Eckert, *The Enclosure of Ocean Resources*; E. Benathan & A. Walters, *Port Pricing*; A. Fisher, *Resource and Environmental Economics*.

Examination Arrangements: Written 3 hour examination in Summer Term. 50% of marks for choice of six from twelve short questions, remaining marks for two from six longer questions.

Ec2550

Advanced Quantitative Economics I

Teacher Responsible: Professor M. J. Desai, Room S87

Course Intended Primarily for M.Sc. (Econometrics) Final Year.

Core Syllabus: Recent developments in econometrics and quantitative economics studied with a view to integrating economics and econometrics.

Course Content: The seminar explores recent journal articles covering estimation and testing of models drawn from various fields of micro economics. The lectures provide background material for the seminar.

Pre-Requisites: A knowledge of econometric theory and applied econometrics corresponding to the undergraduate courses at LSE. Students must be prepared to read journal articles with difficult mathematical and statistical content.

Teaching Arrangements:

Ec302(i): Graduate Seminar for **Advanced Quantitative Economics I:** Michaelmas Term 10 two-hour seminars. All students attending the course are required to present papers and act as discussants in the seminar. The number of occasions per student depends on the number of students in the seminar but is normally three times in the term.

Ec303(i): **Advanced Quantitative Economics I:** Michaelmas Term. 10 lectures.

Reading List: Since this course is an attempt to cover recent research in applied econometrics, no textbook is entirely up-to-date. Background reading from textbooks such as Deaton & Muellbauer, *Economics of Consumer Behaviour* and M. J. Desai, *Applied Econometrics* might be regarded as pre-requisites for the course. The student will not be expected to read the whole literature of the subjects covered, and might be expected to read one or two journal articles on two-thirds of the topics, but to read more widely on topics where he is presenter or discussant.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Eight questions are based on the work of the Michaelmas Term from courses Ec302(i) and Ec303(i). Three questions are based on the first half of the course Ec304. Students are required to write three questions.

Ec2551

Advanced Quantitative Economics II

Teachers Responsible: Dr. C. R. Bean, Room R423B and Dr. S. Wadhvani, Room S275

Course Intended Primarily for students taking the M.Sc. in Econometrics and Mathematical Economics although the lectures may be of interest to M.Phil. and Research Fee students.

Core Syllabus: This course aims to familiarise the student with a broad range of topics which illustrate the use of quantitative techniques in economics research. There is some emphasis on modern macro-economics, particularly in the lecture course, but in the seminars a wide variety of other subjects are dealt with.

Course Content:

The lecture course (Ec303(ii)) (10 hours Lent Term, Dr. C. R. Bean and Dr. S. Wadhvani).

This course will be concerned with an analysis of the extent to which existing theoretical and empirical work helps up to understand major movements in macro variables. Among the topics which will be considered are:

1. Models of Business Cycles.
2. Consumption.
3. Unions, wages and employment.
4. Share price models.

The seminar series (Ec302(ii)) (20 hours Lent Term, Dr. C. R. Bean and Dr. S. Wadhvani).

These seminars will cover a variety of topics and will be presented by the students. Furthermore, those students writing projects are invited to discuss their results in this seminar. The topics which will be discussed, the order in which they will be taken and who will do what will be decided at a meeting towards the end of the Michaelmas Term, and at the first meeting of the seminar. Students are encouraged to choose topics in which they are particularly interested. Below we have listed a selection of potential topics. Any other area of economics which comes under the broad heading of Quantitative Economics will be considered, however, although we do reserve a final right of veto.

Possible Topics
Incentives

1. The impact of taxes on the supply of labour.
2. The impact on unemployment insurance on the level of unemployment.
3. Company profitability and growth and managerial remuneration.
4. Incentives and labour turnover – why do people change jobs.
5. Efficiency wage models.

Macroeconomic Theory and Policy

1. Long-run effects of fiscal and monetary policy.
2. Business cycles as an equilibrium or disequilibrium phenomenon.
3. Unemployment as an equilibrium or disequilibrium phenomenon.
4. The ineffectiveness of monetary policy.
5. Implicit contracts, wage stickiness and unemployment.
6. Cost push, unemployment and monetary accommodation.
7. Time inconsistency and credibility of optimal economic policy and reputational equilibrium.
8. Coordination of national policy in the world economy. Can it be counter-productive?
9. Open economy and dynamic extensions of rationing theory.

10. Equilibrium model with Keynesian features and capital market imperfections.

Other Topics

1. The determinants of individual earnings – genes, environment, education, luck, etc.
 2. The effect of trade unions on pay, productivity and turnover.
 3. Firm behaviour under uncertainty – what do firms maximise, if anything?
 4. Testing theories of exchange rate determination.
- The seminar programmes for the last three years are made available to M.Sc. students at the start of the academic year.
5. Empirical tests of the efficiency of financial markets.
 6. Causality and exogeneity.
 7. Cointegration.

Reading List: There is no central text. A full reading list will be available at the beginning of the session.

Examination Arrangements: There is a three-hour examination towards the end of the Summer Term. Four questions have to be answered and students have a free choice from around twelve questions on the paper. Typically four questions are based on the Lent Term lecture course and eight questions on the seminar series.

Ec2560

Advanced Econometric Theory I

Teacher Responsible: Professor P. M. Robinson, Room S577 (Secretary, Bernadette Benagh, S276)

Course Intended Primarily for M.Sc. (Econometrics) Final Year and M.Sc. (Statistics).

Core Syllabus: The courses are intended for students with a considerable background in econometric theory (either at the undergraduate level or in the preliminary year of the M.Sc. (Econometrics)) to provide (a) a general review of econometric theory at a more advanced level, and (b) an introduction to the statistical analysis of time series.

Course Content:

Advanced Econometric Theory:

1. Asymptotic statistical theory: convergence in probability and distribution, stochastic orders of magnitude, laws of large numbers and central limit theorems for sums of independent and dependent random variables.
2. Linear simultaneous equations system: structural and reduced forms, identities, lagged endogenous variables.
3. Identifiability: observational equivalence, global and local identifiability, multicollinearity, system and equation identifiability under linear and non-linear constraints.
4. Estimation of simultaneous equations systems, subsystems and single equations: Gaussian pseudo-maximum likelihood, minimum distance, two and three stage least squares, instrumental variable and other estimators, their asymptotic statistical properties.
5. Hypothesis testing: Wald, Lagrange multiplier and likelihood ratio test statistics, their relationship and asymptotic properties, testing overidentifying constraints, testing for misspecification.

Basic Time Series Analysis: Basic structure of time series, stationarity, autocorrelation, ARMA models, filtering and testing, linear forecasting, regression with

autocorrelated errors, tests of serial independence, Wold decomposition.

Pre-Requisites: A background in statistical theory and econometric theory similar to our undergraduate courses **Probability and Distribution Theory** and **Econometric Theory**.

Teaching Arrangements: There are two lecture courses, with classes associated with one of the courses, **Advanced Econometric Theory**.

Ec316 Advanced Econometric Theory. Professor P. M. Robinson 25 lectures: 15 in the Michaelmas Term, 10 in the Lent Term.

Ec316a Class for Advanced Econometric Theory. Professor P. M. Robinson. 20 classes: 5 in the Michaelmas Term (beginning 6th week), 10 in the Lent Term and 5 in the Summer Term.

SM257 Basic Time Series Analysis. J. Durbin and A. Harvey. 20 lectures, Michaelmas Term.

Written Work: Problems will be set regularly in connection with Ec316. Solutions which are handed in will be reviewed.

Reading List:

Advanced Econometric Theory: A list of books will be handed out at the start of the course. The most relevant books are perhaps C. R. Rao, *Linear Statistical Inference and its Applications*; R. J. Serfling, *Approximation Theorems of Mathematical Statistics*; E. Malinvaud, *Statistical Methods of Econometrics*; T. Amemiya, *Advanced Econometrics*; P. Schmidt, *Econometrics*; P. C. B. Phillips and M. R. Wickens, *Exercises in Econometrics* Vols. I and II.

Basic Time Series Analysis: E. J. Hannan, *Time Series Analysis*; A. Harvey, *Time Series Models*.

Students might be expected to buy A. Harvey.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper is divided into two parts. Part I is based on **Advanced Econometric Theory**. It contains eight questions. Part II contains four questions on the **Basic Time Series Analysis** course. Candidates are required to answer four questions, at least two questions from Part I of the paper.

Ec2561

Advanced Econometric Theory II

Teacher Responsible: Professor P. M. Robinson, Room S577

Course Intended Primarily for M.Sc. (Econometrics).

Core Syllabus: This paper covers a set of courses given by different members of staff with interests in different special topics in econometrics and the statistical analysis of time series.

Course Content: The courses consist of a set of short lecture courses of 10 hours plus a rather longer course "Further Time Series" of 20 hours. The topics are as follows.

Ec317 Instrumental Variables. J. D. Sargan. 10 lectures. Michaelmas Term. Basic IV estimators, Multi-equation IV estimators, Measurement Error Models, Models Non-linear in Variables, Texts based on IV Estimators, IV with serially correlated errors.

Ec318 Qualitative Response Models. Stephen Pudney. 10 lectures. Michaelmas Term. Qualitative dependent variables, methods of estimation and applications.

Ec320 Nonparametric and Semiparametric Estimation. P. M. Robinson. 10 lectures, Michaelmas Term. Statistical inference of non- and semiparametric models for both time-series and cross-sectional data.

Ec321 Non-Linear Techniques in Econometrics. J. Davidson. 10 lectures. Lent Term. Numerical methods of non-linear optimisation, identification, maximum likelihood and minimum distance estimators, non-linear simultaneous equation models.

SM258 Further Time Series Analysis. A. C. Harvey. 20 lectures. Lent Term. Spectral Analysis, multivariate time series models.

Pre-Requisites: Intended for the student with a good general background in econometric theory and time series analysis. Normally only for the student who is also taking the paper "Advanced Econometric Theory I".

Teaching Arrangements: The short courses follow each other through the year using the same weekly hours and locations. A student might expect to take up to about 40 hours on these lectures to have an adequate choice in the examination. The actual course identifiers and teachers are given above. The numbers taking the courses are expected to be sufficiently small that some informal interaction and problem solving will be organised by the teacher.

Reading List:

Instrumental Variables: A list of articles will be given at the start of the course.

Non-Linear Techniques in Econometrics: S. M. Goldfield & R. E. Quandt, *Non-Linear Methods in Econometrics*.

Qualitative Response Models: G. S. Maddala, *Limited Dependent and Qualitative Variables in Econometrics*; C. Manski & D. McFadden, *Structural Analysis of Discrete Data with Econometric Applications*.

Nonparametric and Semiparametric Estimation: A list of articles will be given at the start of the course.

Further Time Series Analysis: P. Bloomfield, *Fourier Analysis of Time Series*; A. C. Harvey, *Time Series Models*; G. Fishman, *Spectral Methods in Econometrics*; W. A. Fuller, *Introduction to Statistical Time Series*; C. W. J. Granger & P. Newbold, *Forecasting Economic Time Series*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper is divided up into parts corresponding to each separate course. One question is set per five hours of lecturing. Students are required to answer four questions, to be selected from at least two parts of the paper.

Ec2563

Advanced Econometrics

Teacher Responsible: Professor P. M. Robinson, Room S577 (Secretary, Caroline Cross, S276)

Course Intended Primarily for M.Sc. (Statistics)

Core Syllabus: The course is intended for students with a strong background in econometric theory (it provides a general review of econometric theory at an advanced level).

Course Content:

1. Asymptotic statistical theory: convergence in probability and distribution, stochastic orders of magnitude, laws of large numbers and central limit

theorems for sums of independent and dependent random variables.

2. Linear simultaneous equations system: structural and reduced forms, identities, lagged endogenous variables.

3. Identifiability: observational equivalence, global and local identifiability, multicollinearity, system and equation identifiability under linear and nonlinear constraints.

4. Estimation of simultaneous equations systems, subsystems and single equations: Gaussian pseudo-maximum likelihood, minimum distance, two and three stage least squares, instrumental variable and other estimators, their asymptotic statistical properties.

5. Hypothesis testing: Wald, Lagrange multiplier and likelihood ratio test statistics, their relationship and asymptotic properties, testing over-identifying constraints, testing for misspecification.

Pre-Requisites: A background in statistical theory and econometric theory similar to our undergraduate courses, **Probability and Distribution Theory** and **Econometric Theory**.

Teaching Arrangements: There is one lecture course, with associated classes.

Ec316 Advanced Econometric Theory. Professor P. M. Robinson 25 lectures: 15 in the Michaelmas Term and 10 in the Lent Term.

Ec316a Class for Advanced Econometric Theory. Professor P. M. Robinson 20 classes: 5 in the Michaelmas Term (beginning 6th week), 10 in the Lent Term and 5 in the Summer Term.

Written Work: Problems will be set regularly in connection with Ec316. Solutions which are handed in will be reviewed.

Reading List:

Advanced Econometric Theory: A list of books will be handed out at the start of the course. The most relevant books are perhaps C. R. Rao, *Linear Statistical Inference and its Applications*; R. J. Serfling, *Approximation Theorems of Mathematical Statistics*; E. Malinvaud, *Statistical Methods of Econometrics*; T. Amemiya, *Advanced Econometrics*; P. Schmidt, *Econometrics*; P. C. B. Phillips and M. R. Wickens, *Exercises in Econometrics Vols I and II*; A. C. Harvey, *The Econometric Analysis of Time Series*.

Examination Arrangements: There is a three hour formal examination in the Summer Term. Candidates are required to answer four questions out of eight. Candidates are not permitted to answer the time series questions, which make up Part II of the paper.

Ec2570

Advanced Mathematical Economics I

Teacher Responsible: Professor K. W. S. Roberts
Courses Intended Primarily for M.Sc. in Econometrics and Mathematical Economics and M.Sc. in Economics.

Core Syllabus: These lectures introduce the student to a number of related topics in advanced economic theory which are currently the subject of research interest.

Course Content: The course content depends upon the lecture topics to be covered in any one year.

Information on this is available by the start of the academic year.

Pre-Requisites: Students are expected to be familiar with the material covered in the undergraduate paper **Mathematical Economics**. Some of the lectures assume familiarity with calculus, linear algebra and elements of analysis.

Teaching Arrangements: This course, consisting of 4 or 5 sets of independent lectures is currently being re-organised. Students should consult the M.Sc. noticeboards opposite S86 at the beginning of the Michaelmas Term for further information.

In addition to lectures, students will be expected to attend the fortnightly seminar in **Mathematical Economics** as well as the **Theoretical Economics Workshop** at the International Centre for Economics and Related Disciplines.

Ec2590

Preliminary Year Macroeconomics

Teacher Responsible: Mr. A. Marin, Room S566

Course Intended Primarily for students admitted to the M.Sc. Economics Preliminary Year programme.

Core Syllabus: The aim of the course is to provide students with a grounding in macroeconomics sufficient to proceed directly to Ec2402 or Ec2403.

Course Content: Analysis of the determination of the level of output, employment, the price level and its rate of change, and the exchange rate. The course initially develops the basic IS-LM model in closed and open economies, and its extension once prices are flexible. Further consideration is then given to the underlying functions and to the role of expectations.

Pre-Requisites: Admission to the Preliminary Year M.Sc. programme.

Teaching Arrangements: There is one lecture course (Ec203) consisting of 20 lectures in the Michaelmas and Lent Terms and 24 accompanying classes (sessional).

Reading List: R. Dornbusch and S. Fischer, *Macroeconomics* is the recommended text. Supplementary readings will be recommended at the beginning of the course.

Examination Arrangements: One two-hour closed-book written examination held in the Summer Term.

Ec2591

Preliminary Year Microeconomics

Teacher Responsible: Mr. J. R. Gould, Room S676
Course Intended Primarily for students admitted to the M.Sc. Economics Preliminary Year programme.

Core Syllabus: The aim of the course is to provide students with a grounding in microeconomics sufficient to proceed directly to Ec2404 or Ec2405.

Course Content: The allocation of resources under a system of exclusive private property rights. The effects of interventions by Government in the functioning of that system. Economic bases for the normative assessment of the private property rights system, of imperfections in it, and of deviations from it.

Pre-Requisites: Admission to the Preliminary Year M.Sc. programme.

Teaching Arrangements: There is one lecture course

(Ec202) consisting of 20 lectures in the Michaelmas and Lent Terms and 24 accompanying classes (sessional).

Reading List: The textbooks for the course are J. Hirshleifer, *Price Theory and Applications*, 3rd edn. or H. R. Varian, *Intermediate Microeconomics*. Further reading will be given at the beginning of the course.

Those students who have had very little economics previously are strongly advised to read the relevant chapters of Lipsey, *Positive Economics* before going on to the assigned readings.

Examination Arrangements: One two-hour closed-book written examination held in the Summer Term.

ECONOMIC HISTORY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
EH100	Britain, America and the International Economy, 1870 to the Present Day Mr. D. E. Baines and Dr. M. Morgan	24/MLS EH1602
EH101	Class, Economy and Society Since Industrialisation: Britain in Comparative Perspective Dr. P. Johnson, Dr. E. H. Hunt, Professor A. Milward and Professor L. Hannah	22/MLS EH1603
EH102	English Society in the Early Modern Period Dr. P. Earle	20/ML EH1626
EH103	Economic and Social History of Britain since 1830 (Not available 1989-90) Dr. E. H. Hunt	20/ML EH1630
EH105	The Origins of the Modern Economy, Comparative Industrialisation in Britain and Western Europe before 1830 (Given in alternate years starting 1988-89) Dr. P. Earle and Professor A. Milward	20/ML EH1645
EH106	The Economic Development of Continental Europe, 1830-1914 (Given in alternate years starting 1989-90) Professor A. Milward	20/ML EH1646
EH107	Modern Business in Historical Perspective, 1900-1980 Dr. G. G. Jones and others	20/MLS EH1660
EH108	Economic History of England, 1216-1603 (Not available 1988-89) Dr. A. R. Bridbury	20/ML EH1620
EH109	The Economic Development of Russia, Japan and India Dr. G. G. Jones and Dr. J. E. Hunter	20/ML EH1643
EH110	Latin America, the Third World and the International Economy Dr. C. M. Lewis	24/MLS EH1644
EH111	Africa and the World Economy Dr. G. Austin	24/MLS EH1739

Lecture/ Seminar Number		Course Guide Number
EH113	Economic and Social History of England, 1377-1485 (Not available 1988-89) Dr. A. R. Bridbury	24/MLS EH1720; EH2640
EH114	The Economy and Society of London, 1600-1800 Dr. P. Earle	20/ML EH1726; EH2646
EH115	The World Economic Crisis, 1919-1945 Mr. D. E. Baines	24/MLS EH1737; EH2657
EH116	Financial Markets, Investment and Economic Development in Britain, Germany and the United States after 1870 (Not available 1988-89) Dr. W. P. Kennedy	22/MLS EH1738
EH117	Problems in Quantitative Economic History Dr. W. P. Kennedy	12/MLS EH1750
EH118	Method and Quantity in Economic History Dr. W. P. Kennedy	12/MLS EH1647
EH120	Economy, Society and Politics in London, 1800-1914 Dr. P. Johnson	22/MLS EH1736
EH128	Economic History: Interpretation and Analysis Dr. P. Johnson, Dr. W. P. Kennedy and Dr. M. Morgan	24/MLS EH2616
EH129	Economic and Social Change in East Asia in the Age of Imperialism Dr. J. E. Hunter	22/MLS EH2656
EH130	British Labour History, 1815-1939 Dr. E. H. Hunt	25/MLS EH2700; Id4222
EH132	The Sources and Historiography of the Economic History of England, 1350-1500 — Seminar (Not available 1988-89) Dr. A. R. Bridbury	25/MLS EH2600
EH133	The Sources and Historiography of the Economic History of England in the 17th and Early 18th Centuries — Seminar Dr. P. Earle	25/MLS EH2605
EH134	Perspectives on the Industrial Revolution: A Study in Sources and Historiography — Seminar Dr. W. P. Kennedy	24/MLS EH2610
EH135a	Workshop in Economic History Research Dr. W. P. Kennedy	10/LS EH135a

Lecture/ Seminar Number		Course Guide Number	
EH135b	Third World Economic History Workshop Dr. J. E. Hunter, Dr. G. G. Jones and Dr. C. M. Lewis	10/LS	EH135b
EH135c	Thesis Workshop in Economic History Professor L. Hannah and Professor A. Milward	9/MLS	EH135c
EH136	The Economic Analysis of North American History — Seminar Dr. M. Morgan	20/ML	EH2611
EH137	The Economic History of Western Europe Since 1945 Professor A. Milward	20/MLS	EH2716
EH138	The Economic and Social History of Pre-Industrial England — Seminar Dr. P. Earle	12/MLS	EH138
EH139	Seminar on Modern Economic History Professor T. C. Barker and Professor L. Hannah	10/ML	EH139
EH140	Contemporary Economic History—Seminar Professor L. Hannah and Professor A. Milward	12/ML	EH140
EH142	Argentinian Economic Development Since 1870 — Seminar Dr. C. M. Lewis	26/MLS	EH2715
EH143	Quantitative Economic History Discussion Group Mr. D. E. Baines, Dr. W. P. Kennedy and Professor R. Floud	12/MLS	EH143
EH144	Interpreting Modern Business: The USA, Europe and Japan Professor L. Hannah	25/MLS	EH2717
EH145	Imperialism, The State and Welfare in Latin America and the Caribbean Dr. C. M. Lewis	24/ML	EH2780
EH146	Growth, Poverty and Policy in the Third World Since 1850 Dr. G. G. Jones and Dr. C. M. Lewis	25/MLS	EH2790
EH147	The Brazil Workshop Dr. C. M. Lewis	12/MLS	EH147
	Long Essay in Social or Economic History All members of the Economic History Department		EH1799
EH149	Modern Business History — Seminar Professor L. Hannah	MLS/+ Occasional dates	EH144

Course Guides

EH135a Workshop in Economic History Research

Teachers Responsible: Dr. W. P. Kennedy, Room C314 and others (Secretary, Ms. Linda Sampson, Room C422, Ext. 2791)

Course Intended Primarily for M.Sc. Economic History (Option A).

Teaching Arrangements:

Fortnightly seminars usually beginning in the Lent Term. The principal objective of the course is to assist students in the preparation of their dissertations. All M.Sc. (Option A) students will precirculate and present a brief outline of their *Report* topic.

Examination Arrangements: This course is not examined.

EH135b

Third World Economic History Workshop

Teachers Responsible: Dr. Janet Hunter, Room C316, Dr. Geoffrey Jones, Room C313 and Dr. Colin Lewis, Room C320 (Secretaries, Ms. Linda Sampson and Mrs. Tess Truman, C422, Ext. 2790 or 2791)

Course Intended Primarily for M.Sc. Economic History (Option B) and interested research students.

Teaching Arrangements: Weekly hourly seminars during the Lent and Summer Terms. The principal objective of the course is to assist students in the preparation of their dissertations. All M.Sc. (Option B) students will precirculate and present a brief outline of their *Report* topic and attendance is a compulsory requirement.

Examination Arrangements: This course is not examined.

EH135c

Thesis Workshop in Economic History

Teachers Responsible: Professor Leslie Hannah (Secretary, Linda Sampson, C422, Ext. 2791) and Professor Alan Milward, Room C420 (Secretary, Jenny Law, C419, Ext. 2800)

Course Intended Primarily for staff, Research Fee, M.Phil. and Ph.D. students. M.Sc. students may attend individual sessions in which they are particularly interested only with permission of the teachers. There is a formal attendance requirement for Ph.D. students in the Department of Economic History in receipt of Research Council grants.

Core Syllabus: The course is intended to provide a comparative study of research techniques in economic history research, as they are exemplified by research currently being conducted by staff and students in the Department. Its primary purpose is research training.

Teaching Arrangements: Every three weeks in Michaelmas, Lent and Summer Terms.

Examination Arrangements: This course is not examined. It is intended to provide a forum for staff and those writing Ph.Ds. to discuss their research.

EH138

The Economic and Social History of Pre-Industrial England

Teacher Responsible: Dr. Peter Earle, Room C321 (Secretary, Ms. Jenny Law, C419, Ext. 2800)

Course Intended Primarily for Research students.

Teaching Arrangements: Fortnightly seminars (EH138), Michaelmas, Lent and Summer Terms, at the Institute of Historical Research.

Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

EH139

Seminar on Modern Economic History

Teachers Responsible: Professor T. C. Barker (Secretary, Ms. Jenny Law, C419, Ext. 2800) and Professor L. Hannah (Secretary, Linda Sampson, C422, Ext. 2791)

Course Intended Primarily for Research students.

Core Syllabus: The course deals with the period from the Industrial Revolution to 1920.

Teaching Arrangements: Fortnightly seminars (EH139), in the Michaelmas and Lent Terms, at the Institute of Historical Research. Programmes are issued shortly before the beginning of the Michaelmas and Lent Terms to existing seminar members and to those who contact Ms. Jenny Law.

Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

EH140

Contemporary Economic History Seminar

Teachers Responsible: Professor Leslie Hannah (Secretary, Linda Sampson, C422, Ext. 2791) and Professor Alan Milward, Room C420 (Secretary, Jenny Law, C419, Ext. 2800)

Course Intended Primarily for Research students at all levels.

Core Syllabus: The seminar is intended to serve as a forum for the discussion of research in contemporary economic history. It concentrates particularly on three areas; the evolution of modern capitalist economies since 1920, the attempts to modify the allocation of resources and the pattern of development by businesses, governments and labour, and the international consequences of these changes. It covers the period from the end of the First World War to the present day. In each academic year papers given by invited speakers are grouped around a coherent theme.

Teaching Arrangements: Fortnightly seminars in the Michaelmas and Lent Terms, at the Institute of Historical Research. Programmes are issued shortly before the beginning of each term to existing seminar members and to those who contact Jenny Law.

Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

EH143

Quantitative Economic History Discussion Group

Teachers Responsible: Mr. D. Baines, Room C414 (Secretary, Jenny Law, C419, Ext. 2800), Dr. W. P. Kennedy, Room C314 (Secretary, Room C422, Ext. 2791) and Professor R. Floud, Birkbeck College

Course Intended Primarily for interested staff and students.

Teaching Arrangements: Fortnightly seminars (EH143), Sessional. A programme of speakers is issued at the beginning of the Michaelmas and Lent Terms and, if necessary, at the beginning of the Summer Term.

Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

EH144

Modern Business History Seminar

Teachers Responsible: Professor Leslie Hannah (Secretary, Linda Sampson, C422, Ext. 2791) and Sir Arthur Knight (Secretary, Sajini Malani, Business History Unit, 7th Floor, Aldwych House, Ext. 3109)

Course Intended Primarily for research students, staff and invited businessmen and civil servants.

Teaching Arrangements: Monthly in the Michaelmas, Lent and Summer Terms. Programmes are issued at the beginning of the Michaelmas Term to existing members and those who contact Sajini Malani. Papers may be collected from the Business History Unit, 7th Floor, Aldwych House, three days before each seminar.

Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

EH147

Brazil Workshop

Teacher Responsible: Dr. Colin M. Lewis, Room C320 (Secretary, Mrs. Tess Truman, C422, Ext. 2790)

Course Intended Primarily for Research students.

Teaching Arrangements: Fortnightly seminars (EH147), Sessional.

Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

EH1602

Britain, America and the International Economy, 1870 to the Present Day

Teachers Responsible: Mr. D. E. Baines, Room C414 (Secretary, Ms. Jenny Law, C419, Ext. 2800) and Dr. Mary Morgan, Room C322 (Secretary, Linda Sampson, C422, Ext. 2791)

Course Intended Primarily for B.Sc. (Econ.) Part I but it may also be taken at Part II level. General Course.

Core Syllabus: The course examines the inter-relationships between the development of the international economy and the growth of national economies – particularly Great Britain and the United States – since the late nineteenth century.

Course Content: Development, underdevelopment and international trade in the nineteenth century. The

structure of the British and American economies around 1870. Westward expansion in the United States and its effect on the British economy. The causes and effects of trans-Atlantic migration. Industrial growth in Britain, the United States and Germany. The development of the labour market in Britain and the United States. Britain's position in the international economy before 1914; the empire and the less developed countries. The effects of the first World War on the world economy and the decline of the British export industries. The world economic and financial crisis, 1929–33. Depression, recovery and government policy in Britain and Germany, 1939–45. The dollar in the international economy since the second World War. Comparative economic growth: the industrialised and the less developed countries. De-industrialisation in Britain and the U.S.A. The collapse of the Bretton Woods system and the international economy since 1973.

Pre-Requisites: There are no formal pre-requisites for this course and no previous knowledge is assumed. It is assumed that most students will concurrently be following a course in economics.

Teaching Arrangements:

Lectures: There is one lecture course with 24 lectures in the Michaelmas, Lent and Summer Terms. The lectures are shared by Mr. Baines and Dr. Morgan. A lecture programme will be circulated at the first meeting.

Classes: The lectures are accompanied by weekly classes. Classes are given by several different teachers. They do not necessarily deal with the same topics each week but they all cover the same ground.

Written Work: Students are expected to present five essays or class papers during the year.

Reading List:

The following are particularly useful:

A. G. Kenwood & A. L. Loughheed, *The Growth of the International Economy, 1820–1980*; J. Foreman-Peck, *A History of the World Economy*; J. Potter, *The American Economy Between the Wars*; L. J. Williams, *Britain and the World Economy, 1919–1970*; A. Milward, *The Economic Effects of the World Wars on Britain*; P. Fearon, *War, Prosperity and Depression: The US Economy, 1917–45*; J. F. Wright, *Britain in the Age of Economic Management*; R. Floud & D. McCloskey (Eds.), *The Economic Britain of Britain since 1700*, Volume 2; *The Fontana Economic History of Europe*, Volume 5; W. E. Brownlee, *Dynamics of Assent: A History of the American Economy*; A. Peaker, *Economic Growth in Modern Britain*.

(A fuller reading list and class topics will be given out at the first meeting).

Examination Arrangements: There is a three-hour examination containing ten questions of which four have to be answered.

EH1603

Class, Economy and Society since Industrialization: Britain in Comparative Perspective

Teacher Responsible: Dr. Paul Johnson, Room C413 (Secretary, Mrs. Tess Truman, C422, Ext. 2790)

Course Intended Primarily for B.Sc. (Econ.) Part I, Also Part II and General Course students.

Core Syllabus: The course examines patterns of change in British society since industrialization and compares these with similar developments in other industrialized countries.

Course Content: Industrialization, its nature, causes and social consequences; urbanization; demographic change and ageing; education; class and social mobility; poverty and state welfare; leisure; labour organization and protest; immigration and racism; war and social change; women, domestication and the workplace; the interwar years and mass unemployment; the postwar years, affluence, but not forever; the changing role of the state.

Pre-Requisites: None.

Teaching Arrangements: Approximately 22 weekly lectures and 20 weekly classes at which students will have the opportunity to discuss the lecture. Students will be expected to complete a minimum of four pieces of written work.

Reading List: There is no single textbook which covers the whole course. The following general books provide a useful introduction and background to the more detailed readings which are provided for each week's class topic: T. C. Barker & M. Drake (Eds.), *Population and Society in Britain, 1850–1980* (1982); F. Bedarida, *A Social History of England, 1851–1975* (1979); A. H. Halsey, *Change in British Society* (1980); E. J. Hobsbawm, *The Age of Capital* (1975); J. Stevenson, *British Society, 1914–1945* (1984); P. Thane, *The Foundations of the Welfare State* (1982).

Examination Arrangements: There is a three-hour examination in the Summer Term in which candidates will be asked to answer four questions. Some questions will require comparisons to be made between Britain and other industrialized countries and credit for international comparisons will be given throughout.

EH1620

Economic History of England 1216–1603

(Not available 1988–89)

Teacher Responsible: Dr A. R. Bridbury, Room C315 (Secretary, Mrs. Tess Truman, C420, Ext. 2777)

Course Intended Primarily for to be taken as an original paper by B.Sc. (Econ.) students in their second or third year.

Core Syllabus: This paper surveys the interaction of market forces with a feudal social structure that shows what developments took place in town and countryside when violent demographic changes dissolved many feudal ties and industrialisation created new opportunities in society. It then shows how society responded to a renewal of demographic pressure in the sixteenth century.

Course Content: Manorial structures and estate management; peasant life and village communities; the function and influence of towns; internal and foreign trade; industrial organisation; pestilence and famine; the dissolution of the manorial demesne and the rise of the copyholder; the expansion of clothmaking; the impact of Reformation and enclosure movements on the land; social and economic consequences of inflation

and demographic recovery.

Pre-Requisites: No previous knowledge of the subject is necessary.

Teaching Arrangements: The course consists of weekly lectures (EH108) and classes (EH108a) throughout the Michaelmas and Lent Terms. Students are encouraged to hand in short papers on topics prepared for discussion in class as often as they can find time to prepare them. None of these papers is read out in class.

Written Work: At least one thoroughly prepared essay per term.

Reading List: An annotated reading list will be provided at the start of the course. There are two good introductory studies: J. Bolton, *The Medieval English Economy*; E. Miller & J. Hatcher, *Medieval England*. For important work on particular problems, see:

E. M. Carus-Wilson, *Essays in Economic History*, Vol. II; Eileen Power, *The Medieval Wool Trade*; Z. Razi, *Life, Marriage and Death in a Medieval Parish*; R. A. L. Smith, *Canterbury Cathedral Priory*; P. D. A. Harvey, *A Medieval Oxfordshire Village*.

Examination Arrangements: Three-hour formal examination.

EH1626

English Society in the Early Modern Period

Teacher Responsible: Dr. Peter Earle, Room C321 (Secretary, Ms. Jenny Law, C419, Ext. 2800)

Course Intended Primarily for B.Sc. (Econ.) students specialising in Economic History 2nd year; other B.Sc. (Econ.) Part II, B.Sc. c.u. students as option.

Core Syllabus: The course examines in outline the social history of England between the late sixteenth and early nineteenth centuries.

Course Content: Population history; social structure, social mobility and the main social groupings; the family and the role of women in society; village life and town life; the labour market and the changing organisation of work; the standard of living; religion, education, literacy, popular culture and recreation; ideology and mentalite; government, law and order, crime and social conflict.

Pre-Requisites: None.

Teaching Arrangements:

Lectures: Weekly lectures (EH102 ML)

Classes: Weekly classes (EH102a ML)

Some classes are broadly linked to the lectures, some are designed to cover topics not discussed in lectures. Students are expected to do some background reading for each class and to prepare four or five papers in the course of the session.

Reading List: Wide reading on topics is recommended and detailed reading lists will be distributed at the beginning of the course. The best single textbook is J. A. Sharpe, *Early Modern England: A Social History, 1550–1760* (paperback, 1987). Other important textbooks and works of general coverage include: Peter Laslett, *The World We Have Lost, Further Explored* (1983); Keith Wrightson, *English Society, 1580–1680*; Christopher Clay, *Economic Expansion and Social Change: England, 1550–1700* (2 vols. 1984); M. Anderson, *Approaches to the History of the Western Family, 1500–1914*; L. Stone, *The Family,*

Sex and Marriage in England, 1500-1800, Rosemary O'Day, *Education and Society, 1500-1800*; E. A. Wrigley & R. S. Schofield, *The Population History of England, 1541-1871*; D. Cressy, *Literacy and the Social Order: Reading and Writing in Tudor and Stuart England*; Keith Thomas, *Religion and the Decline of Magic: Studies in Popular Beliefs in Sixteenth and Seventeenth-Century England*; Roy Porter, *English Society in the Eighteenth Century*; R. W. Malcolmson, *Life and Labour in England, 1700-1780*; A. Fletcher & J. Stevenson, *Order and Disorder in Early Modern England*; J. A. Sharpe, *Crime in Early Modern England, 1550-1750*; K. D. M. Snell, *Annals of the Labouring Poor: Social Change and Agrarian England, 1600-1900*; Peter Earle, *The World of Defoe*; Neil McKendrick (Ed.), *The Birth of a Consumer Society*; Geoffrey Holmes, *Augustan England: Professions, State and Society, 1680-1730*. **Examination Arrangements:** Three-hour formal examination in the Summer Term.

EH1630**Economic and Social History of Britain from 1830**

(Not available 1989-90)

Teacher Responsible: Dr. E. H. Hunt, Room C415 (Secretary, Jenny Law, C419, Ext 2800)**Course Intended Primarily for** B.Sc. (Econ.) Part II; B.Sc. c.u.; B.A. History students taking the paper British Economic History from the late Eighteenth Century.**Core Syllabus:** The course surveys the main aspects of British economic and social history since, approximately, 1830.**Course Content:** This outline course covers all of the more important topics in British economic and social history since about 1830 with some emphasis upon the reasons for Britain's economic pre-eminence up to the 1870s and the causes of economic decline over the last century. For further details see the list of lecture and class topics available from Dr. Hunt or Jenny Law.**Pre-Requisites:** This is a non-specialist survey course taken by second and third-year undergraduates, some of whom are not taking any other courses in economic history. Most of those who take the course have some prior knowledge of Britain's recent history and some acquaintance with economics, but the course has been taken successfully by students with neither.**Teaching Arrangements:** Classes (EH103a) and lectures (EH103) are held weekly and students should attend both. Class topics are generally complementary to the lecture syllabus and some classes supplement particular lectures. For times of classes and lectures, and room numbers, see the posted timetables.**Written Work:** A minimum of 4 essays or written class papers is required.**Reading List:** The course reading list is deposited in the Library and copies are available from Dr. Hunt or Jenny Law. As in most history courses, students are not expected to read deeply upon every part of the syllabus, but to read selectively, concentrating upon topics appropriate to their academic and vocational interests. For this reason there is no "minimal reading list" although the books and articles that are likely to

be found especially useful are indicated on the course reading list. These indicated items should be found in the Teaching Library as well as the Main Library. Recommended general books, of interest to students who want to anticipate, or to sample, the course, are the following. These are also the books that students are most likely to find worth buying.

P. Mathias, *The First Industrial Nation* (1983); D. H. Aldcroft, *The British Economy Between the Wars* (1983); E. H. Hunt, *British Labour History, 1815-1914*, (1981); L. J. Williams, *Britain and the World Economy, 1919-70* (1971); M. J. Weiner, *English Culture and the Decline of the Industrial Spirit* (1981). The booklets by Alford, Gourvish, Milward, Musson and Saul in the Macmillan *Studies in Economic and Social History* series.

Examination Arrangements: A three hour formal examination in the Summer Term. Four questions to be selected from a wide choice of questions. Past examination papers can be obtained from C422. B.A. History students are examined separately.**EH1643****The Economic Development of Russia, Japan and India****Teachers Responsible:** Dr. Geoffrey Jones, Room C313 and Dr. Janet Hunter, Room C316 (Secretaries, C422, Ext. 2790 and 2791)**Course Intended Primarily for** B.Sc. (Econ.) 2nd or 3rd Year.**Core Syllabus:** The paper surveys the economic development of Russia, India and Japan over the last two hundred years.**Course Content:** The course will cover the broad trends in the economic development of Russia, Japan and India during the 19th and 20th centuries. The emphasis will be comparative, and the course will concentrate on the particular problems of economic growth. Particular attention will be paid to the impact of the international economy, and to the political environment in which development has taken place.**Pre-Requisites:** None.**Teaching Arrangements:** Lectures: There are weekly lectures (EH109) in the Michaelmas, Lent and Summer Terms. These lectures are designed to provide a course outline, and attendance is strongly advised.

Classes: There are also weekly classes (EH109a), which are broadly linked to the lectures but which are designed to discuss topics in more detail than the lectures. The general format is that in each class a student presents a paper on a specific topic, which is followed by a general discussion. Attendance at every weekly class is expected, and students are also expected to have some background reading before the class. A list of the class topics covered in the course, and the recommended reading for each topic, will be given out at the first class of the course. The teachers may cover different topics in their classes, a procedure which helps to reduce pressure on specific reading material in any one week. The teachers are available to see students during their office hours (see notices on their doors), or at other times by appointment.

Written Work: Students will be expected to write at least four essays for the course, which will be marked.

Reading List: There is no general textbook covering the whole course. However, there are a number of books providing good general surveys of the economic development of the three countries (those marked with an asterisk* are in cheap paperback editions and the student may find it convenient, although not absolutely necessary to purchase their own copies).

*G. C. Allen, *A Short Economic History of Modern Japan*; *N. Charlesworth, *British Rule and the Indian Economy, 1800-1914*; P. Chaudhuri, *The Indian Economy: Poverty and Development*; *M. Falkus, *The Industrialisation of Russia, 1700-1914*; *J. Hirschmeier & T. Yui, *The Development of Japanese Business* (2nd edn., 1981); W. J. MacPherson, *The Economic Development of Japan, c1868-1941*; T. Nakamura, *The Postwar Japanese Economy*; *A. Nove, *An Economic History of the USSR*; *R. K. Ray, *Industrialisation in India, 1914-1947*; B. R. Tomlinson, *The Political Economy of the Raj, 1914-1947*.

Supplementary Reading List: It is important for students to note that the books on the recommended reading list are only designed to provide a general introduction to the course. In preparing class papers and essays, student will be expected to be familiar with the more specialised literature – often recent articles in journals – on specific topics. The class reading lists circulated at the beginning of the year will provide the references to this literature.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 17 questions, of which four are to be answered. About 40% of the questions are comparative, and the rest of the questions are on one of the three countries. The questions are closely related to the topics covered in the classes. Copies of previous years' papers are available from C422.

EH1644**Latin America, The Third World and the International Economy****Teacher Responsible:** Dr. Colin M. Lewis, Room C320 (Secretary, Mrs. Tess Truman, C422, Ext. 2790)**Course Intended Primarily for** B.Sc. (Econ.) Part II, B.Sc. c.u.**Core Syllabus:** The course examines the nature of Latin America's evolving relationship with the international economy since the mid-nineteenth century and, where appropriate, compares and contrasts the experience of Latin American countries with that of other developing economies.**Course Content:** Locating current development problems within an historical context, the programme will test recent controversies – from the Platt/Steins dependency debate to the discussion about the new international economic order – with reference to specific issues and case-studies. The principal themes addressed include: the political economy of incorporation within the world economy – alternative development strategies; domestic structures and patterns of overseas trade; population and natural resource; urbanisation; migration and social change; agriculture – land usage and agrarian reform; industrialisation – national capital and multinational

corporations; wars, depressions and crises; the state, ECLA and regional co-operation; foreign economic policy; authoritarian regimes – economic policies and performance.

Pre-Requisites: None.**Teaching Arrangements:** Parallel programme of lectures (EH110) and class (EH110a) (one hour each per week) MLS.

Lectures: Weekly data handouts.

Classes: Weekly pre-circulated synopses of discussion topics.

Written Work: Four items of written work (class papers/vacation essays) to be produced during the session.

Reading List: C. Abel & C. M. Lewis (Eds.), *Latin America: Economic Imperialism and the State*; B. Albert, *South America and the World Economy*; P. Bairoch & M. Levy-Leboyer (Eds.), *Disparities in Economic Development since the Industrial Revolutions*; F. H. Cardoso & E. Faletto, *Dependency and Development in Latin America*; R. French-Davis & E. Tironi (Eds.), *Latin America and the New International Order*; E. V. K. Fitzgerald et al., *The State and Economic Development in Latin America*; C. Furtado, *Economic Development of Latin America*; S. A. Hewlett & R. S. Weinert (Eds.), *Brazil and Mexico: Patterns in Late Development*; A. Maddison, *Two Crises: Latin America and Asia, 1929-38 and 1973-83*; D. C. M. Platt & G. Di Tella (Eds.), *Argentina Australia and Canada: Studies in Comparative Development*; A. O. Hirschman, *A Bias for Hope*; L. G. Reynolds, *Economic Growth in the Third World*; R. Thorp (Ed.), *Latin America in the 1930s*.

Supplementary Reading List: Detailed biographies will be distributed in connection with the lecture programme, and a guide to journal articles provided for classes.

Examination Arrangements: One three-hour examination.**EH1645****The Origins of the Modern Economy: Comparative Industrialization in Britain and Western Europe Before 1830**

(Given in alternate years – available 1988-89)

Teacher Responsible: Dr. Peter Earle, Room C321 (Secretary, Ms. Jenny Law, C419, Ext. 2800)**Course Intended Primarily for** B.Sc. (Econ.) students specialising in Economic History 2nd and 3rd years; other B.Sc. (Econ.) Part II, B.Sc. c.u. students as option.**Core Syllabus:** The course examines in outline comparative economic change and industrialisation in Britain and Western Europe from the late sixteenth century to about 1830.**Course Content:** Population change and the western family system; agrarian structures and agricultural change; comparative urbanisation and its impact on economics; proto-industrialisation and urban industry before 1750; industrial developments after 1750 and the concept of the Industrial Revolution; the discovery of the world, the growth and pattern of international trade and changes in the structure of domestic and

international demand; changes in transport before the railways; the impact of changes in government and the scale of warfare, with special reference to the French Revolutionary and Napoleonic Wars; the economic effects of the French Revolution; Europe's response to British industrialisation; the creation of the Zollverein.

Pre-Requisites: None.

Teaching Arrangements: The course will be taught in alternate years starting in October 1988. 20 one-hour lectures and supporting classes taught in the Michaelmas Term by Dr. Earle and in the Lent Term by Professor Milward, the break coming at about 1750.

Written Work: Students will be expected to prepare at least two papers each term.

Reading List: Detailed reading lists will be distributed at the beginning of the course. The following are some useful general works:

Fernand Braudel, *Capitalism and Material Life, 1400-1800* (3 vols., 1981-4); E. L. Jones, *The European Miracle* (1981); C. M. Cipolla (Ed.), *The Fontana Economic History of Europe* vol. 2 (1974); Jan de Vries, *The Economy of Europe in an Age of Crisis, 1600-1750* (1976); C. T. Smith, *An Historical Geography of Western Europe before 1800* (1967); M. W. Flinn, *The European Demographic System, 1500-1820* (1981); M. W. Flinn, *Origins of the Industrial Revolution*; Peter Earle (Ed.), *Essays in European Economic History, 1500-1800* (1974); E. L. Hobsbawm, *The Age of Revolution, 1789-1848* (1962); S. Pollard, *Peaceful Conquest: The Industrialization of Europe, 1760-1970* (1981).

Examination Arrangements: Three-hour formal examination in the Summer Term.

EH1646

The Economic Development of Continental Europe, 1830-1914

(Given in alternate years - not available 1988-89)

Teacher Responsible: Professor A. S. Milward, Room C420 (Secretary, Jenny Law, C419, Ext. 2800)

Course Intended Primarily for B.Sc. (Econ.) students Part II in Economic History and in Economics and Economic History but other students are welcome.

Core Syllabus: The purpose of the course is to introduce students to the varying patterns of natural economic development in Europe before 1914, to the process of industrialisation there and its links to the wider processes of economic, social and institutional change, and to the different development models which have been derived from these changes.

Course Content: The course examines various case studies of economic development selecting those salient features of historical experience from which more general models of development have been derived. These case studies are selected from the history of Belgium, Denmark, France, Germany, Italy, The Netherlands, Romania, Sweden, Switzerland and the Austro-Hungarian Empire. The course traces the patterns of economic development in most of these countries, examines the validity of the explanations given for those different patterns, and explores the possibility of deriving other explanations and general models of development from the historical evidence.

Pre-Requisites: A knowledge of economic analysis at the level of an introductory university course. Some knowledge of the history of European countries other than the United Kingdom is an advantage and the ability to read in a European language other than English may be an advantage.

Teaching Arrangements: 20 one-hour lectures with supporting classes. The classes will explore in greater detail the material presented in the lectures.

Written Work: An essay in each of the first and second terms.

Reading List: C. Cipolla (Ed.), *The Fontana Economic History of Europe, Vols. 3 and 4* (London, 1973-1982); D. Landes, *The Unbound Prometheus: Technological Change, 1750 to the Present*; A. S. Milward & S. B. Saul, *The Development of the Economies of Continental Europe, 1850-1914* (London, 1977); D. Senghaas, *The European Experience. A Historical Critique of Development Theory* (Leamington Spa, 1985); C. Trebilcock, *The Industrialization of the Continental Powers, 1750-1914* (London, 1981).

Examination Arrangements: Students will be asked to produce two written papers during the course and there will be a three-hour examination paper.

EH1647

Method and Quantity in Economic History

Teacher Responsible: Dr. W. P. Kennedy, Room C314 (Secretary, Linda Sampson, C422, Ext. 2791)

Course Intended Primarily for B.Sc. (Econ.) Part II. **Core Syllabus:** The course is intended to introduce students to the use of quantitative techniques in economic history and to encourage independent research.

Course Content: A general consideration of the analytical formalisation of problems in economic history followed by detailed examination of the research work of individual students.

Pre-Requisites: Intermediate level economic and statistical analysis.

Teaching Arrangements: The course is taught in conjunction with EH1750 and consists of a series of fortnightly seminars in which assigned papers are discussed, followed later in the Session by presentations by students of the results of their independent work. On alternate weeks, students are expected to attend meetings of the Quantitative Economic History Discussion Group, where invited speakers discuss their work in progress.

Written Work: In the Lent Term, students will be expected to circulate to other course members a preliminary draft, five to eight pages in length, of their independent research work.

Reading List: Each student is expected to prepare for himself or herself, in consultation with the course supervisor and other members of staff, the bibliography for his or her research project. The readings used by students during the first part of the course are as follows:

N. E. R. Crafts, "English Economic Growth in the Eighteenth Century: A Re-Examination of Deane and Cole's Estimates" *Economic History Review*, vol. 29, May, 1976, 226-235; D. N. McCloskey, "Did

Victorian Britain Fail?" *Economic History Review*, vol. 23, December, 1970, 446-459; S. B. Webb, "Tariffs, Cartels, Technology and Growth in the German Steel Industry, 1879-1914" *Journal of Economic History*, vol. 40, June, 1980, 309-329; J. M. Stone, "Financial Panics: Their Implications for the Mix of Domestic and Foreign Investments of Great Britain" *Quarterly Journal of Economics*, vol. 85, May, 1971, 304-326; M. Edelstein, "Rigidity and Bias in the British Capital Market, 1870-1913" in D. N. McCloskey (Ed.) *Essays on a Mature Economy: Britain after 1840* (London: Methuen, 1971) 83-105; N. F. R. Crafts, "Gross National Product in Europe, 1870-1910: Some New Estimates" *Explorations in Economic History*, vol. 20, October, 1983, 387-401; J. Kmenta & J. G. Williamson, "Determinants of Investment Behavior: United States Railroads, 1872-1941", *Review of Economics and Statistics*, vol. 48, (May, 1966), 172-181; L. Neal, "Investment Behavior by American Railroads: 1897-1914", *Review of Economics and Statistics*, vol. 51, (May, 1969), 126-135; D. N. McCloskey, "Economic Writing" *Economic Inquiry*, (April, 1985), 187-222.

Examination Arrangements: Assessment for the course is based 25% on a two-hour examination in June, in which students must answer three equally weighted questions from a set of eight, and 75% on an original essay of approximately 8,000 words due on the first working day of May. The final choice of essay subject, after discussion with the course supervisor, is the student's responsibility.

EH1660

Modern Business in Historical Perspective 1900-1980

Teacher Responsible: Dr. Geoffrey Jones, Room C313 (Secretary, Linda Sampson, Room C422, Ext. 2791)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. e.u.; Dip. Acct.; Dip. Bus. Studies; others welcome.

Core Syllabus: The paper surveys British business history since 1900 with particular emphasis on the causes of Britain's economic decline.

Course Content: The course examines the structure and performance of British business in the twentieth century. The focus is on the causes of British relative economic decline, and comparisons are made with the experience of other countries, particularly with Japan and the United States. Topics include the historical background to the rise of the corporate economy; advantages and disadvantages of large scale enterprise; multinationals; technology and science in business; the role of the state; the professionalisation of management and the recruitment of business leaders; developments in labour management; and the social responsibility of business. The course includes case studies of major industries.

Pre-Requisites: None.

Teaching Arrangements: EH107 weekly lectures in Michaelmas and Lent Terms. The first term focuses on Britain's economic decline and the background to British business history; subsequently more specific themes are investigated. As no textbook for this topic is available, lectures are essential.

EH107a classes related to the above, starting in the second week of the Michaelmas Term.

Written Work: Students will be expected to write at least four essays for the course, which will be marked.

Reading List: A full list will be distributed at the opening lectures and classes. It is also available from the Economic History Department (C422 where there is also a selection of the reading available).

The following are among the major recommendations: A. D. Chandler & H. Daems (Eds.), *Managerial Hierarchies*; R. Davenport-Hines & G. Jones (Eds.), *Enterprise, Management and Innovation in British Business, 1914-1960*; B. Elbawn & W. Lazonic (Eds.), *The Decline of the British Economy*; L. Hannah, *The Rise of the Corporate Economy*; G. Jones (Ed.), *British Multinationals: Origins, Management and Performance*; B. Supple (Ed.), *Essays in British Business History*; J. F. Wright, *Britain in the Age of Economic Management: An Economic History Since 1939*.

Examination Arrangements: There is a three-hour final examination in the Summer Term for the B.Sc. (Econ.). Four out of 14 questions must be answered, and the assessment for the course is based upon the examination.

EH1720

EH2640

Economic and Social History of England 1377-1485

(Not available 1988-89)

Teacher Responsible: Dr. A. R. Bridbury, Room C315 (Secretary, Mrs. Tess Truman, C4222, Ext. 2790)

Course Intended Primarily for B.Sc. (Econ.) Part II students and for M.Sc. students.

Core Syllabus: This course examines the adaptation forced upon the feudal structure by the violent demographic upheavals caused by the Black Death. It studies the effects of these upheavals upon each of the classes of society as well as upon the towns and upon government interests. And it surveys the economy that emerged from this fourteenth-century crisis, its demography, its village life, its commercial and industrial developments, its conflicts, and its regulation by central and local government.

Course Content: Wage and price history; labour legislation; popular disturbances; the disappearance of the manorial demesne; changes in farming patterns; industrial development; urban protest and renewal; the life-style of the aristocratic, middle and peasant classes in the fifteenth-century; the Black Death as a demographic regulator; foreign policy and government finance; economic and social implications of foreign and civil war; the regulation of economic and social life; the role of aliens.

Pre-Requisites: It would be an advantage to have taken the paper *Economic History of England 1216-1603* before tackling this special subject.

Teaching Arrangements: There are 24 weekly classes (EH113) only.

Written Work: At least two thoroughly prepared essays per term.

Reading List: A full reading list will be provided at the start of the course.

Examination Arrangements: The examination consists of one three-hour paper.

EH1726

EH2646

The Economy and Society of London, 1600-1800

Teacher Responsible: Dr. Peter Earle, Room C321 (Secretary, Ms. Jenny Law, C419, Ext. 2800)

Course Intended Primarily for B.Sc. (Econ.) students specializing in Economic History 3rd year; M.Sc. (Economic History) Option A. Other students are welcome.

Core Syllabus: Social, economic and some cultural history of London in the seventeenth and eighteenth centuries.

Course Content: Demography, immigration, health and medicine; economic growth and change, the industries of London, finance, banking and the rise of the City, inland trade and inland transport, the port and overseas trade, changes in consumption and the retail business; the rise of the professions, the merchant community, artisans and journeymen, poor relief and charity; apprenticeship, changing roles of London Livery Companies, government of the metropolis; topography, building, social structure and social geography; education and the growth of literacy; crime and police; the rise of the newspaper, entertainment and the commercialisation of leisure.

Pre-Requisites: Undergraduates are expected to have taken the course *English Society in the Early Modern Period* in their second year.

Teaching Arrangements: Two-hour seminars (EH114) in C422. Time to be arranged at beginning of session.

Reading List: Very wide reading in both modern historical literature and in contemporary printed sources is necessary for success in this course. The list below is designed to provide a general background only. A. L. Beier & Roger Finley (Eds.), *The Making of the Metropolis: London, 1500-1700* (1986); N. Brett-James, *The Growth of Stuart London* (1935); J. Summerson, *Georgian London* (3rd edn., 1978); G. Rude, *Hanoverian London, 1714-1808* (1971); D. George, *London Life in the Eighteenth Century* (1925); R. Finlay, *Population and Metropolis* (1981); P. G. M. Dickson, *The Financial Revolution in England* (1967); P. Earle, *The World of Defoe* (1976); G. Holmes, *Augustan England: Professions, State and Society, 1680-1730* (1982); N. McKendrick, *The Birth of a Consumer Society* (1982); R. C. Latham & W. Matthews, *Samuel Pepy's Diary* (1970-82); D. Defoe, *A Tour Through the Whole Island of Britain* (Everyman, 2 vols., 1927); D. Defoe, *The Complete English Tradesman* (1727); R. Campbell, *The London Tradesman*, (1747).

Supplementary Reading List: A detailed list will be given to students at the beginning of the course.

Examination Arrangements: Three-hour formal examination in which three questions are to be answered.

EH1736

Economy, Society and Politics in London, 1800-1914

Teachers Responsible: Dr. Paul Johnson, Room C413 (Secretary, Mrs. Tess Truman, C422, Ext. 2790) and Dr. David Green, King's College, London, Norfolk Building, Room 217.

Course Intended Primarily for B.Sc. (Econ.) Part II students specializing in Economic History 3rd year, and B.A./B.Sc. Geography 3rd year, 1 c.u.

Core Syllabus: The aim of this third-year course is to integrate the different aspects of social, economic and urban history by studying the development of London from the early 19th century to the First World War. Social life in the capital will be looked at by reference to the physical structure of the city and the economic functions of its inhabitants.

Course Content: The course will begin by examining the economic foundation of London life, the labour market, focussing on casual work and the sweated trades. It will move on to study some of the social consequences of the economic environment – poverty, overcrowding and disease – making particular use of Charles Booth's major survey of social life in the capital. Responses to social distress from charitable and religious organizations will be looked at, as will some of the broader changes in sanitation, housing and suburban development. The internal dynamics of working class community life will be examined by studying the growth of pubs and music halls, and by looking at the impact of Jewish immigration into East London. The complexity of class divisions will be seen through the labour aristocracy, working class political movements, middle class involvement in local government, and the growth of the London County Council.

Pre-Requisites: Economic History students will normally have taken *Economic and Social History of Britain from 1815* (EH1630) in their second year. Geography students will normally have taken either *Historical Geography of the British Isles* (Gy1829) or *Social Geography* (Gy1821) in their second year.

Teaching Arrangements: There will be ten two-hour lectures in the Michaelmas Term and ten two-hour classes in the Lent Term and two 2-hour classes in the Summer Term.

Written Work: Economic History students will be required to write four essays. Geography students will be required to write four essays, one of which will be assessed and will count towards final marks. All students will be required to produce one paper for class discussion.

Reading List: A detailed reading list will be given to students at the beginning of the course; the books listed below will provide a good introduction:

Gareth Stedman Jones, *Outcast London* (1977); Donald J. Olsen, *The Growth of Victorian London* (1976); Anthony S. Wohl, *The Eternal Slum* (1977); Paul Thompson, *Socialists, Liberals and Labour* (1967); Asa Briggs, *Victorian Cities* (1963); H. J. Dyos, *Victorian Suburb* (1961); David Goodway, *London Chartism* (1984); H. J. Dyos & M. Wolff, *The Victorian City* (1973).

Examination Arrangements: Economic History students will be assessed entirely on the basis of a three-hour formal examination in the Summer Term. Geography students will sit this same examination, which will count towards 75% of their total marks, with

25% contributed by one assessed essay of not more than 3,000 words.

EH1737

EH2657

The World Economic Crisis, 1919-1945

Teacher Responsible: Mr. D. E. Baines, Room C414 (Secretary, Ms. Jenny Law, C419, Ext. 2800)

Course Intended Primarily for B.Sc. (Econ.) Special Subjects, Economic History and Economics and Economic History (normally third year). Other B.Sc. (Econ.) students may attend with permission. M.Sc. Economic History (Options A and B).

Core Syllabus: The course will examine the growth and breakdown of the international economy in the period. It will compare the incidence of the depression of the early 1930s, and the recovery from it, in about ten countries (to include both industrial and non-industrial economies). The course will also examine the effects of the Second World War and the development of war economies.

Course Content: The effects of the First World War and the world economy in the 1920s. The return of the Gold Standard and its effects. The problems of the primary producing countries. The relation between the American depression and that in other countries. The world financial crisis, 1929-31. The decline of international trade in the 1930s. Economic thought and government intervention. Case studies of Britain, France, Germany, Sweden, Hungary, U.S.A., Argentina, Australia, South Africa and Japan. The Second World War and the economies of Britain, U.S.A., Germany and the U.S.S.R. Economic warfare and its effectiveness.

Pre-Requisites: There are no formal pre-requisites but it will be assumed that students will have taken at least one course in economic history and one in economics. Some knowledge of the political history of the period would also be desirable.

Teaching Arrangements: 24 seminars of two hours each in the Michaelmas, Lent and Summer Terms.

There will be separate seminars for B.Sc. (Econ.) and M.Sc. students. Written papers will be circulated in advance.

Written Work: All students will be expected to produce at least FOUR presentations or essays.

Reading List: A detailed reading list and list of seminars will be handed out at the beginning of the course. Some important books are:

C. Feinstein (Ed.), *The Managed Economy. Essays in the British Economy and Performance since 1929* (1983); H. W. Arndt, *Economic Lessons of the 1930s* (1944); League of Nations (F. Hilgert), *Industrialisation and Foreign Trade* (1945); League of Nations (R. Nurkse & W. A. Brown), *International Currency Experience* (1944); C. P. Kindleberger, *A Financial History of Western Europe* (1984); G. Harbeler, *The World Economy and the Great Depression, 1919-39*; C. P. Kindleberger, *The World in Depression* (1973); C. St. Etienne, *The Great Depression, 1929-38* (1984); S. Glynn & J. Oxborough, *Inter-War Britain. A Social and Economic History* (1976); D. Mitrany, *The Effects of the War on S. E.*

Europe (1936); L. V. Chandler, *American Monetary Policies, 1928-41* (1971); B. Schedvin, *Australia and the Great Depression* (1971); M. Kaser & E. A. Radice (Eds.), *The Economic History of E. Europe* (1984); W. Malenbaum, *The World Wheat Economy, 1885-1939* (1953); A. H. J. Latham, *The Depression and the Developing World* (1981); V. P. Timoshenko, *World Agriculture and the Depression* (1933); S. Howson, *Domestic Monetary Management in Great Britain, 1919-38* (1975); H. James, *The German Slump* (1986); G. C. Allen, *A Short Economic History of Modern Japan*; J. Jackson, *The Politics of Depression in France* (1985); L. V. Chandler, *America's Greatest Depression, 1929-41* (1970); W. Wolfe, *The French Franc between the Wars*; R. Friedman, *The Impact of Trade Destruction on National Income. A Study of Europe, 1924-38*; S. E. Harris, *Exchange Depreciation* (1936); A. Milward, *The German Economy at War* (1965); A. Milward, *War, Economy and Society, 1939-45* (1977); D. N. Chester (Ed.), *Lessons of British War Economy* (1951); R. B. Rowland (Ed.), *Balance of Power or Hegemony. The Inter War Monetary System* (1976); M. Tracey, *Agriculture in Western Europe. Crisis and Adaptation since 1880* (1964); H. V. Hodson, *Slump and Recovery, 1929-37* (1938); I. Svenilsson, *Growth and Stagnation in the European Economy* (1954); H. Van der Wee (Ed.), *The Great Depression Revisited* (1973); P. Temin, *Did Monetary Factors Cause the Great Depression?* (1977).

Examination Arrangements: B.Sc. (Econ.): There will be a three-hour formal examination in June. Four questions are to be answered. M.Sc.: A three-hour formal examination in June. Three questions are to be answered.

EH1738

Financial Markets, Investment and Economic Development in Britain, Germany and the United States after 1870

(Not available 1988-89)

Teacher Responsible: Dr. W. P. Kennedy, Room C314 (Secretary, Linda Sampson, C422, Ext. 2791)

Course Intended Primarily for B.Sc. (Econ.) Part II. **Core Syllabus:** The course will explore in historical perspective the relationships among long-term growth, capital formation (broadly defined) and financial intermediation in Britain, Germany and the United States from the latter part of the nineteenth century until the present.

Course Content: The course will examine the volume, structure and financing of capital formation in each of the three countries from 1870 to the present. Particular attention will be focussed on shifts in the structure of investment among industries and between foreign and domestic activities. Trends in physical capital formation will be linked to trends in human capital formation. The means by which real capital formation has been financed will be considered and an attempt made to account for and evaluate the consequences of differences in the financial structures observed among the three countries over time.

Pre-Requisites: There are no formal pre-requisites but some familiarity with economic and financial analysis and with the German language will be an advantage.

Teaching Arrangements: 22 weekly lectures and associated classes. In the classes, students will be assigned topics to present for discussion.

Written Work: One essay, 8–10 pages in length, will be required in both the Michaelmas and Lent Terms from each student.

Reading List: A full reading list/course outline will be distributed at the beginning of the course. The following readings provide some indication of the scope and nature of materials used in the course.

Simon S. Kuznets, *Modern Economic Growth: Rate Structure and Spread* (1966); Raymond W. Goldsmith, *Financial Structure and Development* (1969); R. C. O. Matthews et al, *British Economic Growth, 1856–1973* (1982); Michael Edelstein, *Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850–1914* (1982); P. L. Cottrell, *Industrial Finance, 1830–1914: The Finance and Organization of English Manufacturing Industry* (1980); W. A. Thomas, *The Finance of British Industry, 1918–1976* (1978); W. P. Kennedy, *Industrial Structure, Capital Markets and the Origins of British Economic Decline* (1987); Richard H. Tilly, *Financial Institutions and Industrialization in the Rhineland, 1815–1870* (1966); W. Hoffman et al, *Das Wachstum der deutschen Wirtschaft seit der Mitte des 19. Jahrhunderts* (1965); H. Neuberger, *German Banks and German Growth from Unification to World War I* (1977); *Bank of England Quarterly Bulletin*, "Business Finance in the United Kingdom and Germany", vol. 24 (September, 1984) 368–375; Economists Advisory Group (E. Victor Morgan), *The British and German Banking Systems: A Comparative Study* (1981); Alfred D. Chandler, *The Visible Hand: The Managerial Revolution in American Business* (1977); Vincent P. Carosso, *Investment Banking in America* (1970); Barrie A. Wigmore, *The Crash and Its Aftermath: A History of Securities Markets in the United States, 1929–1933* (1985); Frederic Mishkin, "The Household Balance Sheet and the Great Depression," *Journal of Economic History*, vol. 38 (December, 1978), 918–937; B. S. Bernanke, "Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression," *American Economic Review*, vol. 73 (June 1983), 257–276; Edward F. Denison, *Accounting for United States Economic Growth, 1929–1969* (1974); Robert Shiller, "Do Stock Prices Move too Much to be Justified by Subsequent Changes in Dividends?," *American Economic Review*, vol. 71 (June, 1981), 421–436; William C. Brainard et al, "The Financial Valuation of the Return to Capital," *Brookings Papers on Economic Activity* (1980), 2, 453–512.

Examination Arrangements: Assessment for the course is based 50% on a three-hour examination in June, in which students must answer four equally weighted questions from a set of ten and 50% on an essay of approximately 8,000 words on a topic of the student's choice related to the course.

EH1739

Africa and the World Economy

Teacher Responsible: Dr. Gareth Austin (Secretary, C422)

Course Intended Primarily for B.Sc. (Econ.) 3rd year students, but others are welcome.

Core Syllabus: This course examines aspects of the economic history of sub-Saharan Africa, focusing on the nature and consequences for Africa of its external relationships.

Course Content: Selected themes are considered in relation to case-studies drawn from West, East, Central and South Africa. Students are encouraged to concentrate upon cases from two or three regions, and to sample selected published primary sources for them. Topics: natural resources, population and technology in the precolonial period (after c.1600); the extent and significance of markets and of the use of money during the same period; the impact the Indian Ocean, the Saharan, and the Atlantic trades before c.1800, the effects of British prohibition of the slave trade, the intensification of Saharan and Indian Ocean slave trading, and the development of "legitimate" commerce; the relationship between slave exporting and slavery within Africa; the social organisation of production and trade in precolonial economies, and the economic foundations of precolonial states; the economics of the European partition of Africa; "peasant" and settler colonies; financial constraints and the policies of colonial governments; the nature and extent of foreign private enterprise during the colonial period; the cash-crop "revolution"; the development of modern mining and the nature of labour disputes on the mines; the economics of decolonisation; the state and commercial agriculture in the era of marketing boards; changes in the composition and organisation of agricultural workforces during the twentieth century; food production and nutrition in the twentieth century; the relationship between economic and political change in South Africa; the question of the "emergence" of African capitalism.

Pre-Requisites: None.

Teaching Arrangements: 24 weekly lectures (EH111) and classes (EH111a)

Written Work: One class paper per term, to be handed in for marking after the class, plus at least two other essays during the year.

Reading List: A detailed list will be provided at the beginning of the course. The following will provide an introduction:

Ralph Austen, *African Economic History: Internal Development and External Dependency* (1987); Robert H. Bates, *Essays on the Political Economy of Rural Africa* (1983); Bill Freund, *The Making of Contemporary Africa: The Development of African Society since 1800* (1984); A. G. Hopkins, *An Economic History of West Africa* (1973); John Iliffe, *A Modern History of Tanganyika* (1979); John Iliffe, *The Emergence of African Capitalism* (1983); Paul E. Lovejoy, *Transformations in Slavery: A History of Slavery in Africa*, (1983); Shula Marks & Anthony Atmore (Eds.), *Economy and Society in Pre-Industrial South Africa* (1980).

Examination Arrangements: One three-hour paper in the Summer Term.

EH1750

Problems in Quantitative Economic History

Teacher Responsible: Dr. W. P. Kennedy, Room C314 (Secretary, Room C422, Ext. 2791)

Course Intended Primarily for B.Sc. (Econ.) Part II – Special Subject, Economics and Economic History.

Core Syllabus: The course is designed to encourage independent research work and to aid students in the preparation of an essay of approximately 10,000 words on a topic of their choice within the broad field of quantitative economic history.

Course Content: A general consideration of the analytical formalization of problems in economic history followed by detailed examination of the research work of individual students.

Pre-Requisites: Intermediate level economic and statistical analysis.

Teaching Arrangements: The course is taught over a two-year period in a series of fortnightly seminars (EH117), each 1½ to 2 hours long. In the five seminars held in the Michaelmas Term, second-year students attempt to evaluate various analytical arguments that have been advanced to account for selected aspects of economic experience over the last two centuries and to assess the quantitative significance of the various arguments and their supporting assumptions. Beginning in the Lent Term, the fortnightly seminars are attended by both second and third-year students and are devoted to consideration of the research projects of the third-year students. During the Michaelmas Term, third-year students will have been preparing preliminary drafts of their project and discussing their work individually with the course supervisor. The remaining seminars in each Session will be devoted to consideration of possible research topics by second-year students, enabling them to begin fruitful work sometime during the long vacation before their final year.

Written Work: In the Lent Term, second year students will be expected to complete several exercises, most of which will require the use of computer packages. For the final seminars of each Session, second-year students must present brief outlines (3–5 pages in length) of their proposed project, although they are not bound subsequently to adhere to that outline. Third-year students are expected to provide members of the Seminar with preliminary drafts of their projects.

Reading List: Each student is expected to prepare for himself or herself, in consultation with the course supervisor and other members of staff, the bibliography for his or her project. The readings used by second-year students during the Michaelmas Term are as follows: N. F. R. Crafts, "English Economic Growth in the Eighteenth Century: A Re-Examination of Deane and Cole's Estimates" *Economic History Review*, Vol. 29, May, 1976, 226–235; D. N. McCloskey, "Did Victorian Britain Fail?" *Economic History Review*, Vol. 23, December, 1970, 446–459; S. B. Webb, "Tariffs, Cartels, Technology and Growth in the German Steel Industry, 1879–1914" *Journal of Economic History*, Vol. 40, June, 1980, 309–329; J. M. Stone, "Financial Panics: Their Implications for the Mix of Domestic and Foreign Investments of Great

Britain," *Quarterly Journal of Economics*, Vol. 85, May, 1971, 304–326; M. Edelstein, "Rigidity and Bias in the British Capital Market, 1870–1913", in D. N. McCloskey (Ed.), *Essays on a Mature Economy: Britain after 1840* (London: Methuen, 1971) 83–105; N. F. R. Crafts, "Gross National Product in Europe, 1870–1910: Some New Estimates", *Explorations in Economic History*, Vol. 20, October, 1983, 387–401; J. Kmenta and J. G. Williamson, "Determinants of Investment Behaviour: United States Railroads, 1872–1941", *Review of Economics and Statistics*, Vol. 48, May, 1966, 172–181; L. Neal, "Investment Behaviour by American Railroads: 1897–1914", *Review of Economics and Statistics*, Vol. 51, May, 1969, 126–135; D. N. McCloskey, "Economic Writing", *Economical Inquiry*, April, 1985, 187–222.

Examination Arrangements: The assessment for the course is based entirely on an essay of approximately 10,000 words in length submitted to the Examinations Office on the first working day of May in the student's final year. The final choice of subject, after discussion with the course supervisor, is the student's responsibility.

EH1799

Long Essay in Social or Economic History

Teachers Responsible: All members of the Economic History Department (Departmental Secretary, Ms. Jenny Law, C419, Ext. 2800)

Course Intended Primarily for all students specializing in Economic History for B.Sc. (Econ.). Compulsory course (Paper 7 in new syllabus).

Core Syllabus: The subject of the Essay should relate broadly to one of the courses chosen under Papers 1 to 6.

Selection of Title: The title of the Essay should be approved by the candidate's tutor or the class-teacher of the relevant course under Papers 1 to 6 and a note of the title should be given to Jenny Law (C419) before the end of the Michaelmas Term in the final year.

Arrangements for Supervision: There is a limit to the amount of help that your tutor or class-teacher can give, but s/he is free to advise up to the writing of the first draft. After reading the first draft, s/he may draw attention to any points that are thought to require it. Subsequent work is entirely the candidate's own responsibility.

Examination Arrangements: The completed Essay must be handed in by 1 May in the final year. After being marked, the Essay will not be returned to the candidate who should make a copy before handing the Essay in. The Essay must not exceed 10,000 words in length and should be typewritten in double spacing on one side of the paper only. Appendices, bibliography, footnotes and tables are not included in this total, but they should be kept brief. Candidates should note that examiners will expect footnotes and bibliography to be presented in a scholarly way.

EH2600

The Sources and Historiography of the Economic History of England 1350–1500

(Not available 1988-89)

Teacher Responsible: Dr. A. R. Bridbury, Room C315 (Secretary, Mrs. Tess Truman, C422, Ext. 2791)

Course Intended Primarily for M.Sc. and all interested graduate students.

Core Syllabus: This course examines the main economic and social features and developments of the period from the point of view of the documentary sources with the object of finding out what we can hope to discover from them and what we can expect them to tell us. It then turns to modern writers in order to show how variously these sources have been interpreted in the last hundred years.

Course Content: Demographic trends; the farming scene; village life; industrial change; urban developments; internal and foreign trade; the regulation of economic activity; warfare; public finance; the role of the middle and upper classes in social and economic life.

Pre-Requisites: Some previous knowledge of the period is desirable; but a keen student, however ignorant to start with, should be able to cope with the demands of the course.

Teaching Arrangements: Weekly classes (EH132) in term-time throughout the academic year, continuing through the summer by arrangement, if required.

Written Work: Students must expect to write papers frequently if they are to get full benefit from close analysis of the source material.

Reading List: A full reading list will be provided at the start of the course.

Examination Arrangements: Examined by a 3-hour written paper in which three questions have to be answered.

EH2605

The Sources and Historiography of the Economic History of England in the Seventeenth and Early Eighteenth Centuries

Teacher Responsible: Dr. Peter Earle, Room C321 (Secretary, Ms. Jenny Law, C419, Ext. 2800)

Course Intended Primarily for M.Sc. students specializing in Economic History, option A.

Core Syllabus: The course examines the sources and methods used by historians in writing the economic history of contemporary England in the seventeenth and early eighteenth centuries.

Course Content: Reading contemporary seventeenth-century handwriting; location and nature of records in national and local archives; problems of using state papers, parliamentary papers, legal records, printed books and pamphlets; specialized study of particular records such as wills and inventories, port books, quarter session records, parish registers, hearth tax returns; specialized study of the sources used in writing on particular areas of economic history such as inland and foreign trade, demography, apprenticeship, industry; discussion of contemporary writers on economic affairs such as Mun, Petty, North, Barbon, Davenant; examination of the historical method of selected historians from Adam Smith to the present day. About two-thirds of the time available is spent on sources.

Pre-Requisites: Students with no prior knowledge of early modern English economic history will be expected to read widely in the subject and to prepare essays in addition to their normal course work.

Teaching Arrangements: There will be a weekly two-hour seminar (EH133) throughout the session in Dr. Earle's room (C321) at a time to be arranged. Dr. Earle will lecture to the group for some of the earlier meetings but the normal form of seminar will be for one of the students to read a paper on a pre-arranged topic and for the other students to discuss it. Students are expected to take full advantage of the School's location in central London by visiting and working on original documents in archives such as the Public Record Office, Corporation of London Record Office and the British Library.

Reading List: There is no detailed reading list for this course. Students are expected to prepare their own as part of their training. They should not confine themselves to the L.S.E. library and should make full use of the other central London libraries, particularly the British Library, Guildhall Library and the University Library (especially the Goldsmiths Collection). The list below is confined to a few useful books with general information on sources. Students should use their own judgement in purchasing books. J. Thirsk & J. P. Cooper, *Seventeenth-century Economic Documents*; Giles E. Dawson & Laetitia Kennedy-Skipton, *Elizabethan Handwriting*; Godfrey Davies, *Bibliography of British History: the Stuart Period, 1603-1714*, 1982 edn.; A. Browning, *English Historical Documents*, vol. viii 1660-1714; W. B. Stephens, *Sources for English Local History*, (revised edn. 1982); W. E. Tate, *The Parish Chest*; M. S. Giuseppi, *Guide to the MSS Preserved in the Public Record Office*, (1963 edn.); Maurice F. Bond, *Guide to the Records of Parliament*; P. E. Jones & R. Smith, *A Guide to the Records in the Corporation of London Records Office and the Guildhall Library Muniments Room*; B. R. Crick & M. Alman, *A Guide to MSS Relating to America in Great Britain and Ireland*; E. L. C. Mullins, *A Guide to the Historical and Archeological Publications of Societies in England and Wales*, 2 vols.; Alan Macfarlane, *Reconstructing Historical Communities*.

Examination Arrangements: There is a three-hour formal examination in June in which three questions have to be answered.

EH2610

Perspectives on the Industrial Revolution: A Study in Sources and Historiography

Teacher Responsible: Dr. W. Kennedy, Room C314 (Secretary, Linda Sampson, Room C422, Ext. 2791)

Course Intended Primarily for M.Sc. in Economic History, Option A.
Core Syllabus: The course concentrates primarily upon the Industrial Revolution in Britain from c 1750 to c 1850 in the light of subsequent historians' interpretation of it and the growing availability of archive and other historical sources. The course also includes a consideration of the general problems

encountered in historical research and writing and the ways in which the particular writers whose work is examined in detail have approached these problems.

Course Content: The course also includes a consideration of the general problems encountered in historical research and writing and the ways in which the particular writers whose work is examined in detail have approached those problems. Among the writers considered are Adam Smith, Malthus, Porter, Engels, Toynbee, the Hammonds, Cunningham, Marshall, Clapham, the Webbs, Lilian Knowles, Unwin and Ashton. Each writer is assessed with their own personal background in mind, the preoccupations of the time in which they were writing and the historical sources available to them.

Pre-Requisites: A knowledge of British economic history at the level of an introductory university course.

Teaching Arrangements: The course is taught in a sequence of twenty-four two-hour seminars (EH134), meeting once a week. Ten seminars are scheduled for each of the Michaelmas and Lent Terms, and the final four seminars are held in the Summer Term. During the sequence each student will be responsible for at least one seminar presentation, to last approximately an hour, during which the arguments and evidence of a selected author or authors will be critically examined. An important part of the course consists of visits to the Public Record Office, The House of Lords Record Office, The Midland Bank Archives and the British Library. A number of specialists on archives and particular aspects of the subject visit the seminar.

Preliminary Reading List:

Adam Smith, *An Inquiry into the Wealth of Nations*; T. R. Malthus, *First Essay on Population*; G. R. Porter, *Progress of the Nation*; Friedrich Engels, *The Condition of the Working Class in England*; Arnold Toynbee, *The Industrial Revolution in England*; George Unwin, *Samuel Oldknow and the Arkwrights*; J. H. Clapham, *The Economic History of Modern Britain*; T. S. Ashton, *The Industrial Revolution*; E. A. Wrigley & R. S. Schofield, *The Population History of England, 1541-1871: A Reconstruction*; Michael J. Cullen, *The Statistical Movement in Early Victorian Britain: The Foundations of Empirical Social Research*; Roderick Floud & Donald McCloskey (Eds.), *The Economic History of Britain Since 1970*. A detailed reading list will be distributed at the beginning of the course.

Examination Arrangements: There is a three-hour formal examination in June. The Paper contains ten questions divided into two parts (sources and historiography) of which three are to be attempted, at least one from each part. One third of the possible marks are awarded to each of the questions. Copies of previous years' papers are available in the Library.

EH2611

The Economic Analysis of North American History

Teacher Responsible: Dr. Mary Morgan, Room C322 (Secretary, Linda Sampson, Room C422, Ext. 2791)

Course Intended Primarily for: M.Sc. Economic History — Option A students and interested M.Phil. and Ph.D. students.

Core Syllabus: The course explores the ways in which economic ideas and methods have been used to help understand the history of North America.

Course Content: The aims of this course are twofold. First, to explore the ways in which *economic ideas* have been introduced into the discussion of issues in the history of North America, and to look at the different ways in which *economic methods* have been applied to historical problems and evidence. Secondly, to consider the insights into the history of North America that have been gained from using such economic ideas and analysis.

The course material is organised on a topic basis. The first part of the course is concerned with ideas on growth and development of the economies of Canada and the U.S. in the 19th century. The second part of the course is concerned with the ways in which economic analysis has been applied to the more general economic, social and political environment. Topics will cover for example, slavery, discrimination and the Civil War. In both sections, students will study a variety of approaches, ranging from those of economists contemporary with the events, to those of the modern cliometrics school of economic historians and current economists.

Pre-Requisites: A first degree with some economics content. No previous study of economic history is assumed.

Teaching Arrangements: 20 Weekly seminars of two hours.

Reading List: Recommended introductory surveys of the development of economic thought, and the economic history of the U.S. and Canada respectively, are given here:

D. R. Fusfield, *The Age of the Economist* (1982); A. W. Niemi, *U.S. Economic History* (1987); R. Pomfret, *Economic Development of Canada* (1981).

An introduction to the debate on approaches to economic history can be found in R. W. Fogel and G. R. Elton, *Which Road to the Past* (1983).

Students who would like to sample the cliometrics literature prior to the course are directed to *A New Economic View of American History* by S. P. Lee and P. Passell (1979).

Detailed reading lists will be provided for each seminar.
Examination Arrangements: One three-hour formal examination in June.

EH2616

Economic History: Interpretation and Analysis

Teachers Responsible: Dr. Paul Johnson, Room C413, Dr. Bill Kennedy, Room C314 and Dr. Mary Morgan, Room C322 (Secretary, Mrs. Tess Truman, C422, Ext. 2791)

Course Intended Primarily for M.Sc. (Economic History) Option A and Option B and Economic History M.Phil. students.

Core Syllabus: The course will examine the ways in which economic and social historians collect, analyse and interpret data.

Course Content: Students will be introduced to the problems of analysing and interpreting historical evidence. In the Michaelmas Term the course will cover

a range of measurement problems typical of the practice of economic history. Students will be expected to become conversant with both selected historiographical literature and some simple statistical techniques and inference procedures. All M.Sc. students are required to attend this course in the Michaelmas Term which will include an introduction to the use of computers in historical studies. For those M.Sc. students who wish to take the course for examination, in the Lent and Summer Terms attention will be focussed on the main statistical techniques historians have used to interpret data and to formulate and test hypotheses. Students will also be expected to evaluate the relevance of hypotheses and historical applicability of models drawn from economic and social theory.

Pre-Requisites: The introductory stage of the course in the Michaelmas Term, which all new graduate students in the department are required to attend, assumes no previous knowledge of statistics or econometrics. More advanced work is covered in the Lent and Summer terms, but this work is within the capacity of those who successfully complete the introductory work in the Michaelmas Term.

Teaching Arrangements: In the Michaelmas Term there will be weekly seminars of one and a half hours, plus a one-hour technical workshop or a two-hour computer workshop. In the Lent Term there will be a weekly two-hour computing workshop and a one and a half hour seminar.

Written Work: In the Michaelmas Term students will be expected to complete weekly technical worksheets; for the remainder of the course they will be asked to produce two seminar papers, as well as to complete set exercises.

Reading List: The following books will provide a useful introduction:

Roderick Floud, *Essays in Quantitative Economic History* (1974); Roderick Floud, *An Introduction to Quantitative Methods for Historians* (1979); R. W. Fogel and G. R. Elton, *Which Road to the Past?: Two Views of History* (1983); C. H. Lee, *The Quantitative Approach to Economic History* (1977); W. N. Parker, *Economic History and the Modern Economist* (1986).

Examination Arrangements: A 3,000-word technical review of appropriate material drawn from the historical literature, to be handed in by the end of the fifth week of the Summer Term, will count for 30% of the final marks. A three-hour examination in June will count for 70%. Copies of articles which students will be asked to comment on in the examination will be made available two working days before the day of examination.

EH2640

Economic and Social History of England 1377-1485

See EH1720

EH2646

The Economy and Society of London, 1600-1800

See EH1726

EH2656

Economic and Social Change in East Asia in the Age of Imperialism, 1840-1930

Teacher Responsible: Dr. J. E. Hunter, Room C316 (Secretary, Mrs. Tess Truman, C422, Ext. 2790)

Course Intended Primarily for M.Sc. in Economic History Option B.

Core Syllabus: The course covers the major features of economic and social development in East Asia in the period 1840-1930, paying particular attention to the political environment of such change and the impact of relationships between countries in the East Asian Area and between East Asian nations and countries outside the area. China and Japan are the major areas of study, but some consideration is also given to Korea.

Course Content:

1. The Political Framework for Economic and Social Change in China, Japan and Korea to the mid 19th century.
2. The traditional economic and social institutions of China, Japan and Korea to the mid 19th century.
3. The development of the treaty port system and the growth of Western trade.
4. Socioeconomic change in agriculture and the rural community.
5. Growth and change in the handicraft and the commercial sectors.
6. Attempts to develop modern industry:
 - (a) the labour force
 - (b) technology and entrepreneurship
 - (c) capital and raw materials.
7. The role of the state and its relationship with the private sector
8. Urbanization.
9. Population movements, emigration and overseas communities.
10. Relations between China, Japan and Korea and the question of imperialism in East Asia.
11. Overview of the patterns of development:
 - (a) the question of political will, national unity and a capitalist ethic
 - (b) industrialization, modernization or Westernization?

Pre-Requisites: None other than those required to take the M.Sc. in Economic History.

Teaching Arrangements: Approximately 22 weekly seminars of one and a half hours will be held throughout the Michaelmas, Lent and Summer Terms. At these a student will normally read a paper, followed by general discussion, but all students will be expected to have done some preparatory reading.

Written Work: Each student to do a minimum of 3 major papers during the year.

Preliminary Reading List: G. C. Allen, *A Short Economic History of Modern Japan* (repr. London 1981); G. C. Allen, *The Japanese Economy* (London 1981); H.-C. Ch'oi, *The Economic History of Korea* (Seoul, 1971); M. Elvin, *The Pattern of the Chinese Past* (Stanford, 1973); J. K. Fairbank & K.-C. Lu (Eds.), *The Cambridge History of China* (Vols. 10 & 11) (Cambridge, 1980); J. Hirschmeier & T. Yui, *The Development of Japanese Business 1600-1973* (London, 1973); C.-M. Hou & T.-S. Yu (Eds.), *Modern*

Chinese Economic History (Taipei, 1979); K.-H. Kim, *The Last Phase of the East Asian World Order* (Berkeley, 1980); F. H. H. King, *A Concise Economic History of Modern China, 1840-1961* (N.Y., 1968); W. W. Lockwood, *The State and Economic Enterprise in Japan* (Princeton, 1965); F. V. Moulder, *Japan, China and the Modern World Economy* (Cambridge, 1977); J. B. Palais, *Politics and Policy in Traditional Korea* (Cam., Mass., 1975); D. D. Perkins (Ed.), *China's Modern Economy in Historical Perspective* (Stanford, 1975); W. E. Willmott (Ed.), *Economic Organisation in Chinese Society* (Stanford, 1972).

A full reading list covering the various topics outlined above may be obtained from Dr. Hunter or Mrs. Truman.

Examination Arrangements: Examined by a 3-hour written paper in June in which three questions have to be answered.

EH2657

The World Economic Crisis, 1919-1945

See EH1737

EH2700
Id4222

British Labour History

Teacher Responsible: Dr. E. H. Hunt, Room C415 (Secretary, Jenny Law, C419, Ext. 2800)

Course Intended Primarily for M.Sc. Economic History; M.Sc. Industrial Relations; M.A. in Later Modern British History. Other graduate students may attend by permission.

Core Syllabus: The course covers the main aspects of British labour history between 1815 and 1939.

Course Content: The course content is determined mainly by the participants, who select particular aspects of labour history for seminar presentations and discussion. The examination, however, may include questions on any aspect of British labour history between 1815 and 1939.

Pre-Requisites: Most students enrolled for this course will have taken at least one paper in British 19th and 20th century history in their first degree and will have studied economics at some stage.

Teaching Arrangements: All students taking the course attend the seminar **British Labour History, 1815-1939** (EH130). The seminar meets weekly for one and a half hours, in the Michaelmas, Lent and Summer Terms. The usual procedure is a paper by a student or teacher followed by a general discussion. Seminar programmes are available from Dr. Hunt or Jenny Law. Students taking the M.Sc. in Industrial Relations attend, in addition, a seminar in **Labour History** (Id118) given by Professor Roberts. Students taking the M.Sc. in Economic History may attend Professor Roberts' course by permission.

For times and location of seminars and lectures see the posted time-tables.

Written Work: A minimum of 3 papers. Students taking the M.Sc. in Industrial Relations may be required, in addition, to present papers at Professor

Roberts' seminar. Papers may be incorporated in work submitted for course assessment towards the M.Sc. in Industrial Relations.

Reading List: The course reading list is in two parts (1815-1914 and 1914-1939) and is deposited in the Library. Copies are available from Dr. Hunt or Jenny Law. As in most history courses, students are not expected to read deeply on every part of the syllabus, but to read selectively, concentrating upon topics appropriate to their academic and vocational interests. Thus there is no "minimal reading list" although items that are likely to be found especially useful are indicated on the course reading list. These indicated items should be found in the Teaching Library as well as in the Main Library. Recommended general and introductory books, of interest to students who want to anticipate the course or to sample its content, include the following. There are also the books that students are most likely to want to buy, although not all are in print.

E. H. Phelps Brown, *The Growth of British Industrial Relations*, 1959; A. Bullock, *Life and Times of Ernest Bevin*, Vol I, 1960; H. A. Clegg, A. Fox & A. F. Thompson, *British Trade Unions since 1889*, 1964; E. J. Hobsbawm, *Labouring Men*, 1964; E. H. Hunt, *British Labour History, 1815-1914*, 1981; F. C. Mather, *Chartism*, 1965; A. E. Musson, *British Trade Unions, 1824-75*, 1972; H. M. Pelling, *A History of British Trade Unionism*, 1976; B. C. Roberts, *The Trade Union Congress, 1868-1921*, 1958; E. P. Thompson, *The Making of the English Working Class*, 1963.

Examination Arrangements: A formal, three-hour, written paper, taken in the Summer Term, in which three questions are answered from a wide choice of questions. Entries are classified as pass, fail, or distinction.

The Industrial Relations examination includes an element of course assessment (see above). Past examination papers can be consulted in the Library.

EH2715

Argentinian Economic Development Since 1870

Teacher Responsible: Dr. Colin M. Lewis, Room C320 (Secretary, Mrs. Tess Truman, C422, Ext. 2790).

Course Intended Primarily for: M.A. Area Studies, M.Sc. Economic History — Option A.

Core Syllabus: The course is concerned with factors that have shaped contemporary Argentinian society and economy, notably the determinants of alternating cycles of economic expansion and contraction and of abrupt shifts from periods of relative social harmony to sharp class conflict.

Course Content: Various interpretations of Argentinian growth and development will be explored with reference to concrete themes. Particular attention will be paid to the formulation of government economic policy, specifically early programme of externally-orientated growth, later industrialization strategies and subsequent neo-liberal experiments. The following subjects will be examined: migration, population growth and social differentiation; frontier movement

and patterns of agrarian expansion; industry — products, markets and corporate structures; infrastructure and services; national capital, the public sector and inflation; foreign trade and investment. These subjects will be discussed against the background of major external and internal events such as world wars, international economic and financial crises, revolutions and political decomposition.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars with pre-circulated papers.

Written Work: Three or four items — class papers and/or presentations — during the session.

Reading List: J. E. Corradi, *The Fitful Republic: Economy, Society and Politics in Argentina*; R. Cortes Conde, *El progreso Argentino, 1880-1914*; C. F. Diaz Alejandro, *Essays on the Economic History of the Argentine Republic*; C. M. Lewis, *British Railways in Argentina, 1857-1914*; D. C. M. Platt and G. Di Tella (Eds.), *The Political Economy of Argentina, 1880-1946*; R. D. Mallon and J. V. Sourrouville, *Economic Policymaking in a Conflict Society*; R. Munck et al, *Argentina: from Anarchism to Peronism*; M. Murmis and J. C. Portantiero (Eds.), *Estudios sobre los origenes del peronismo*; D. Rock, *Argentina, 1516-1982*; R. Scalabrini Ortiz, *Politica britanica en el Rio de la Plata*; G. Di Tella and R. Dornbusch (Eds.), *The Political Economy of Argentina, 1946-1983*; T. Di Tella and G. Germani (Eds.), *Argentina: sociedad de masas*; T. Di Tella and T. Halperin Donghi (Eds.), *Los fragmentos del poder*. Detailed bibliographies relating to specific themes will be distributed in class.

Examination Arrangements: One three-hour paper, unseen, sat in June.

EH2716

The Economic History of Western Europe Since 1945

Teacher Responsible: Professor Alan Milward, Room C420 (Secretary, Jenny Law, C419, Ext. 2800)

Course Intended Primarily for: M.Sc. Economic History. Students taking other taught master's programmes may take the paper where appropriate.

Core Syllabus: The course provides a comprehensive survey of the explanations for the successful performance of western European economies between 1945 and 1973 and for their less successful performance since then. In doing so it looks at the patterns of economic growth, of production, investment, foreign trade, labour migration, capital movements and technological change. It pays particular attention to the development of international economic organisations as well as to the machinery of political and economic interdependence as it evolved in structures such as the European Coal and Steel Community and the European Economic Community, looking both at their origins and their effects. After a comprehensive survey of these international aspects of the economic history of western Europe since 1945 the course examines the economic history of particular countries, concentrating especially on France, Germany and Italy in order to try to elucidate reasons for the differences in their experience. Finally it

considers the relationship between the state and the economy in a long-run historical perspective analysing such topics as the mixed economy and the welfare state in the light of the general economic and political history of the European nation state since 1945.

Course Content: National and International reconstruction after the Second World War. Theories and explanations of the great boom, 1945/73. Studies of the growth of national income, output and foreign trade. An analysis of investment and of international capital movements. Patterns of labour migration. The relationship of international cooperation and of economic and political interdependence, particularly in the European Economic Community. The reasons for inflation and the analysis of cyclical movements. Changing patterns of economic behaviour and of government policy after 1973. An analysis of national economic developments especially in France, Germany and Italy, including studies of government policy and business in those countries. Consideration of the long-run nature and implications of the welfare state and the mixed economy and of the relationship between the state and the economy in general.

Pre-Requisites: Some knowledge of economics or modern economic history is needed and the ability to read in a west European language other than English would be an advantage.

Teaching Arrangements: Teaching is by seminars in some of which students will be required to present papers as the basis of discussion.

Written Work: Three papers are required from all students during the course. Two of these will be presented in the seminars.

Reading List: No single work covers the course adequately but students are requested first to familiarise themselves with the following work:

A. Boltho (Ed.), *The European Economy. Growth and Crisis* (Oxford, 1982); A. Lamfalussy, *The United Kingdom and the Six: An Essay on Economic Growth in Western Europe* (London, 1963); A. Maddison, *Economic Growth in the West: Comparative Experience in Europe and North America* (New York, 1964); A. S. Milward, *The Reconstruction of Western Europe, 1945-52* (2nd edn., London, 1987); M. M. Postan, *An Economic History of Europe, 1945-1964* (London, 1968); A. Schonfield, *Modern Capitalism: The Changing Balance of Public and Private Power* (London, 1965); H. van der Wee, *Prosperity and Upheaval: The World Economy, 1945-1980* (London, 1986).

Examination Arrangements: Three-hour written examination in June.

EH2717

Interpreting Modern Business: The USA, Europe and Japan

Teacher Responsible: Professor Leslie Hannah, (Secretary, Linda Sampson, C422, Ext. 2791)

Course Intended Primarily for: M.Sc. students in Economic History (Syllabus A) and other M.Sc. students.

Other graduate students are welcome.

Core Syllabus: The course is principally concerned with interpretation of post 1945 developments in big

business, with particular reference to the experience of the USA, Britain, Germany and Japan.

Course Content: Reasons for the growth of the modern corporation from the late 19th century developments in the USA described by Chandler, but with the principal focus on post-war developments in the major industrial countries. Reasons for the contrasting experience of corporate development in the USA, Britain, Germany and Japan; business and national industrial cultures. The relations of industry and government; antitrust and regulation; interpretation of the mixed economy; nationalisation and privatisation; the implications of multinationals for the modern state and for the international division of labour. Technological determinism and the interaction of modern technology with the corporate economy; the survival of entrepreneurship; the training of professional managers and the development of management hierarchies; industrial structure and strategic management; the growth of internal labour markets and the significance of corporate structures for modern personnel management.

Pre-Requisites: None. A previous acquaintance with any of industrial economics, accountancy, industrial sociology, industrial relations, business history or related subjects will be an advantage.

Teaching Arrangements: 25 two-hour seminars meeting weekly, ten each in the Michaelmas and Lent Term, five in the Summer. In most seminars the teacher and a designated student will each present half-hour papers, and there will be one hour for discussion with a five minute break in between. In five of the seminars a half-hour paper will be presented by a visiting businessman.

Reading List: A. D. Chandler, *The Visible Hand*; A. D. Chandler, *Scale and Scope*; T. McCraw, *Prophets of Regulation*; A. Shonfield, *Modern Capitalism*; C. Sabel & M. Piore, *The Second Industrial Divide*; M. Porter, *Competitive Strategy*; M. Wiener, *English Culture and the Decline of the Industrial Spirit*; R. Locke, *The End of the Practical Man*, vol. 2; I. M. Kirzner, *Discovery and the Capitalist Process*; C. Johnson, *MITI and the Japanese Miracle*; J. A. Kay, C. Mayer & D. Thompson, *Privatisation and Regulation*.

Examination Arrangements: There is a three-hour final examination at the end of the Summer Term, with ten questions of equal weight. Three questions are to be attempted, with no restriction of choice.

EH2780

Imperialism, The State and Welfare in Latin America and the Caribbean

Teacher Responsible: Dr. Colin M. Lewis, Room C320 (Secretary, Mrs. Tess Truman, C422 Ext. 2790).

Course Intended Primarily for: M.A. Area Studies, M.Sc. Economic History — Option B.

Core Syllabus: The course examines Latin American responses to external economic and political influences since the late 19th century. Special attention will be paid to the experiences of the Argentine, Brazil, Colombia, Cuba and Mexico.

Course Content: Focussing upon internal adjustment and reactions to foreign pressures (from international

rivalry in the area during the last decades of the 19th century to the debt crisis of the late 20th century) various themes will be explored. These will include the impact of incorporation into the international economy upon class formation, patterns of economic activity and political structures; the political economy of industrialization and the socio-economic imperatives underlying welfare strategies; the role of the military and technocrats; transnational corporations, resource utilization and national autonomy. The ideological bases — liberal positivist, nationalist, Keynesian, socialist and neo-liberal — of development models will also be considered.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars with pre-circulated papers.

Written Work: Between three and four seminar papers or presentations during the session.

Reading List: C. Abel and C. M. Lewis (Eds.), *Latin America, Economic Imperialism and the State*; E. P. Archetti et al, *Latin America*; F. H. Cardoso and E. Faletto, *Dependent Development in Latin America*; ECLAC, *External Debt in Latin America*; P. Gonzalez Casanova, *Imperialismo y liberacion en America Latina*; S. Kalmanovitz, *El desarrollo tardio del capitalismo*; Rh. O. Jenkins, *Transnational Corporations and Industrial Transformation in Latin America*; P. O'Brien and P. Cammack (Eds.), *Generals in Retreat*; C. Mesa-Lago, *Social Security in Latin America*.

Detailed bibliographies relating to specific themes will be distributed in class.

Examination Arrangements: Three-hour written examination, unseen paper, in June.

EH2790

Growth, Poverty and Policy in the Third World Since 1850

Teachers Responsible: Dr. Geoffrey Jones, Room C313 and Dr. Colin Lewis, Room C320 (Secretaries C422, Ext. 2790 and 2791)

Course Intended Primarily for: M.Sc. Economic History — Option B.

Core Syllabus: By reference to specific comparative case-studies (located in the Middle East, the Indian subcontinent, South-East Asia, the circum-Caribbean and South America), the course will explore the principal socio-economic changes that have occurred in the Third World since c. 1850, with a particular focus on post-1918 developments.

Course Content: (a) Theories and concepts of development.

(b) State structures, national political economy and economic performance in specific areas of the Third World.

(c) Comparative examination of Third World issues: population and growth; peasant economies and production for the market; proletarianization; urbanization; industrialization; state planning; multinationals in manufacturing and banking; the international debt crisis.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars EH146 Sessional, taught jointly by Dr. Geoffrey Jones and Dr. Colin Lewis.

Written Work: Four papers to be presented during the session.

Preliminary Reading List: C. Abel & C. M. Lewis, *Latin America, Economic Imperialism and the State*; I. Adelman & C. T. Morris, *Economic Growth and Social Equity in Developing Countries*; P. Bairoch, *The Economic Development of the Third World Since 1900*; J. Bharier, *Economic Development of Iran*; N. Charlesworth, *British Rule in India, 1800-1914*; C. Furtado, *The Economic Development of Latin America*; A. Gerschenkron, *Economic Backwardness in Historical Perspective*; J. D. Gould, *Economic Growth in History*; C. Issawi, *An Economic History of the Middle East*; Rh. O. Jenkins, *Transnational Corporations and Industrial Transformations in Latin America*; W. A. Lewis, *Growth and Fluctuations in the International Economy*; J. F. Munro, *Africa and the International Economy*; H. Myint, *Economic Theory*

and the Under-Developed Economies; P. Nunnenkamp, *The International Debt Crisis of the Third World*; R. Owen, *The Middle East in the World Economy*; R. Owen & B. Sutcliffe (Eds.), *Studies in the Theory of Imperialism*; W. W. Rostow, *The World Economy*; J. C. Scott, *The Moral Economy of the Peasant*; M. P. Todaro, *Economics for a Developing World*; I. Wallerstein, *The Modern World-System*; L. T. Wells, *Third World Multinationals*.

Supplementary Reading List: Detailed bibliographies will be provided for specific themes.

Examination Arrangements: One three-hour examination taken in June.

Note: The 10,000 word M.Sc. 'Report' to be written on a topic relating to this course (see M.Sc. regulations), and approved by the candidate's teachers, need not necessarily relate to those parts of the Third World studied in detail as part of this syllabus.

GEOGRAPHY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
Gy100	Geographical Perspectives on Modern Society Dr. N. A. Spence, Professor R. J. Bennett, Dr. J. A. Rees, and Dr. S. Chant	25/MLS Gy1801
Gy101	Physical Geography Professor D. Brunsden	40/ML Gy1812
Gy104	Methods in Geographical Analysis Dr. H. M. Scoging, Dr. C. Board and Dr. K. Hoggart	40/ML Gy1816
Gy201	Advanced Methods in Geographical Analysis Mr. C. Whitehead, Professor R. J. Bennett, Dr. M. Frost and Dr. H. M. Scoging	40/ML Gy1857
Gy202	Elements of Hydrology Dr. J. I. Pitman	10/L Gy1844
Gy203	Geomorphology I Dr. H. M. Scoging, Professor C. Embleton and Professor D. Brunsden	40/MLS Gy1840
Gy206	Man and His Physical Environment Mr. D. J. C. Jones and Dr. J. A. Rees	40/ML Gy1808
Gy208	The Location of Economic Activity Dr. J. E. Martin, Professor R. C. Estall and Professor R. J. Bennett	42/MLS Gy1824
Gy209	Social Geography: Spatial Change and Social Process Dr. S. S. Duncan, Dr. S. Chant and Professor J. MacDonald	40/ML Gy1821
Gy210	Urban Geography: an Evolutionary Approach Dr. A. M. Warnes and Dr. B. S. Morgan	40/ML Gy1822
Gy212	Historical Geography: British Isles Dr. E. M. Yates and Dr. D. R. Green	46/MLS Gy1829
Gy213	Techniques in Physical Geography Dr. H. M. Scoging and Dr. R. Gardner	20/ML Gy1817
Gy215	Soil Science Dr. J. I. Pitman	20/M Gy1841

Lecture/ Seminar Number		Course Guide Number	
Gy216	Advanced Cartography Mr. G. R. P. Lawrence	40/ML	Gy1951
Gy220	The British Isles Mr. D. J. Sinclair, Dr. N. A. Spence and Dr. M. Frost	45/MLS	Gy1876
Gy221	Europe Mr. D. J. Sinclair, Dr. F. E. I. Hamilton and Dr. J. E. Martin	40/ML	Gy1877
Gy223	North America I: Geographical Patterns of Resources and Economic Development Professor R. C. Estall	20/M	Gy1880
Gy224	Latin America I: Pre-Industrial Societies (Not available 1988-89) Dr. L. A. Newson	22/MLS	Gy1882
Gy225	The Third World: A Study of Social and Economic Development Professor W. B. Morgan, Dr. L. A. Newson and Dr. S. Chant	40/MLS	Gy1884
Gy299	Independent Geographical Essay Professor D. R. Diamond	5/S	Gy1998
Gy300	Geomorphology II - Palaeogeomorphology Mr. D. K. C. Jones, Professor D. Brunsten and Professor C. Embleton	40/ML	Gy1966
Gy303	Urban Politics: A Geographical Perspective (Not available 1988-89) Dr. K. Hoggart	40/MLS	Gy1919
Gy304	Spatial Aspects of Economic Development Dr. F. E. I. Hamilton and Dr. M. E. Frost	50/MLS	Gy1920
Gy305	The Geography of Rural Development Mr. D. J. Sinclair and Professor W. B. Morgan	40/MLS	Gy1922
Gy307	Social Geography of Urban Change Dr. S. S. Duncan	20/ML	Gy1929; Gy1935
Gy309	Comparative Studies in Spatial Policy Professor D. R. Diamond, Professor R. J. Bennett and Mr. J. R. Drewett	20/ML	Gy1931; Gy1935; Gy2821; Gy2860
Gy310	Urban and Regional Planning Dr. M. Hebbert	40/ML	Gy1926
Gy311	Resource and Environmental Management Dr. J. A. Rees	40/ML	Gy1943; Gy2822
Gy312	Planning Techniques and Models I Mr. J. R. Drewett and Dr. N. A. Spence	10/M	Gy1926; Gy2860

Lecture/ Seminar Number		Course Guide Number	
Gy313	Transport: Environment and Planning Dr. K. R. Sealy	30/ML	Gy1942; Gy2824
Gy315	Map Design and Evaluation Dr. C. Board	23/MLS	Gy1950
Gy316	Environmental Change Dr. R. A. M. Gardner	40/ML	Gy1962
Gy322	North America II: Regional Studies of Economic Growth and Change Professor R. C. Estall	25/LS	Gy1880; Gy1887
Gy323	Latin America II: Industrial Societies (Not available 1988-89) Dr. L. A. Newson	20/ML	Gy1883
Gy324	The Soviet Union Dr. F. E. I. Hamilton	45/MLS	Gy1886; Gy1879
Gy400	Research Methodology and Geographical Thought Mr. J. R. Drewett and others	20/M	Gy2802
Gy401	Geographical Thought and Research in Practice Mr. J. R. Drewett, Dr. C. Board and others	10/L	Gy2802
Gy402	Research Resources Design and Techniques Dr. C. Board and others	10/M	Gy2802
Gy403	Computerised Geographical Information Systems Mr. C. Whitehead	5/L	Gy2802
Gy405	Map Design Seminar Dr. C. Board	10/L	Gy2802
Gy406	Geographical Project Seminar Dr. C. Board, Professor D. R. Diamond and Professor R. J. Bennett	24/MLS	
Gy407	Geographical Research Seminar Professor R. J. Bennett and Dr. N. A. Spence	19/ML	Gy2801
Gy410	Social Change and Urban Growth Dr. S. S. Duncan	19/ML	Gy2820
Gy411	Techniques in Cartographic Communication Dr. C. Board	5/L	Gy2825
Gy412	Resource Management and Environmental Planning Dr. J. A. Rees	10/L	Gy2822; Gy2860; IR4144
Gy413	Spatial Aspects of Change in Economic Activity - Seminar Dr. J. E. Martin	20/ML	Gy2823

Lecture/ Seminar Number			Course Guide Number
Gy415	Cartographic Communication Dr. C. Board	15/MLS	Gy2825
Gy416	Planning Techniques and Models II Mr. J. R. Drewett and Dr. N. A. Spence	10/L	Gy1931; Gy2821; Gy2860
Gy417	Social Theory and Urban and Regional Questions – Seminar Dr. S. S. Duncan	20/ML	Gy417
Gy450	Regional and Urban Planning Problems – Seminar Dr. P. J. Dunleavy, Dr. C. Whitehead, Professor D. R. Diamond, Dr. M. J. Hebbert, Mr. R. A. Jackman and Dr. N. A. Spence	8/S	Gy450
Gy451	Spatial Theory in Regional and Urban Planning – Seminar Dr. N. A. Spence.	14/ML	Gy2860
Gy452	Microcomputing for Planners Dr. N. Spence and Mr. C. Whitehead	10/L	Gy452

Course Guides

Gy406

Geographical Project Seminar

Teachers Responsible: Dr. C. Board, Room S413 and Professor R. J. Bennett, Room S407 (Secretary, Miss C. Gazely, S406)

Course Intended Primarily for M.Sc. Geography; M.Phil.; Research students.

Core Syllabus: Presentations by research students of aspects of their own research, stressing problems of methodology and/or techniques.

Teaching Arrangements: 25 × 1½ hour seminars (Gy406) in the Michaelmas, Lent and Summer Terms.

Examination Arrangements: This course is non-examinable.

Gy407

Geographical Research Seminar

Teachers Responsible: Professor R. J. Bennett, Room S404 and Dr. N. A. Spence, Room S565 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for M.Sc. Geography; M.Sc. Regional and Urban Planning Studies.

Core Syllabus: Presentations by speakers normally from outside the Department on aspects of their own research.

Teaching Arrangements: 19 × 2 hour seminars (Gy407) in the Michaelmas and Lent Terms.

Examination Arrangements: This course is non-examinable.

Gy417

Social Theory and the Urban and Regional Question

Teacher Responsible: Dr. S. S. Duncan, Room S512 (Secretary, Miss C. Gazely, S406)

Course Intended Primarily for Graduate Students

Core Syllabus: A workshop course on the problems of current research in the urban and regional questions.

Course Content:

1. Introductory seminars on uneven development, the regional problem, the urban question, dependency.
2. Workshops on particular issues according to the interests of graduate students.

In recent years these included: the social process of doing research; realism and explanation in social science; the labour process and spatial change; producing the built environment; sectors, classes and urban theory; monetarism, socialism and spatial policy; the production of people and domestic labour; the local state and local economic policy; radical regions.

Teaching Arrangements: Informal workshops with active participation by participants (Gy417).

Reading List: This will usually be made available before the sessions.

Examination Arrangements: The course is not examined and is not intended as preparation for any particular examination.

Gy450

Regional and Urban Planning Problems (Seminar)

Teacher Responsible: Michael Hebbert, Room S420 (Secretary, Miss A. Barnes, S406)

Other Teachers Involved: Dr. P. Dunleavy, Professor D. R. Diamond, Dr. N. Spence, Mr. R. Jackman and Dr. C. Whitehead.

Course Intended Primarily for M.Sc. Regional and Urban Planning Studies.

Core Syllabus: An interdisciplinary seminar with invited speakers on the problems of urban and regional planning.

Teaching Arrangements: Ten seminars (2 per week), Summer Term.

Examination Arrangements: None.

Gy452

Microcomputing for Planners

Teacher Responsible: Dr. N. A. Spence, Room S564 and Mr. C. Whitehead, Room S500 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for M.Sc. Regional and Urban Planning Studies.

Pre-Requisites: Gy416 **Planning Techniques and Models.**

Teaching Arrangements: Fortnightly 2 hour classes in the Lent Term.

Core Syllabus: The aim of the course is provide practical experience of data handling and the application of planning techniques, using micro-computers.

Course Content: Several operations will be performed with the Apple Macintosh microcomputer on a sample set of demographic, economic and social data for regions and urban areas held in spreadsheets. e.g.:-
(i) descriptive statistics (ii) measures of concentration (iii) graphical display (iv) elementary correlation (v) regionalisation methods.

Examination Arrangements: Practical work based on the course is submitted for the M.Sc. examination in Regional and Urban Planning Studies as evidence of competency.

Gy1801

Geographical Perspectives on Modern Society

Teacher Responsible: Dr. N. A. Spence, Room S564 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.A./B.Sc. course unit main field Geography, B.Sc. (Econ.) Part I, B.Sc. (Econ.) Part II. Other B.A./B.Sc. course unit main field subjects, General Course.

Core Syllabus: The aim of the course is to introduce students to contemporary environmental concerns examined in human geography.

Course Content: Human geography: its application to societal problems. Resource concepts; economic, geopolitical and social issues raised by resource exploitation. An introduction to population, food scarcity and environmental management problems. Theories of location. Global and regional inequalities

in economic development. Problems of urban growth and decline. Cities and society; the built environment; city centres; inner cities; ghettos and shanty settlements. Urban Planning.

Pre-Requisites: None.

Teaching Arrangements: There is one lecture course accompanied by a class.

Lectures: Gy100 Sessional

Classes: Gy100(a) weekly Sessional (B.Sc. (Econ.) and others) Gy100(b) weekly Sessional (B.A./B.Sc. course unit main field Geography)

Gy100: Some six specific themes will be examined.

1. Resource scarcity
2. Resource despoilation
3. Changing location of economic activity
4. Economic development inequalities
5. Regional imbalance and dualism
6. Urban change and planning

Gy100(a) and Gy100(b): Classes will be used to monitor the lecture material and examine some specific themes in depth.

Reading List: No one book covers the entire syllabus. Students may wish to review the following: J. Blunden *et al.*, *Fundamentals of Human Geography: A Reader*; P. Dicken & P. E. Lloyd, *Modern Western Society*; P. G. Hall, *Urban and Regional Planning*; P. G. Hall, *The World Cities*; D. Herbert, *Urban Geography: A Social Perspective*; D. M. Smith, *Where the Grass is Greener: Living in an Unequal World*; E. Ashby, *Reconciling Man with the Environment*; T. O'Riordan, *Environmentalism*; B. Ward & R. Dubois, *Only One Earth*; N. W. Holdgate, *A Perspective of Environmental Pollution*; M. Tanzer, *The Race for Resources*; B. J. L. Berry, *The Human Consequences of Urbanisation*; B. J. L. Berry, E. C. Conkling & D. M. Ray, *The Geography of Economic Systems*; Brandt Commission, *North South. A Programme for Survival*, Brandt Commission, *Common Crisis. Cooperation for World Recovery*; B. E. Coates, R. J. Johnston & P. L. Knox, *Geography and Inequality*; P. Odell, *Oil and World Power*; J. Rees, *Natural Resources: Allocation Economics and Policy*; S. Holland, *Capital versus the Regions*; A. L. Mabogunje, *The Development Process A Spatial Perspective*; D. Massey, *Spatial Division of Labour*.

Detailed reading lists will be issued during the course appropriate to each of the main themes considered.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the syllabus. A wide choice of questions will be provided of which three are to be answered all carrying equal marks. Some 75% of the total marks will be allocated to this written unseen examination. The remaining 25% of the marks will be allocated to course work in the form of an extended essay of not more than 4,000 words. Topics for the essay will be assigned in the Michaelmas Term and the essay should be submitted to Mrs. P. Farnsworth (Department of Geography Administrative Secretary, Room S409) on the first day of the Summer Term (24 April 1989).

Gy1808

Man And His Physical Environment

Teacher Responsible: Mr. D. K. C. Jones, Room

S506B (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for 2nd year B.A./B.Sc. course unit main field Geography and B.Sc. (Econ.) Part II. Environment and Planning. Also available for other B.Sc. (Econ.) Part II and B.A./B.Sc. course unit main field subjects, Diploma, General Course and single-term students.

Core Syllabus: An analysis of the nature, causes, and effects of, and the alternative solutions to, the key natural hazard and environmental resource problems faced by mankind.

Course Content:

1. An analysis of the varied two-way interactions between human societies and the physical (natural) environmental systems. This will take the whole of the Michaelmas Term and part of the Lent Term and is divided into two main parts. First, there will be an examination of the nature, significance and trends of natural hazard impacts (e.g. earthquakes, hurricanes, floods) and the variety of adjustments (both structural and non-structural) that can be adopted to minimize hazard losses. Second, attention will focus on the ways in which human activities can result in 'environmental' and renewable resource problems. The character, causes and significance of a range of issues will be examined including the CO₂ 'Greenhouse' effect, fluorocarbons and the ozone shield, desertification, accelerated soil erosion, the impact of chemical pesticides, and aspects of air and water pollution (e.g. lead, acid rain, sewage treatment).
2. The causes of environmental problems and an assessment of the commonly proposed solutions to renewable resource scarcity, depletion and environmental pollution problems.
3. The socio-economic, administrative, and political difficulties encountered in environmental management in practice. These will be considered at various spatial scales - international, national and local - and will include case material from advanced capitalist, socialist and third world countries.
4. Consideration of the main techniques for assessing the environmental damage caused by development and the benefits of control and conservation (e.g. environmental impact assessment, benefit-cost analysis, landscape evaluation).

Pre-Requisites: None.

Teaching Arrangements: Lectures (Gy206): Two lectures per week in the Michaelmas and Lent Terms. Classes (Gy206a): Twelve classes at fortnightly intervals.

The lecturing and class teaching responsibilities are shared by Mr. D. K. C. Jones and Dr. J. A. Rees (Room S506A).

Reading List: No one book or small group of books adequately covers the themes considered in the course, and separate reading lists are provided for each distinct part of the syllabus. Basic reading material includes: R. Barnett, *The Lean Years: Politics in the Age of Scarcity*, 1980; I. Burton, R. W. Kates & G. F. White, *The Environment as Hazard*, 1978; R. Carson, *Silent Spring*, 1962; F. C. Cuny, *Disasters and Development*, 1983; H. D. Foster, *Disaster Planning*, 1979; A. S. Goudie, *The Human Impact*, 1981; R. L. Heathcote, *The Arid Lands: Their Use and Abuse*, 1983; K.

Hewitt, *Interpretations of Calamity*, 1983; M. W. Holdgate, *A Perspective of Environmental Pollution*, 1979; G. Mitchell, *Geography and Resource Analysis*, 1979; T. O'Riordan, *Environmentalism* (2nd edn.), 1981; A. U. Kneese & E. L. Schultze, *Pollution, Prices and Public Policy*, 1975; F. Sandbach, *Principles of Pollution Control*, 1982; B. Ward, *Progress for a Small Planet*, 1979; J. Whitlow, *Disasters*, 1980; A. Wijkman & L. Timberlake, *Natural Disaster, Acts of God or Man?*, 1984.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The examination paper will normally contain 8 or 9 questions from which any 3 must be answered.

Gy1812

Physical Geography

Teacher Responsible: Professor D. Brunson, KCL, Room 455 Norfolk Building; Dr. D. K. C. Jones, LSE, Room S506B.

Course Intended Primarily for B.A./B.Sc. Geography 1st year (compulsory).

Core Syllabus: Students are introduced to the systems approach in physical geography, with emphasis placed on global systems, ecosystems and the hydrological system. Some aspects of human environmental interactions will be introduced in the latter half of the course.

Course Content:

- A. Systems in Physical Geography. Nature, structure and processes of systems, concepts of equilibrium and dynamic behaviour, palaeosystems and environmental change.
- B. Processes and Patterns in Global Systems. First order controls in environmental systems, earth structure, tectonics, sea level change, climate change.
- C. The Ecosystem. Structure of ecosystem, function and behaviour, abiotic, biotic factors, succession, evolution, migration.
- D. Global and catchment energy - water - sediment systems. Global energy cascade; primary and secondary circulation systems; cyclogenesis. Hydrological system. Catchment morphological, cascade and process-response systems. Soil erosion and flood control systems.

Teaching Arrangements: Lectures (Gy101): 40 hours Michaelmas and Lent Terms.

Classes (Gy101a): 20 hours Michaelmas and Lent Terms (for LSE students).

Reading List: Comprehensive reading lists will be supplied by course teachers, but the following are basic texts: I. D. White, D. N. Mottershead & S. J. Harrison, *Environmental Systems*, 1984; R. J. Chorley & B. A. Kennedy, *Physical Geography: A Systems Approach*, 1971; A. S. Goudie, *The Nature of the Environment*, 1984; C. D. Ollier, *Tectonics and Landform*, 1981; K. Simmonds, *Biogeography*; J. Moran, M. Morgan & J. Wiersma, *Introduction to Environmental Science*; R. J. Rice, *Fundamentals of Geomorphology*, 1988; M. J. Selby, *Earth's Changing Surface*, 1985.

Examination Arrangements: A three hour formal examination will be held in the Summer Term.

Gy1816

Methods in Geographical Analysis

Teacher Responsible: Dr. H. Scoging, Room S414 (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for B.A./B.Sc. Geography (compulsory first year) course unit; Diploma in Geography; Beaver College; other B.A./B.Sc. c.u. main field subjects.

Core Syllabus: An introduction to techniques of collection, description, analysis, and interpretation of geographical data and interrelationships in human and physical environments; familiarity with basic geographical tools and development of skills, ranging from numerical, statistical and graphical to cartographical. Use of computer packages MINITAB and MAPICS.

Course Content: Techniques and methodologies in Geography in relation to current paradigms.

1. **Sources of geographical data.** Primary and secondary data sources; landscape, maps, air photos and satellite images; texts, survey census and archive data. Scales of measurement, discrete and continuous, point, linear, areal data.

2. **Description and organisation of geographical data.** Graphical: graphs, histograms, box and dot plots, stem and leaf diagrams. Minitab.

Cartographic and remote sensing; landscape identification and unit description; constraints and uses of generalisation. Principles of map design: computer-aided cartography. Mapics package.

Statistical: frequency distributions, statistical descriptors; measures of central tendency, dispersion and distribution shape. Minitab.

3. **Analytical and Inferential Methods.** Probability; probability distributions - binomial, poisson, normal. Statistical sampling and estimation theory.

Population - sample relationships.

Confidence intervals, hypothesis tests for small and large samples.

Correlation and regression analysis.

Most of this section will be taught through its application to census data sets at county, borough and ward levels, and will make use of MINITAB and MAPICS computer packages.

Teaching Arrangements: Lectures: 40 hours - Michaelmas and Lent Terms (Gy104). Practical work (LSE Classes: two groups x 20 x 1½ hours; KCL to arrange their own practicals) Michaelmas and Lent Terms (Gy104a). Field work in the Easter vacation.

Written Work:

1. **Practicals:** Presentation of practicals associated with lecture outline. Progress of practical work will be monitored regularly by class teachers and Graduate demonstrators. Students will be expected to submit the first term's practicals at the beginning of the Lent Term for teacher's comments. The full set of practicals must be submitted on the day of the formal examination. Data collection, description, analysis and interpretation will be stressed.

2. **Field Work:** Location to be arranged. Students will be informed of written report requirements during the year.

Reading List: There is no single text book covering the course. Comprehensive reading lists will be provided

for each section of the course, and references supplied for individual topics by the teachers responsible.

General background and context: A. Holt-Jensen, *Geography, its history and concepts*; D. Gregory, *Ideology: Science and Human Geography*.

Statistical Applications in Geography: D. Ebdon, *Statistics in geography: a practical approach*; J. Silk, *Statistical concepts in geography*; G. B. Norcliffe, *Inferential statistics for geographers*; R. Baxter, *Statistical computing techniques for planners*.

Graphic, Cartographic and pictorial description and analysis: D. Unwin, *Introductory Spatial Analysis*; G. C. Dickinson, *Maps and air photographs* (2nd edn.); A. H. Robinson *et al.*, *Elements of Cartography* (3rd, 4th, 5th edns.); J. R. G. Townsend, *Terrain analysis and remote sensing*.

Examination Arrangements: (i) A formal 3-hour examination. 3 questions from a choice of 8-10.60%. (ii) Presentation of practical exercises 30%. Marked on the basis of accuracy, comprehension, evaluation and presentation. Submitted on the day of the formal examination. (iii) Illustrated written report of field work projects: Presented on the day of the formal examination. 10%.

Gy1817

Techniques in Physical Geography

Teachers Responsible: LSE, Dr. H. Seoging, Room S414 (Secretary, Miss N. Herbert, S508). KCL Advisor, Dr. R. Gardner, Room 453, Norfolk Building. **Course Intended Primarily for** B.A./B.Sc. Geography 2nd year students 1 c.u.

Core Syllabus: To provide basic laboratory and field training in the techniques commonly used in physical geography.

Course Content:

Term 1. Lectures and practicals provide an introduction to and training in the identification of common rock types; methods in laboratory analysis of physical, chemical and mineralogical properties of materials; particle transport and sedimentation; environmental energy and water fluxes.

Term 2. Analysis of secondary data sources including topographical, geological and geomorphological maps, remote sensing; techniques of correlation and dating, computer modelling and simulation.

Pre-Requisites: None.

Teaching Arrangements: 1 hour (lecture (Gy213), 3 hours practicals (Gy213a)) each week during Michaelmas and Lent Terms. Attendance is also required on field courses (one or two weekends in term; or one week during Easter Vacation).

Written Work and Examinations:

1. Practical notebook 30%
2. Field Work report 20%
3. Formal 3-hour examination 50%

Written work to be handed in at the beginning of the Summer Term.

Gy1821

Social Geography: Spatial Change and Social Process

Teachers Responsible: Dr. S. S. Duncan, Room S512 (Secretary, Miss C. Gazely, S406), Dr. S. Chant and Professor J. S. MacDonald, KCL Room 108.

Course Intended Primarily for B.A./B.Sc. c.u. 2nd year; B.Sc. (Econ.) Geography.

Core Syllabus: An introduction to the political economy of spatial change, concentrating on the urban question and the regional question in advanced capitalist societies especially Britain. However, reference is also made to other examples and situations as appropriate.

Course Content:

Module 1

- (a) The labour process and spatial change;
- (b) The reserve army of labour and the urban question;
- (c) Home life, patriarchy and spatial structure;
- (d) Capital and the countryside;
- (e) The local state and uneven development;
- (f) The difference that space makes.

Module 2

- (a) The variety of social science approaches to geography;
- (b) The variety of production relations in advanced societies;
- (c) Race, ethnicity and class;
- (d) Migration and socio-economic segmentation;
- (e) Human ecology, segregation and separatism;
- (f) Inequality, pluralism and divergent paths of development.

Teaching Arrangements: One lecture course (Gy209) (20 Michaelmas Term, 20 Lent Term) accompanied by fortnightly classes (Gy209a). Classes require prior preparation and active participation by students. 1 essay each term based on seminar discussion.

Reading List: No book or books cover **Module 1** of the course, and use of research papers etc., will be necessary (most of which are held in the Geography Department, Paper Collections, Room S502). Basic reading for **Module 1** would include:

A. Friend & A. Metcalf, *Slump City: the Politics of Mass Unemployment*, 1981; D. Massey, *Spatial Divisions of Labour*, 1984; D. Gregory & J. Urry (Eds.), *Social Relations and Spatial Structures*, 1985; J. Anderson, S. Duncan & R. Hudson, *Redundant Spaces in Cities and Regions?*, 1983; G. Stedman Jones, *Outcast London*, 1971; K. Bassett & J. Short, *Housing and Residential Structure: Alternative Approaches*, 1980; Women and Geography Study Group, *Geography and Gender*, 1984.

For **Module II** reading would include:

J. Eyles (Ed.), *Social Geography in International Perspective*, 1986; C. Brown, *Black and White Britain*, 1984; N. Glazer & K. Young (Eds.), *Ethnic Pluralism and Public Policy*, 1983; M. Omi & H. Winant, *Racial Formation in the United States*, 1986; J. Stone, *Racial Conflict in Contemporary Society*, 1985; S. Lieberman, *A Piece of the Pie*, 1980; J. Rex and D. Mason (Eds.), *Theories of Ethnic and Race Relations*, 1986.

Examination Arrangements: One 3-hour sit-down unseen paper (3 questions out of 9), 60% of marks; two extended essays, one for each module, from list provided or via authorised student choice of 3,000 words to be handed in January and mid-May 40% marks.

Gy1822

Urban Geography

Teacher Responsible: Dr. A. M. Warnes, KCL Room 454 Norfolk Building. (LSE Adviser: Mr. J. R. Drewett, Room S408).

Course Intended Primarily for 2nd Year B.A./B.Sc. Geography and B.Sc. (Econ.) students. 1 c.u.

Core Syllabus: Spatial aspects of urbanisation and urban structures with special reference to British, European and American cities.

Course Content: Concepts of urbanisation and urbanism; the pre-industrial city; social forms and residential patterns in the mercantilist city; industrialisation, economic change and urbanisation in the nineteenth century; the British housing market; the emergence of town planning and its impact on urban social geography; the dimensions of residential segregation in British, European and American cities; the bases of these dimensions and their spatial expression; the commercial and industrial structures of contemporary cities, contemporary urban problems.

Pre-Requisites: A knowledge of human geography is desirable.

Teaching Arrangements: There are 40 lectures (Gy210), held twice weekly. Classes (Gy210a) are arranged at LSE and tutorial support is given at KCL.

Reading List: D. T. Herbert & C. J. Thomas *Urban Geography: A First Approach*, 1982; H. Carter, *The Study of Urban Geography*, 1981; P. Knox, *Urban Social Geography*, 1981; B. T. Robson, *Urban Social Areas*, 1975; R. E. Pahl, *Whose City?* 1975; K. Bassett & A. Short, *Housing and Residential Segregation*, 1980.

Examination Arrangements: One three-hour paper, accounting for 80% of total marks, in which three out of 8-9 questions must be answered. One course paper to be written during the session (maximum 3,000 words each), accounting for 20% of total marks.

Gy1824

The Location of Economic Activity

Teacher Responsible: Dr. J. E. Martin, Room S510 (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for B.A./B.Sc. c.u. Geography, 2nd year. B.Sc. (Econ.) Part II; Diploma. General Course and Beaver College students.

Core Syllabus: Neo-classical and behavioural theories of the location of economic activity. Analysis of the full range of factors influencing the location of industry and more detailed empirical study of factors in selected industries. Industry in the metropolitan city and region.

Course Content: The aim is to make a thorough examination of the more important factors that influence decision-makers in the allocation of investment capital over space. Attention will be paid to theoretical and empirical explanations of the location patterns of economic activity. The assumptions of classical location theory will be reviewed and reassessed in the light of modern developments and experience. In addition to the examination of the classical influences on spatial patterns of production, attention will be given to such elements as the role of technological change and innovation, the organisational structure of firms and their decision

making behaviour, the effects of market structure, environmental protection and government intervention. The study of industry in the metropolitan city and region will embrace the issue of linkages and inter-industry connections. Illustrative material will be taken principally from the manufacturing sector, while the agricultural, mining and service sectors will be of interest essentially in the context of their interrelationships with industry.

Pre-Requisites: Some background in economics will be assumed.

Teaching Arrangements:

Lectures (Gy208); 42, twice weekly in the Michaelmas, Lent and Summer Terms given by Professor R. C. Estall (Room S509) and Dr. J. E. Martin (Room S510). Classes (Gy208a): 10 fortnightly (Dr. Martin). Students will normally be expected to write three essays and to prepare a paper for these classes.

Reading List: Several books will be referred to repeatedly and can be regarded as "basic texts". These are asterisked. *K. Chapman & D. Walker, *Industrial Location*, 1987; *W. F. Lever (Ed.), *Industrial Change in the U.K.*, 1987; *H. D. Watts, *Industrial Geography*, 1987; *R. C. Estall & R. O. Buchanan, *Industrial Activity and Economic Geography* (4th edn.), 1980; *M. Pacione (Ed.), *Progress in Industrial Geography* 1985; D. M. Smith, *Industrial Location* (2nd edn.), 1981; P. E. Lloyd & P. Dicken, *Location in Space* (2nd edn.), 1977; M. Chisholm, *Geography and Economics* (2nd edn.), 1970; G. T. Karaska & D. F. Bramhall (Eds.), *Locational Analysis for Manufacturing*, 1969; F. E. I. Hamilton (Ed.), *Spatial Perspectives on Industrial Organisation and Decision Making*, 1974; A. Markusen, *Profit Cycles, Oligopoly and Regional Development*, 1985; P. Dicken, *Global Shift*, 1986.

Supplementary Reading List: Additional reading lists will be provided as appropriate.

Examination Arrangements: Three hour formal examination in the Summer Term; three questions to be attempted from about ten set, the paper will be divided into two sections, with at least one question to be answered from each section.

Gy1829

Historical Geography of the British Isles

Teacher Responsible: Dr. D. R. Green, KCL, Room 217, Norfolk Building. (LSE Adviser: Professor R. C. Estall, Room S506).

Course Intended Primarily for 2nd Year Geography B.A./B.Sc. and B.Sc. (Econ.) students. 1 c.u.

Core Syllabus: The course has three principal objectives: to provide an adequate understanding of the evolution of the British landscape from the Iron Age to the late 19th century; to introduce theoretical and methodological approaches in historical geography and to furnish a working knowledge of the available source materials; to provide a training for the application of this knowledge in the field.

Course Content: The geography of pre-Medieval English settlement; the nature of feudalism; Medieval agriculture, industry and trade; agrarian capitalism in early-modern England; the transition from domestic production to the factory system; transport and

commercial innovations in the 18th and 19th centuries; agrarian change in the 18th and 19th centuries; geography of social protest; economic, social and political structure of 19th century cities.

Pre-Requisites: None.

Teaching Arrangements: The course (Gy212) consists of three components: a series of 36 lectures detailing the major aspects of landscape change; a series of 8-10 classes examining important sources of evidence; a field trip of approximately 5 days' duration to demonstrate historical change in a regional setting.

Reading List: Students will be expected to read widely. Short specialist reading lists will be provided in the course of the lectures. The following are recommended: J. Chambers & G. Mingay, *The Agricultural Revolution 1750-1880*, 1966; H. C. Darby (Ed.), *A New Historical Geography of England*, 1976; R. Dodgshon & R. Butlin (Eds.), *An Historical Geography of England & Wales*, 1978; M. Dunford & D. Peirons, *The Arena of Capital*, 1983; E. Pawson, *The Early Industrial Revolution*, 1979; M. Postan, *The Medieval Economy and Society*, 1972; R. Tawney, *The Agrarian Problem in the Sixteenth Century*, 1912.

Examination Arrangements: One three-hour examination consisting of three questions and counting for 70% of the total marks. Two term essays of approximately 2,000 words each, accounting for 30% of the total assessment.

Gy1840

Geomorphology I

Teacher Responsible: Professor D. Brunson, KCL, Room 455, Norfolk Building, (LSE Adviser: Dr. H. Seoging, Room S414)

Course Intended Primarily for B.A./B.Sc. Geography 2nd Year Course Unit, Human Environmental Studies (KCL), Beaver College and Civil Engineering students.

Core Syllabus: Students are introduced to the main processes of landform sculpture under differing climatic and structural environments, and to the techniques used in process investigations.

Course Content: Weathering and Mass Movements: Basic geomorphological characteristics, stress-strain relationships, climatic and geologic controls on weathering, physical, biotic and chemical weathering. Products of weathering. Mass movements, physical principles, soil creep, block fall, landslides, debris flows. Application to engineering and human impact. (10 lectures).

Glacial and periglacial process; physical principles of ice and glacier formation. Glacial budgets, ice determination. Principles of glacial erosion and deposition, and resulting landforms. Past and present periglacial processes, solifluction, ice wedges, patterned ground. (8 lectures).

Hillslope and fluvial processes: drainage basin characteristics, hydrological cycle, infiltration, interception, throughflow, overland flow. Process form relationships under differing climatic regimes. Soil erosion - sheet, rills, gullies. Fluvial networks, principle of fluid flow, channel hydraulics. Shear stress, roughness, entrainment of sediment, transport and deposition. Meandering and braiding, flood plain and long profile development. (10 lectures). In addition

lectures will be given on the following subjects according to availability of lecturers.

Karst processes and landform: Limestone distribution, chemistry of solution, controls on processes. Karstic landforms.

Aeolian processes: desert distribution, desert surfaces, wind erosion processes, abrasion, deflation, sand movement, bedforms in granular material, dune patterns.

Coastal processes: wave and tide energy, and distribution wave forms, erosion, structural controls, beach forms, rip currents, headland erosion, longshore drift.

Pre-Requisites: Most B.A./B.Sc. students are expected to have taken Gy101 **Physical Geography** in their 1st year, but there are no formal pre-requisites.

Teaching Arrangements:

Lectures (Gy203): 40 hours Michaelmas and Lent Term.

Classes (Gy203): 10 hours for LSE students. Tutorials for KCL students. A one-week field class.

Fieldwork: Students are expected to attend a week's field course normally held either in the Christmas or Easter vacations as a compulsory integral part of the course.

Written Work: Students will be required to submit a written report of 3,000 words on their field course, particularly their group and individual project work undertaken during the field week.

Reading List: A comprehensive reading list is provided with lecture handouts but the following are basic texts: D. Carroll, *Rock Weathering*; C. Ollier, *Weathering*; M. A. Carson & M. J. Kirkby, *Hillslope Form and Process*; C. Embleton & J. B. Thornes, *Process in Geomorphology*; C. Embleton & C. A. M. King, *Glacial Geomorphology*; C. A. M. King, *Periglacial Geomorphology*; K. J. Gregory & D. Walling, *Drainage Basin Form and Process*; V. T. Chow, *Open Channel Hydraulics*; R. U. Cooke & A. Warren, *Geomorphology in Deserts*; A. Goudie (Ed.), *Geomorphological Techniques*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Three questions are to be answered from a choice of 9 or 10 covering aspects from the six main process sections of the course. 80% of the total assessment of the course is based on the exam paper, the other 20% is awarded on written work from the field course.

Gy1841

Soils and Biogeography

Teacher Responsible: Dr. J. Pitman KCL, Room 449, Norfolk Building, (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for 2nd and 3rd Year B.A./B.Sc. Geography students, also Geology and Plant Sciences (KCL). $\frac{1}{2}$ c.u.

The scope and content of this course is under review. Full information will be available before the commencement of the 1988-89 academic year from the teachers responsible.

Gy1844

Elements of Hydrology

Teacher Responsible: Dr. J. I. Pitman, KCL, Room

449, Norfolk Building (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for 2nd or 3rd year B.A./B.Sc. Geography students, also for Geology students. $\frac{1}{2}$ c.u.

The scope and content of this course is under review. Full information will be available before the commencement of the 1988-89 academic year from the teachers responsible.

Gy1857

Advanced Methods in Geographical Analysis

Teacher Responsible: Dr. H. Seoging, Room S414 (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for B.A./B.Sc. Geography course unit second year; Diploma in Geography B.A./B.Sc. c.u. main field subjects.

Core Syllabus: The course builds on the first year Methods in Geography course, developing theoretical and applied skills in human and environmental geographical analysis. The student will be taught how to ask appropriate geographical questions and to apply problems solving methods involving data collection, handling, processing, display and analysis. This theoretical component will be developed via applications of problem solving methods.

Course Content:

- 1. Introduction:** Philosophical principles, paradigms. Systematic application of geographical techniques.
- 2. Geographical Methods:** (i) Data collection and handling. Types of data collection/capture; Spatial data representation, digital terrain models; data base management. (ii) Data processing. Development of geographical hypotheses; algorithms, problem solving techniques. Statistical techniques including statistical packages (parametric methods e.g. correlation and regression, factor analysis) and analysis of nominal scaled variables: Interpretation of analytical results. (iii) Data display and communication. Computer-aided mapping, graphical display, dynamic display, spatial and temporal change.

- 3. Geographical Applications:** Themes to illustrate application of techniques developed in 2. (Subject to variation) e.g. Computer mapping and communication. Government policy for population and employment changes. Data capture/information systems. Journey to work patterns. Analysis of fiscal systems.

- 4. Individual problem-solving projects:** Students with the guidance of class teachers, will be asked to select their own independent project, to specify the nature of their geographical enquiry, and to bring to bear the tools learnt in the first part of the course to evaluate their selected issue. The course makes use of a variety of computer hardware and software including BBC and Macintosh micros, Vax Minitab, Mapics, Jazz, Versa Term.

Teaching Arrangements: Lectures (Gy201) 20 x 2 hours Michaelmas and Lent Terms. Classes (Gy201a) 20 x 2 hours Michaelmas and Lent Terms.

Written Work:

- 1.** Three course themes to be submitted as practical work involving appropriate elements of applied techniques.

- 2.** Individual problem-solving project combining essay and analytic work.

A considerable emphasis is placed on practical work, and progress will be monitored throughout the year by class teachers. (See Examinations.)

Reading List: Appropriate reading lists will be available for each part of the course. Basic texts include: R. J. Johnston, *Multivariate Statistical Analysis in Geography*; J. Silk, *Statistical Concepts in Geography*; P. J. Taylor, *Quantitative Methods in Geography*; R. J. Rummel, *Applied Factor Analysis*; B. H. Erickson & T. A. Nosanchuk, *Understanding Data*.

Examination Arrangements:

- 1.** A formal 3-hour examination 3 questions from a choice of 8-9. 40%.
- 2.** Three groups of practical work related to specific course themes. 40%.
- 3.** Individual Project 20%.

Practical work to be handed in on the day of the formal examination.

Gy1876

Economic and Regional Geography of the British Isles

Teachers Responsible: Mr. D. J. Sinclair Room S410, Dr. N. A. Spence, Room S565 and Dr. M. Frost, KCL, Room 450 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.A./B.Sc. Geography c.u. 2nd or 3rd year, B.Sc. (Econ.) Part II.

Core Syllabus: The course analyses principal changes in the social and economic geography of Britain since 1945 and the causes of the changes are discussed. An introduction to source materials is provided.

Course Content: An appreciation of the physical, social, economic and political conditions that have influenced modern patterns of settlement, population, industry and land use. Special studies of selected industrial and agricultural areas. The course is divided into two sections. In the Michaelmas Term topics are treated systematically e.g. population change, resource development, agriculture, industry, transport, urban development. In the Lent Term treatment is mainly by regions. It is necessary to attend both sections.

Pre-Requisites: Some previous knowledge of geography is desirable but not essential. The main pre-requisite is an interest in what is currently happening to the environment in Britain.

Teaching Arrangements: In addition to the 45 lectures (Gy220) (twice weekly), classes are arranged during the Michaelmas and Lent Terms and in the early part of the Summer Term. Students are required to prepare short papers on agreed topics for discussion. Essay topics are set from time to time during the course.

Reading List: A full study guide and list of references is issued to students early in the course. This reading list contains many of the principal books recommended but students are advised to read widely in relevant journals.

J. W. House (Ed.), *The UK Space; Resources Environment and the Future*, Weidenfeld and Nicholson; R. J. Johnston & J. C. Doornkamp, *The Changing Geography of the United Kingdom*, Methuen 1982 (very useful for the Michaelmas Term); G. Manners, D. Keeble, B. Rodgers & K. Warren,

Regional Development in Britain (2nd edn.), very useful for the Lent Term.

R. Dennis & H. Clout, *A Social Geography of England and Wales*, Pergamon, 1980; N. Spence et al., *British Cities, an Analysis of Urban Change*, Pergamon, 1982; J. Fernie, *A Geography of Energy in the UK*, Longman, 1980; J. Blunden, *The Mineral Resources of Britain*, Hutchinson, 1975; J. T. Coppock, *An Agricultural Atlas of Great Britain*, Faber, 1976; R. H. Best, *Land Use and Living Space*, Methuen, 1981; P. Hall, *The Containment of Urban England*, Allen & Unwin, 1974; P. Hall (Ed.), *The Inner City in Context*, Heinemann, 1981; G. McCrone, *Regional Policy in Britain*, Allen & Unwin; M. Blacksell & A. Gilg, *The Countryside, Planning and Change*, Allen & Unwin, 1981; J. B. Goddard & A. G. Champion, *The Urban and Regional Transformation of Britain*, Methuen, 1983. *The Ordnance Survey Atlas of Great Britain*, Country Life Books, 1982, especially the textual matter.

Examination Arrangements: There is a three hour formal examination in the Summer Term on which the assessment is based. Students are required to answer 3 questions from a paper of 9 or 10 questions.

Gy1877

Europe

Teacher Responsible: Mr. D. J. Sinclair, Room S410 (Secretary, Mrs. P. Farnsworth, S409) with Dr. J. E. Martin and Dr. F. E. I. Hamilton.

Course Intended Primarily for B.A./B.Sc. Geography (Optional 2nd or 3rd year) Degree, 1 c.u.; B.Sc. (Econ.) Part II, Diploma in Geography.

Core Syllabus: A survey of contemporary themes in the geography of Europe, examining its spatial attributes in the context of political and economic integration.

Course Content: Western and Eastern Europe in context. Moves towards economic integration since 1945. The evolution of the EEC and COMECON. The size, structure and spatial distribution of population. The labour market; patterns and trends of employment. Sectoral and regional changes in agriculture and industry.

The onset of de-industrialisation? The tertiarisation of society.

The European resource base. Fuel and energy resources. Energy policies and regional development. Comparative analyses of national and regional planning for economic development and social progress.

Studies of selected areas in Western and Eastern Europe to exemplify themes in the relationship between society and environment.

Pre-Requisites: None.

Teaching Arrangements:

Lectures (Gy221): 40 hours, Michaelmas and Lent Terms.

Classes: 10 hours, Sessional.

Class arrangements provide for the exploration of central themes and for revision in the Summer Term.

Reading List: A consolidated reading list is provided at the beginning of the course, to be supplemented during the course by references to periodical literature on specific topics and areas. While the ability to read

in French or German would be an advantage, the available literature in English is more than adequate for the needs of the course. The following texts are recommended as important sources:

H. D. Clout (Ed.), *Regional Development in Western Europe*; P. L. Knox, *The Geography of Western Europe*; K. Allen & MacLennan, *Regional Problems and Policies*; J. R. Boudeville, *Problems of Regional Economic Planning*; J. T. Connor and W. L. Batt, *Area Redevelopment Policies in Britain and the Countries of the Common Market*; A. Emmanuel (Ed.), *The Regional Factor in Economic Development*; R. A. French and F. E. I. Hamilton, *The Socialist City*; P. Hall & D. Hay, *Growth Centres in European Urban Systems*; F. E. I. Hamilton, *Planned Economies*; G. W. Hoffman (Ed.), *A Geography of Europe: Problems and Prospects*; G. W. Hoffman (Ed.), *Eastern Europe, Essays in Geographical Problems*; J. W. House, *France: An Applied Geography*; R. Lee & P. E. Ogden, *Economy and Society in the E.E.C.*; A. Williams (Ed.), *Southern Europe Transformed*; R. E. H. Mellor, *Eastern Europe*; J. N. Tuppen, *The Economic Geography of France*, 1983; G. Parker, *A Political Geography of Community Europe*; A. M. El-Agraa (Ed.), *The Economics of the European Community*, 1980; D. Yuill, K. Allen & C. Hull (Eds.), *Regional Policy in the European Community*, 1982.

Examination Arrangements: There is a three hour formal written examination in the Summer Term in which students are required to answer 3 questions from a choice of 8 or 9.

Gy1879

Geography of The Soviet Union

See Gy1886

Gy1880

North America I Geographical Patterns of Resources and Economic Development in the United States

Teacher Responsible: Professor R. C. Estall, Room S506 (Secretary, Nesta Herbert, S508)

Course Intended Primarily for B.A./B.Sc. Geography 3rd Year $\frac{1}{2}$ unit course. (1 unit course with North America II); B.Sc. (Econ.) Part II 2nd or 3rd year with North America II); Diploma (with North America II).

Core Syllabus: The course reviews the spatial patterns and problems of economy and society in the USA and the role of government in relation to economic development and spatial change.

Course Content: Systematic studies of population, land use, the energy and minerals industries, the farm economy, manufacturing industry, tertiary activities and the urban system. Emphasis is placed on current national issues, such as patterns of employment, environmental concerns, energy problems and the implications of federal government activities.

Pre-Requisites: Participants should have at least an elementary background in economics and preferably, but not necessarily, in human geography.

Teaching Arrangements: Two lectures (Gy223) per week in the Michaelmas Term, followed by five classes (Gy223a) in the Lent Term. (Special class

arrangements are made for General Course students). **Written Work:** Will be done in association with classes. The class may opt to write a course essay of up to 2,500 words on a selected theme which would count for 25% of marks in the final examination.

Reading List: No one text adequately covers the themes dealt with here, and much reading is from recent articles recommended as the course progresses. The course closely follows the pattern set out in: R. C. Estall, *A Modern Geography of the United States* (2nd edn.), 1976.

Other basic reading will be found in: P. L. Knox, Bartels et al, *The United States: A Contemporary Human Geography*, 1988; J. H. Paterson, *North America* (7th edn.), 1984, especially chapters 2 to 7; S. D. Brunn & J. O. Wheeler, (Eds.), *The American Metropolitan System*, 1980.

See also: *The Oxford Regional Economic Atlas of the United States and Canada* (2nd edn.), 1975.

Examination Arrangements:

B.A./B.Sc. Geography, $\frac{1}{2}$ unit course: A three-hour formal examination paper is taken in the Summer Term, with three questions to be answered from about nine set. This examination accounts for 100% of marks, unless the class opts for the course essay mentioned above, when the 3-hour examination counts for 75%. B.Sc. (Econ.) and 1 unit B.A./B.Sc. course, see North America II.

Gy1882

Latin America I: Pre-Industrial Societies

(Not available 1988-89)

Teacher Responsible: Dr. L. A. Newson, KCL, Room 222, Norfolk Building. (LSE Adviser: Professor R. C. Estall, Room S506).

Course Intended Primarily for B.A./B.Sc. Geography and B.Sc. (Econ.) 2nd or 3rd year students. $\frac{1}{2}$ c.u.

Core Syllabus: The course examines the origin, nature and evolution of pre-industrial societies in Latin America. Special emphasis is placed on the impact of Spanish and Portuguese colonialism.

Course Content: The evolution of bands, tribes, chiefdoms and states, with some emphasis on the origins of agriculture, urbanism and the state. The nature of Spanish and Portuguese colonialism and changes brought about in the settlement patterns, economy, social structure and religion of Latin America. Special interest is shown in the nature of cultural and demographic changes experienced by the Indians.

Pre-Requisites: None.

Teaching Arrangements: Normally 25 lectures (Gy224), given once a week throughout the year. When the teacher has study leave, the lectures will be given twice a week during the one term only. Students should check the arrangements for lectures each year.

Written Work: A course essay which counts for 25% of the marks, thus making the examination count for 75%.

Reading List: A full list of references will be given to students at the beginning of the course. The following books will be useful: L. Bethell (Ed.), *The Cambridge History of Latin America, Vols. I and II*; H. Blakemore

& C. T. Smith, *Latin America: Geographical Perspectives*; C. Wagley, *The Latin American Tradition*; R. C. West & J. P. Augelli, *Middle America: its Lands and its Peoples*; W. T. Sanders & J. Marino, *New World Prehistory*; J. H. Steward & L. C. Faron, *Native Peoples of South America*; C. R. Boxer, *The Portuguese Seaborne Empire*; B. W. Diffie, *Latin American Civilisation: the Colonial Period*; C. Gibson, *Spain in America*; C. H. Haring, *The Spanish Empire in America*.

Examination Arrangements: One three-hour examination paper, counting for 75% of the marks. B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1883

Latin America II: Industrial Societies

(Not available 1988-89)

Teacher Responsible: Dr. L. A. Newson, KCL, Room 222, Norfolk Building. (LSE Adviser: Professor R. C. Estall, Room S506).

Course Intended Primarily for B.A./B.Sc. Geography and B.Sc. (Econ.) second or third year students. $\frac{1}{2}$ c.u.

Core Syllabus: The course examines the origin, nature and evolution of industrial societies in Latin America. Special emphasis is placed on the economic, social and political problems associated with industrialisation.

Course Content: The nature of industrial society. The geographical impact of political independence in Latin America. The processes and problems of industrialisation. The nature of primary production: agriculture and mining. Land tenure, agrarian reform and colonisation. Transportation and economic integration. Demographic changes and rural-urban migration. Regional inequalities and regional planning. Development strategies and politics.

Pre-Requisites: Ideally Latin America I or Third World courses, but not essential.

Teaching Arrangements: Normally 25 lectures (Gy323), given once a week throughout the year. When the teacher has study leave, the lectures will be given twice a week during one term only. Students should check arrangements for lectures each year.

Written Work: A course essay which counts for 25% of the marks, thus making the examination count for 75%.

Reading List: A full list of references will be issued to students at the beginning of the course. The following books will be useful: H. Blakemore & C. T. Smith, *Latin America: Geographical Perspectives*; B. W. Blouet & O. M. Blouet, *Latin America: An Introductory Survey*; A. G. Frank, *Capitalism and Underdevelopment in Latin America*; A. Gilbert, *Latin American Development*; K. Griffin, *Underdevelopment in Latin America*; D. Preston & P. Odell, *Societies and Economies in Latin America*; D. Preston (Ed.), *Latin American Development*.

Examination Arrangements: One three-hour examination paper, counting for 75% of the marks. B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1884
Gy1888**The Third World: A Study of Social and Economic Development****Teacher Responsible:** Professor W. B. Morgan, KCL, Room 104, Norfolk Building, (LSE Adviser: Dr. S. Chant, Room S506B).**Course Intended Primarily for** 2nd and 3rd year B.A./B.Sc. Geography, 1 c.u.; B.Sc. (Econ.) Part II.**Core Syllabus:** The aim of the course is to introduce students to the social and economic characteristics of the Third World and the development problems it faces. It will thus examine in general terms most aspects of the geography of the Third World, including agriculture, industry, population, urbanisation and planning, and assess the applicability of models developed in the respective branches of the subject to the Third World. It will also discuss various models of development as applied to the Third World.**Course Content**

Development characteristics

Aspects of agricultural development

Trade resources

Industrialisation

Population growth problems

Urban development

Income disparities

National & regional planning

Models of development

Pre-Requisites: None.**Teaching Arrangements:** 40 lectures and 6 classes (Gy225) Sessional.**Reading List:** P. Bairoch, *The Economic Development of the Third World since 1900*, 1975; H. Bernstein (Ed.), *Underdevelopment and Development*, Penguin, 1975; Brandt Report, *North-South: a Programme for Survival*, 1980; H. C. Brookfield, *Interdependent Development*, 1975; J. P. Dickenson et al., *A Geography of the Third World*, 1983; S. Goodenough, *Values, Relevance and Ideology in Third World Geography*, Open University text, 1977; N. Long, *An Introduction to the Sociology of Rural Development*, 1977; A. L. Mabogunje, *The Development Process: A Spatial Perspective*, 1980; A. B. Mountjoy, *Developing the Underdeveloped Countries*, 1971; I. Roxborough, *Theories of Underdevelopment*, 1979; World Bank (IBRD), *World Development Report* (annual).**Examination Arrangements:** One three-hour examination.Gy1886
Gy1879**The Soviet Union****Teacher Responsible:** Dr. F. E. I. Hamilton, Room S417 (Secretary, Mrs. P. Farnsworth, S409)**Course Intended Primarily for** B.Sc. (Econ.) Part II; B.A./B.Sc.1 c.u. main field Geography 3rd year; Dip. Geography.**Core Syllabus:** This course focusses primarily on the locational and regional impacts of Soviet policies and planning, decisions, and their implementation since 1917.**Course Content:** There are two main parts. The first

examines mainly issues that relate to society - physical environment interrelationships: changing state attitudes to the physical environment, its use and conservation; the management of vast areas; population changes, patterns and problems; agricultural reorganization and modernization; transport and inter-regional relations.

The second examines the locational and regional objectives, policies, decisions, and management problems, shaping Soviet industrialization, urbanization, and regional economies; city planning, urban form, function and social justice; tourism and recreation.

Pre-Requisites: None.**Teaching Arrangements:** 45 lectures and classes (Gy324) Sessional.**Reading List:** S. Balzak, F. Vasyutin & Ya Feigin, *Economic Geography of the USSR*; V. Bandera & Z. Lew Melnyk, *The Soviet Economy in Regional Perspective*; J. P. Cole & F. C. German, *A Geography of the USSR*; G. Demko & R. J. Fuchs, *Geographical Perspectives in the Soviet Union*; F. E. I. Hamilton, *The Moscow City Region*; D. J. M. Hooson, *The Soviet Union: A Regional Geography*; P. Lydolph, *A Geography of the USSR*; R. Mathieson, *The Soviet Union*; R. A. French & F. E. I. Hamilton, *The Socialist City*; F. E. I. Hamilton, *Planned Economies*; I. Koropecyjk & G. Schroeder, *Regional Economies in the Soviet Union*; M. K. Bandman, *Regional Development in the USSR*; G. Andrusz, *Housing in the USSR*; R. North, *Transport and West Siberian Development*.**Examination Arrangements:** One 3 hour written paper equivalent to 75% and an essay equivalent to 25% of the course evaluation.

Gy1887

North America II Regional Studies of Economic Growth and Change**Teacher Responsible:** Professor R. C. Estall, Room S506 (Secretary, Nesta Herbert, S508)**Course Primarily Intended for** B.A./B.Sc. Geography 3rd Year (whole unit course includes North America I see Gy1880); B.Sc. (Econ.) Part II 2nd or 3rd year (with North America I); Diploma (with North America I).**Core Syllabus:** This course evaluates contrasts in economic structure and levels of living in major regions of USA. Special studies are made of contrasting regions and the post war regional planning policies of the federal government.**Course Content:** A review of regional disparities in economic structure and performance and some of the theoretical explanations thereof. A detailed analysis of the evolving economic and social geography of selected regions and contrasting regional problems. An appraisal of federal programmes for area development.**Pre-Requisites:** Participants should have at least an elementary background in economic and human geography.**Teaching Arrangements:** 20 lectures Michaelmas Term (Gy223) followed by 5 classes and 25 lectures Lent and Summer Terms (Gy322). Classes will be arranged on an informal basis. (Special class arrangements are made for General Course students.)**Written Work:** Will be done in association with the classes. The class may also opt to write a course essay of up to 3,500 words on a selected theme, which would count for 25% of the marks in the final examination.**Reading List:** The course requires reference to a number of books and articles. Participants would find it useful, however, to possess a regional text such as: J. H. Paterson, *North America* (7th edn.), 1984 or C. L. White, Foscoe & McKnight, *Regional Geography of Anglo America* (5th edn.), 1979.Other relevant works include: M. Bradshaw, *Regions and Regionalism in the United States*, 1988; L. Weinstein & R. E. Firestone, *Regional Growth and Decline in the United States*, 1985; G. Sternlieb & J. W. Hughes (Eds.), *Post Industrial America. Metropolitan Decline and Inter-Regional Job Shifts*, 1975; J. W. House (Ed.), *United States Public Policy: A Geographical View*, 1983; C. H. Martin & R. A. Leone, *Local Economic Development, the Federal Connection*, 1977.**Examination Arrangements:** For all candidates (B.A./B.Sc. 1 unit; B.Sc. (Econ.); Diploma). A three hour formal examination paper is taken in the Summer Term, with 3 questions to be answered from about 9 set. The paper will be sectionalised, with answers required from each of two sections. It will count for 100% of marks, unless the class opts for the course essay mentioned above, when the 3-hour examination counts for 75%.

Gy1888

The Third World II: Social and Economic Basis (1 Unit)

See Gy1884

Gy1919

Urban Politics: A Geographical Perspective

(Not available 1988-89)

Teacher Responsible: Dr. K. Hoggart, Room 452, Norfolk Building, KCL. Within LSE Dr. Michael Hebbert, Room S420, will be able to answer questions about the course.**Course Intended Primarily for** B.A./B.Sc. Geography, B.Sc. (Econ.) special subject Geography, second/third year, 1 c.u.**Core Syllabus:** The course examines how the organisation of power in society is reflected in the structure, procedure and policies of urban governments. The material considered largely comes from the USA and Britain.**Course Content:**

1. Significance of local government: theories of the state, democracy, power.
2. Structure of local government: local government resources, central-local relations, differences between USA and English structures, contracting, special districts, the local fiscal crisis.
3. Local-government policy-making: elections, community power structures, councillors and leaders, parties and political machines, bureaucracy, reform government, pressure groups, urban riots.
4. Local government outputs: intra- and inter-authority output distribution.

Pre-Requisites: An interest in the subject area.**Teaching Arrangements:** Approximately 40 lectures (Gy303).**Reading List:** P. Dunleavy, *Urban Political Analysis*, Macmillan, London, 1980; J. Gyford, *Local Politics in Britain* (2nd edn.), Croom Helm, 1983; W. Hampton, *Local Government and Urban Politics*, Longman, 1987; J. J. Harrigan, *Political Change in the Metropolis*, Little, Brown, Boston, 1981; B. Jones, *Governing Urban America*, Little Brown, Boston, 1982; R. L. Lineberry & I. Sharkansky, *Urban Politics and Public Policy* (3rd edn.), Harper & Row, New York, 1978.**Examination Arrangements:** Course essay plus a three hour unseen examination.

Gy1920

Spatial Aspects of Economic Development**Teacher Responsible:** Dr. F. E. I. Hamilton, Room S417 (Secretary, Mrs. P. Farnsworth, S409)**Course Intended Primarily for** B.Sc. (Econ.) Part II; B.A./B.Sc. Geography 3rd year; but also available, with permission, for General Course students 1 c.u.**Core Syllabus:** The paper examines the spatial objectives, processes and impacts mainly of industrial change at the regional, national and international levels in developed and developing countries.**Course Content:** Emphasis in the paper will be placed on selected topics, primarily: forces shaping the spatial patterns of labour market operations and occupational structures; the roles of contact patterns and information flows in industry and business in regional development and regional policies; North-South and East-West development problems; direct and indirect effects of foreign investment (including multinational-corporate investment) and of government policies on international, national and regional development patterns; the assessment of models of uneven industrialization and of growth. Examples will be drawn from various market and non-market economies.**Pre-Requisites:** An Economics paper and/or Economic Geography in the case of B.Sc. (Econ.) and B.A./B.Sc. Geography students; suitable economics or development background in all other cases.**Teaching Arrangements:** The course comprises 40 lectures (Gy304) with 5 seminars to facilitate broad discussion of the major issues. Teaching is shared by Dr. Hamilton and Dr. Frost.**Written Work:** Assessment of this course is by a 3 hour written examination only.**Reading List:** *F. E. I. Hamilton & G. J. R. Linge, *Spatial Analysis, Industry and the Industrial Environment*, Vol. 1 *Industrial Systems*, Vol. 2 *International Industrial Systems*, Vol. 3 *Regional Economies and Industrial Systems*; W. W. Rostow, *The World Economy*; N. Ginsburg, *Essays on Geography and Economic Development*; N. Ginsburg, *Atlas of Economic Development*; A. O. Hirschman, *Strategy of Economic Development*; Donella & H. Meadows, *The Limits of Growth - The Club of Rome's Views*; A. B. Mountjoy, *Industrialization & Underdeveloped Countries*; *G. Myrdal, *Economic*

Theory & Underdeveloped Regions; F. E. I. Hamilton, *Contemporary Industrialization*; *F. E. I. Hamilton, *Industrial Change*; *R. Vernon, *Sovereignty at Bay: The Spread of US Multi-national Enterprise*; A. R. Kuklinski, *Growth Poles and Growth Centres in Regional Planning*; A. R. Kuklinski, & R. Petrella, *Growth Poles & Regional Policies*; F. E. I. Hamilton, *Spatial Perspectives on Industrial Organisation and Decision-Making*; H. Myint, *Economic Theory and the Underdeveloped Countries: Southeast Asia's Development Policies in the 1970s*; F. E. I. Hamilton, *Industrialization in Developing and Peripheral Regions*; F. E. I. Hamilton, *Industrial Change in Advanced Economies*; C. Dixon & D. Drakakis-Smith, *Multinationals & The Third World*.

* Essential reading.

Examination Arrangements: One three-hour examination.

Gy1922

Geography of Rural Development

Teacher Responsible: Professor W. B. Morgan, KCL, Room 104, Norfolk Building. (LSE Adviser: Mr. D. J. Sinclair, Room S410)

Course Intended Primarily for B.A./B.Sc. Geography 3rd Year students, also B.Sc. (Econ.) students. 1 c.u.
Core Syllabus: Concentrating on advanced capitalist societies and their experience since 1945, this course is problem-oriented. It is concerned with the nature of 'development' in rural areas and examines particular issues and patterns of change in order to identify the determinants of change and their consequences for economy and society.

Course Content: Conceptions of development, settlement growth and decline, rural infrastructure (e.g. housing, service provision, transport). Agricultural adjustment and organisation, land use planning and agricultural policy, conservation and the landscape, national parks. Industry in rural areas. Social structure and social change. National policies within the CAP.
Pre-Requisites: None.

Teaching Arrangements: Approximately 40 lectures (Gy305), two per week. The course is taught by Professor W. B. Morgan and Mr. D. J. Sinclair.

Reading List: M. Blacksell & A. W. Gilg, *The Countryside*, Allen & Urwin, London, 1981; M. C. Whitby & K. G. Willis, *Rural Resource Development*, Methuen, London, 1978; G. E. Cherry (Ed.), *Rural Planning Problems*, Leonard Hill, London, 1976; F. H. Buttel & H. Newby (Eds.), *The Rural Sociology of Advanced Societies*, Croom Helm, London, 1980; J. M. Shaw (Ed.), *Rural Deprivation and Planning*, Geo Abstracts, Norwich, 1979; L. G. Tweeten & G. L. Brinkman, *Micropolitan Development*, Iowa State University Press, Ames, 1976; H. Newby, *Green and Pleasant Land?*, Penguin, Harmondsworth, 1979; M. Pacione, *Rural Geography*, Harper & Row, London, 1984; D. R. Phillips & A. R. Williams, *Rural Britain: A Social Geography*, Blackwell, Oxford, 1984; A. Gilg, *An Introduction to Rural Geography*, Arnold, London, 1985; C. Pye-Smith & C. Rose, *Cities and Conservation: Conflict in the British Countryside*, Penguin, Harmondsworth.

Examination Arrangements: One three-hour written paper, counting for 75% of the total marks, in which

three questions must be answered. Course work counts for 25% of total marks.

Gy1926

Urban and Regional Planning

Teacher Responsible: Dr. M. Hebbert, Room S420 (Secretary, Miss A. Barnes, S406)

Course Intended Primarily for B.A./B.Sc. c.u. main field Geography 2nd or 3rd year; also B.Sc. (Econ.) Part II. Michaelmas and Lent Terms may also be taken as $\frac{1}{2}$ c.u. by Beaver College Students.

Core Syllabus: The aim of the course is to familiarize students with the British system of town and country planning and the policy issues surrounding it.

Course Content: The legal and administrative framework. How land use planning responsibilities are divided between local and central government in Britain. The planning profession. Urban sprawl and containment policy. Rural planning. Urban development and renewal. Conservation. Policies towards industry and retailing. Regional strategies and plans. Public participation and the politics of planning. British town and country planning in a comparative context.

Pre-Requisites: A basic knowledge of the geography of the UK will be useful but not absolutely essential.

Teaching Arrangements: 40 lectures (Gy310) accompanied by ten classes (Gy310a) and a one-day field excursion in the Summer Term. In addition students may attend 10 lectures (Michaelmas Term) by Mr. Drewett and Dr. Spence on **Planning Techniques and Models I** (Gy312) which cover the sources of spatial planning information and various analytical techniques of use in the formulation of planning policies.

Written Work: Each student is required to submit three essays during the session, one per term. These will be read and discussed in class and marked with comments by the class teacher.

Reading List: No one book covers the entire syllabus and the periodical literature is an important source of material. A separate reading list for each part of the syllabus will be provided. Useful introductions to the course are: J. B. Cullingworth, *Town and Country Planning in Britain*, 1985; J. M. Hall, *The Geography of Planning Decisions*, 1982; P. Hall, *Urban and Regional Planning*, 1982; J. W. House, *The UK Space* (3rd edn.), Ch 6.iv, 1982; A. Ravetz, *Remaking Cities*, 1980; Peter Ambrose, *Whatever Happened to Planning?*, 1986.

Examination Arrangements: There is a three-hour formal examination in the Summer term based on the full syllabus. The examination paper will contain about 8 questions from which any 3 must be chosen.

Gy1929

The Social Geography of Urban Change

Teacher Responsible: Dr. S. S. Duncan, Room S512 (Secretary, Miss C. Gazely, S406)

Course Intended Primarily for 3rd year B.A./B.Sc. Geography 1 c.u., also Dip. Geography.

Core Syllabus: In-depth analysis of the political economy of urban change in advanced capitalist

countries, mostly with reference to Britain but with European comparisons.

Course Content:

1. (L.T.) The political economy of housing provision, looking at construction, land, tenure and state policy.
2. (M.T.) Social process and locality, looking at gender, class and political relations in the context of local change and localities.

Pre-Requisites: Knowledge of theoretical developments and empirical work in social geography and/or urban studies would be useful. **Social Geography: Spatial Change and Social Process** (2nd year course) recommended but not essential.

Teaching Arrangements: One seminar (Gy307) (1½ hours) per week; 10 Michaelmas Term; 10 Lent Term. Seminars require prior presentation and active participation by students. Dr. S. S. Duncan is the teacher.

Reading List: No book covers the course, and extensive use will be made of research papers, interest group publications etc., most of which are held in the Geography Department Collection in Room S502. Basic material would include: M. Ball, *Economic Power and Housing Policy* (1983); P. Dickens, S. S. Duncan, M. Goodwin & F. Gray, *Housing, States and Localities* (1985); D. Massey & A. Catelano, *Capital and Land* (1978); S. Merrett, *State Housing in Britain* (1979); M. Boddy & C. Fudge (Eds.), *Local Socialism* (1984); L. Murgatroyd et al., *Localities, Class and Gender* (1985); S. S. Duncan & M. Goodwin, *The Local State and Uneven Development*, 1988.

Examination Arrangements: One three-hour unseen paper (3 questions out of 9) accounts for 60% of marks. Two extended essays of 4,000 words with student choice of title account for 40% of marks. One essay to be handed in by mid-January; one by mid-May.

Gy1931

Comparative Studies in Spatial Policy

Teacher Responsible: Mr. J. R. Drewett, Room S408 (Secretary, Miss A. Barnes, S406)

Course Intended Primarily for 3rd year B.A./B.Sc. main field Geography, 1 c.u.

Core Syllabus: An examination of the methods and practice of urban and regional planning with special reference to Europe.

Course Content: An examination of contemporary trends in European urbanisation and their theoretical bases. The goals, instruments and achievements of urban and regional policy.

Pre-Requisites: Students will normally be expected to have taken **Urban and Regional Planning** in their second year.

Teaching Arrangements: Michaelmas Term 10 lectures (Gy309) (1½ hours each) by Professor D. R. Diamond, Mr. J. R. Drewett and Professor R. J. Bennett.

1. Theories of contemporary urbanisation
2. Current trends in European urbanisation
3. The policy process: formulation, implementation and evaluation. Also 10 lectures (Gy416) **Planning Techniques and Models II** by Dr. N. Spence and Mr. J. R. Drewett.

Lent Term: 10 lectures and seminars (Gy309) based on case studies selected to illustrate comparative

methodology applied to aspects of urban and regional planning in Europe.

Reading List: Comprehensive reading lists will be provided for each part of the course. The following are considered important: D. MacLennan & J. B. Parr, *Regional Policy*; N. Vanhove & L. H. Klassen, *Regional Policy: A European Approach*; J. T. Coppock & W. R. D. Sewell, *Spatial Dimensions of Public Policy*; K. R. Cox & R. J. Johnston (Eds.), *Conflict, Politics and the Urban Scene*; R. H. Williams (Ed.), *Planning in Europe*; R. Muir & R. Paddison, *Politics, Geography and Behaviour*; HMSO, *Policy for the Inner Cities*, Cmnd. 6845; HMSO, *Regional Industrial Development*, Cmnd. 9111; L. S. Bourne, *Urban Systems: Strategies for Regulation*; L. van den Berg et al., *Urban Europe: A Study of Growth and Decline*; R. J. Bennett, *The Geography of Public Finance*.

Examination Arrangements: Course work essay (25%) and 3 hour formal examination (75%).

Gy1935

Urban Change and Regional Development

Teacher Responsible: Mr. J. R. Drewett, Room S408 (Secretary, Miss C. Gazely, S406)

Course Intended Primarily for B.Sc. (Econ.) Part II Environment and Planning, 3rd year, 1 c.u.

Core Syllabus: The role of the State in contemporary urban and regional change viewed from liberal and neo-marxist perspectives.

Course Content: Theory and trends in contemporary European urbanisation. The policy process as an agent of urban and regional change. The political economy of housing in advanced capitalist countries.

Teaching Arrangements: Michaelmas Term 10 lectures (Gy309) (1½ hours each) by Professor D. R. Diamond and Mr. J. R. Drewett. Lent Term 10 seminars (Gy307) by Dr. S. S. Duncan.

Reading List: See Study Guides of constituent courses Gy1929 and Gy1931.

Examination Arrangements: Two course work essays (30%) together with a three hour formal examination.

Gy1942

Transport: Environment and Planning

Teacher Responsible: Dr. K. R. Sealy, Room S564, (Secretary, Miss A. Barnes, S406)

Course Intended Primarily for 3rd year students taking the B.A./B.Sc. in Geography, the B.Sc. (Econ.) Part II Environment and Planning and for graduates taking the transport options in the M.Sc. and Diploma in Geography. It is also available to other undergraduates as an intercollegiate course. 1 c.u.

Core Syllabus: The course introduces students to the environmental problems created by transport activities, primarily as they affect non-users of the facility and the implications for planning. The course refers mainly to road and air Transport.

Course Content:

1. General survey of major environmental issues in the transport sector, with reference to road and air Transport.

2. Detailed analysis of two or more major hazards and

their economic and social impacts, e.g. noise pollution; visual intrusion; road safety. Combined assessments, e.g. traffic hazards in urban areas.

3. Overall impact statements including cost benefit analysis; compensation and public participation in assessment procedures.

Pre-Requisites: A basic knowledge of economics and/or geography is advisable but not essential.

Teaching Arrangements: There are 30 lectures (Gy313) and approximately 5 classes (Gy313a) spread over the Michaelmas and Lent Terms.

Reading List: There is no single set book which covers road and air transport adequately. The following are useful as basic reading: C. Sharp & T. Jennings, *Transport and the Environment*, 1976; R. J. Slater & D. C. Rothersall, *Transport and the Environment*, 1978; P. Weiner & E. J. Deak, *Environmental Factors in Transportation Planning*, 1972; A. Lassiere, *The Environmental Evaluation of Transport Plans*, Research Report 8 (Transport), Dept. of Environment, 1976, Covers road transport; A. H. Stratford, *Airports and the Environment*, 1974; D. W. Pearce, *The Valuation of Social Cost*, 1978; Jean Morton Williams, *Road Traffic and the Environment*; Social and Community Planning Research (SCPR), 1978; Patricia Prescott-Clarke, *Public Consultation and Participation in Road Planning*, SCPR, 1975; J. Catlow & C. G. Thirlwall, *Environmental Impact Analysis*, Research Report II, Dept. of The Environment, 1976.

Examination Arrangements: There is a three-hour formal, written examination based on the syllabus. A choice of questions will be provided of which three are to be answered, each carrying equal marks. The paper carries 75% of the total marks. The remaining 25% of the marks will be allocated to an essay or small piece of survey work on a topic related to the course, up to a maximum of 3,000 words.

Gy1943

Resource and Environmental Management

Teacher Responsible: Dr. J. A. Rees, Room S506A (Secretary, Mrs. Pat Farnsworth, S409)

Course Intended Primarily for 3rd year, B.Sc. (Econ.) Part II Environment and Planning, B.A./B.Sc. main field Geography (1 c.u.), and Diploma in Geography. Part A also taken by M.Sc. (Geography) and M.Sc. in Urban and Regional Planning.

Core Syllabus: An analysis of resource management theory and of the practical problems involved in formulating, implementing and evaluating mineral, energy, renewable resources and environmental management systems and policies.

Course Content: Part A:

1. General concepts in resource management
2. Natural resource scarcity – alternative assessments and perspectives
3. Minerals and Energy Resources – the economic and political issues in the search for minerals, the distribution of production and consumption, and in trade patterns. The impact of market structure, corporate and institutional behaviour and government policies on the distribution of production and on the

generation of mineral related growth and development. The efficiency, equity and security of the mineral production and consumption process.

4. The nature of renewable resource problems in both advanced and less developed countries. The need for conservation and pollution abatement strategies. Alternative management systems, techniques and policies – administration, legal regulations, market mechanisms, public participation. The political nature of decision-making and the role of interest and pressure groups.

Part B:

Britain will be used as a detailed case study to exemplify the practical problems involved in formulating and implementing resource use and pollution control policies.

1. Current administrative arrangements – their historical developments and present day problems.
2. Decision-making in the private and public sectors – role of the legislative and executive branches of government at the national and local levels – the influence of the media and pressure groups.
3. Planning for Minerals and Energy – minerals and energy policies in practice, – development versus conservation – planning to control the pollution and dereliction problems arising from mining, production and consumption.

4. Policy and Practice of Pollution Control – an analysis of the adequacy of current control systems for water pollution, air pollution, and solid and hazardous waste disposal.

5. Planning for water resources, wildlife conservation, landscape protection and recreation, including national park planning, coastal zone management, green greenbelt policy etc.

Pre-Requisites: The second-year *Man and His Physical Environment* is recommended.

Teaching Arrangements: Two lectures (Gy311) per week in Michaelmas and Lent Terms. The lectures are given by Dr. J. A. Rees.

Reading List: No single book or even group of books cover the material adequately. Reading lists are provided for each part of the syllabus and students will need to keep up-to-date by following press coverage and government reports. Basic reading material includes: J. A. Rees, *Natural Resource: Allocation, Economics and Policy*; D. W. Pearce, *The Economics of Natural Resource Depletion*; P. Odell, *Oil and World Power* (7th edn.); R. Bosson & B. Varon, *The Mining Industry in the Developing Countries*; J. N. Bhagwati, *The New International Order: The North-South Debate*; O. R. Young, *Natural Resources and the State*; R. J. Barnett, *The Lean Years, Politics in the Age of Scarcity*; J. L. Simon & H. Kahn, *The Resourceful Earth*; P. Dasgupta, *The Control of Resources: The Conservation and Development Programme for the UK: A Response to the World Conservation Strategy*; F. Sandbach, *Environment, Ideology and Policy*; T. O'Riordan & R. K. Turner, *An Annotated Reader in Environmental Planning and Management: Royal Commission on Environmental Pollution Reports – 1 to date*; Department of the Environment, *Digest of Environmental Pollution Statistics*, 1986; E. Ashby, *Reconciling Man with the*

Environment, 1978; P. Lowe *et al.*, *Countryside Conflicts: The Politics of Farming, Forestry and Conservation*, 1986; A. Porteous *et al.*, *Pollution, the Professional and the Public*, 1976; R. Levitt, *Implementing Public Policy*, 1980; J. Fernie & A. S. Pitkethly, *Resources, Environment and Policy*.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the full syllabus (Parts A and B). The examination paper normally will contain 9 questions from which 3 questions must be answered, of which one must be taken from each of Parts A and B.

Students taking one part of the course as a $\frac{1}{2}$ -course unit, will also have a three hour formal examination. The paper will normally contain 8 questions from which three must be answered.

Gy1950

Map Design and Evaluation

Teacher Responsible: Dr. C. Board, Room S413 (Secretary, Miss. C. Gazely, S406)

Course Intended Primarily for B.A./B.Sc. Geography Third Year. $\frac{1}{2}$ c.u.

Core Syllabus: This course shows those who are interested in maps and their use how maps are designed and may be assessed for their effectiveness.

Course Content: The essential role of maps to store and convey spatially distributed information and for way-finding. The value of theoretical models of cartographic communication. The influence of user requirements on map design. Sources of locational information and data for the content of maps and the problems associated with the form in which they exist. Choosing the graphic elements appropriate to the purpose and constraints imposed. Methods of evaluating maps in the laboratory and field.

Teaching Arrangements: One lecture (Gy315) a week Michaelmas and Lent Terms, supplemented by technical visits to establishments concerned with map production. Guidance will be given on tackling course work projects.

Lectures will be copiously illustrated by maps and relevant material, which students are expected to examine closely. Reference will be made to specific articles, reports and books, and to further examples of maps which can be studied in the Map Room of the Geography Department (Room S502). One class early in the Summer Term will discuss the approach to questions from old examination papers.

Written Work: At the beginning of the Lent Term two course work projects will be announced. One is a justified outline of a design for a map with a specified purpose; the second is a discussion of appropriate ways of evaluating a published map, of which copies will be made available. Each carries 20% of the marks for the half course unit examination. For the former it is not expected that a fully worked-out and complete design be presented, but it will be an advantage to illustrate elements of the design by showing what could be small excerpts as they would appear. Some discussion of alternative designs may be helpful. For the latter students are not required to undertake any actual testing other than that which helps to justify the choice of methods. In both projects students must bear in mind the relevance of their discussion to the problems based.

Reading List: Essential background reading is provided by A. H. Robinson & B. B. Petchenik, *The Nature of Maps: Essays Toward Understanding Maps and Mapping*, Chicago University Press, 1976; and J. S. Keates, *Understanding Maps*, Longman, 1982. The latter should be bought. Three further texts complement one another. They are A. H. Robinson and others, *Elements of Cartography* (4th or 5th edns.), John Wiley, New York, 1978 & 1984; and P. C. Muehrcke, *Map use: Reading Analysis and Interpretation*, J. P. Publications, Madison, 1978; B. D. Dent, *Principles of Thematic Map Design*, Addison-Wesley, Reading, Mass., 1985. Students should seriously consider buying the 5th, 4th or 3rd editions of *Elements of Cartography* if they are at all likely to continue their studies or to take any employment connected with map making and use.

Further specialised reading will be provided during the course and will include references to books and journals in the Library as well as offprints in the departmental collection.

Examination Arrangements: A three hour formal examination in the Summer Term with three out of normally eight unseen questions; plus two course-work projects each of not more than 1,500 words. Credit will be given for appropriate graphic illustration in all parts. Examination 60%; projects each 20% to be handed in by a date in May specified by the Board of Examiners.

Gy1951

Advanced Cartography

Teacher Responsible: Mr. G. R. P. Lawrence, KCL, Room 223, Norfolk Building. (LSE Adviser: Dr. C. Board, Room S413)

Course Intended Primarily for 3rd year B.A./B.Sc. students. $\frac{1}{2}$ c.u.

Core Syllabus: This course takes students into a deeper study of the problems of map-making, data collection, presentation of information and cartographic techniques than is possible in the introductory first year course.

Course Content: The problems of scale, in general terms and also in relation to Symbols and Generalisation. Characteristics of topographic and thematic maps. Techniques of Cartographic Representation, isopleths, choropleths, map conventions and the use of colour. Map projections and grid systems, historical aspects of cartography from primitive maps to the present day, with special reference to national mapping organisations in Britain, Western Europe, North America and the Commonwealth. Automation in cartography and computer assisted cartography. Map design and layout, lettering and map specifications. Air photography applied to cartography; the orthophotomap and the pictomap. Interpretation aspects of aerial photographs and their use in map revision.

Map reproduction; engraving letterpress and lithographic processes. Proofing and simple procedures for short runs.

Pre-Requisites: None.

Teaching Arrangements: Weekly one hour lecture (Gy216) throughout Michaelmas and Lent Terms, with

practical work sessions by arrangement, normally two hours' duration weekly for up to 15 weeks. Project work also undertaken and visits arranged to cartographic establishments, e.g. Ordnance Survey. A weekend field course is also held during either the Michaelmas or Lent Terms.

Reading List: The basic list for the course is given below. Additional references will be quoted on specific topics during the course, and students should become familiar with a range of cartographic periodicals and journals: J. B. Harley, *Ordnance Survey Maps*, 1975; E. Imhof, *Cartographic Relief Presentation*, 1982; J. S. Keates, *Cartographic Design and Production*, 1968; J. Loxton, *Practical Map Production*, 1980; D. Maling, *Co-ordinate Systems and Map Projections*, 1973; P. C. Muehrcke, *Map Use*, 1978; A. H. Robinson *et al.*, *Elements of Cartography* (5th edn.), 1984; D. R. F. Taylor, *The Computer in Contemporary Cartography*, 1980; David J. Cuff & Mark T. Mattson, *Thematic Maps: Their Design and Production*, 1982; John P. Snyder, *Map Projections Used By The U.S. Geological Survey*, 1983.

Examination Arrangements: One three-hour examination, accounting for 60% of the course assessment. Course work and project assessments make up 40% of the total marks: these are to be submitted by 1 May each year.

Gy1962

Environmental Change

Teacher Responsible: Dr. R. A. M. Gardner, KCL, Room 453, Norfolk Building (½ course), Professor C. Embleton, KCL, Room 2, Norfolk Building (½ course). (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for B.A./B.Sc. Geography 2nd or 3rd year students. Those intending to take Palaeogeomorphology in the 3rd year should take this course in the 2nd year. 1 c.u.

Core Syllabus: This course examines the nature and causes of environmental change during the Quaternary, with special reference to the tropics. The evidence used in establishing the nature of change is also discussed in the course, as are the problems involved in dating the evidence.

Course Content: A wide spectrum of changes in the environment is considered, including climatic fluctuations and their cause, variations in sea level and their cause, soil and vegetation development, Pleistocene extinctions of mammals, and the evolution of man. Detailed discussion of these is preceded by an introduction to the chronology and subdivision of the Quaternary. The second part of the course considers the evidence used in reconstructing the changes, and the problems involved in environmental reconstruction. Most of the subject matter is highly controversial.

Pre-Requisites: Geomorphology I provides a useful background.

Teaching Arrangements: Forty lectures (Gy316) (two per week during Michaelmas and Lent Terms). Attendance is also required on a 4-day field trip, usually to N. Devon or N. Norfolk, during the Easter vacation. Students may approach the teacher for individual advice and are encouraged to write essays during the course.

Written Work: Students are required to submit a course paper (approx. 2,500 words) on environmental change in an area of their choice by the end of the Lent Term. This paper is normally presented as a short seminar during the Lent Term, and counts for 20% of the total marks. The fieldwork report, to be submitted by 1st May, counts for 10% of the total marks.

Reading List: Reference lists are issued during the course, for each main topic. Reading in depth on selected main areas of the course is advisable.

Important summary texts as follows: A. S. Goudie, *Environmental Change*, Oxford University Press; D. Q. Bowen, *Quaternary Geology*, Pergamon; J. Gribbin, *Climatic Change*, Cambridge University Press; R. S. Bradley, *Quaternary Palaeoclimatology*; J. J. Lowe & M. J. C. Walker, *Reconstructing Quaternary Environments*.

Examination Arrangements: One three-hour formal examination in the Summer Term, which counts for 70% of the assessment. Students have to answer 3 questions from a choice of 10-11.

Gy1966

Geomorphology II – Palaeogeomorphology

Teacher Responsible: Professor C. Embleton, KCL, Room 218, Norfolk Building and Mr. D. K. C. Jones, LSE, Room S506B

Course Intended Primarily for 3rd year students. 1 c.u.

Core Syllabus: Chronological and regional studies in geomorphology, with particular reference to the British Isles.

Course Content: The first part of the course deals with the main conceptual models that have been used in landscape evolution studies: uniformitarianism, catastrophism, actualism and the models of Davis, Penck, King, Gilbert, Hack etc. The second section deals with the Quaternary, and examines the problems of correlating both landforms and deposits with reference to glacial sequences, terrace sequences and sea-level change. The third part of the course considers the geomorphological evolution of selected regions of the British Isles, principally south-east England, south-west England, Wales and Scotland.

N.B. Students who have not already taken, or will not be taking, *Environmental Change* (0470) will be required to attend a section of 8-10 lectures on relative and absolute dating techniques to be given by Professor Embleton in the last part of the Lent Term.

Pre-Requisites: Physical Geography (0111). Preferably Geomorphology I (0260), but not essential and Environmental Change (0470).

Teaching Arrangements: Lectures (Gy300) two hours a week for the Michaelmas and Lent Term, making a total of about 40 lectures. Lecturers: Professor D. Brunson, Professor Embleton and Mr. D. K. C. Jones. A 3-day field course during the Easter vacation.

Reading List: Only a selection of books is given here; numerous articles will also be recommended: D. Q. Bowen, *Quaternary Geology*, Pergamon, 1978; R. A. Cullingford *et al.*, *Timescales in Geomorphology*, Wiley, 1980; R. J. Chorley *et al.*, *History of the Study of Landforms*, Vols. 1-2, Methuen, 1969 & 1974; A. S. Goudie, *Environmental Change*, 1983; J. J. Lowe &

M. J. C. Walker, *Reconstructing Quaternary Environments*, Longman, 1984; J. Neale & J. Flenley (Eds.), *The Quaternary in Britain*, Pergamon, 1981; F. W. Shotton (Ed.), *British Quaternary Studies: Recent Advances*, Oxford University Press, 1977; B. W. Sparks & R. G. West, *The Ice Age in Britain*, Methuen, 1972; C. Vita-Finzi, *Recent Earth History*, Macmillan, 1973; R. G. West, *Pleistocene Geology and Biology*, Longman, 1972; D. K. C. Jones (Ed.), *The Shaping of Southern England*, Academic Press 1980; D. K. C. Jones, *South-east and Southern England*, Methuen, 1981; J. B. Sissons, *Scotland*, Methuen, 1976; J. B. Sissons, *The Evolution of Scotland's Scenery*, Oliver & Boyd, 1967; K. J. Tinkler, *A Short History of Geomorphology*, Barnes & Noble, 1985; S. W. Wooldridge & D. L. Linton, *Structure, Surface and Drainage in South-east England*, Geo Philip & Son, 1955; E. H. Brown, *The Relief and Drainage of Wales*, University of Wales Press, 1960; C. A. Lewis, *The Glaciations of Wales*, Longman, 1970.

Examination Arrangements: One 3-hour paper, undivided; three questions to be answered (80%); one extended essay of 2,500 words to be handed in by a specified date early in the Summer Term (20%).

Gy1998

Independent Geographical Essay

Teacher Responsible: Professor D. R. Diamond, Room S405 (Secretary, Miss A. Barnes, S406)

A course intended for all third year students in B.A./B.Sc. Geography and for students taking the B.Sc. (Econ.) Environment and Planning, who choose to submit an independent essay as part of their Degree course.

Core Syllabus: A demonstration of geographical investigation.

Course Content: (1) A series of five meetings in the Summer Term of the second year designed to help prepare students for their independent essay. An introduction to research design and research methods in the conduct of geographical investigations.

Topics include:

- Interests and fields of study; choosing a topic; time and space constraints.
 - Relationship of topic to supportive courses; data and library facilities
 - The presentation of essays and projects; use of tables, maps and diagrams
- (2) Workshop sessions in Michaelmas and Lent Terms of the third year.

Teaching Arrangements: Five lecture/classes (Gy299) to be taken by 2nd year students in the Summer Term. Approximately seven hours of individual tutorials in Michaelmas and Lent Terms concerning problems encountered in geographical investigations in the field and in presentation of the findings.

Examination Arrangements: Essays should not exceed 7,500 words, exclusive of appendices and other supportive material. The essay must be submitted unbound to the Departmental Secretary (Mrs. P. Farnsworth) in Room S409 not later than the first day of the Summer Term of the Third Year.

Gy2802

Geographical Methodologies and Research Techniques

Teacher Responsible: Dr. C. Board, Room S413 (Secretary, Miss C. Gazely, S406)

Course Intended Primarily for M.Sc. Geography students (for whom it is compulsory) and M.Phil. students in their first year of registration.

Core Syllabus: Review of the dominant research paradigms and methodological problems encountered in geographical research.

Course Content: An introduction to research methodology in geography. Different research paradigms and the influence of different geographical schools of thought. The use of scientific method, logical positivism, behavioural approaches; welfare, social and public policy; and materialist, radical and structuralist approaches. Resources for research in geography: sources of information and access to them; research design; theory-testing, research techniques; geographical data management and manipulation; display and dissemination of results. An examination of the links between geographical thought, the research paradigm adopted and the design, execution and presentation of the research results.

Teaching Arrangements:

Core elements compulsory for all students

- Gy400 **Research Methodology and Geographical Thought** Lecture/Seminar 10 × 2½ hours Michaelmas Term Mr. Drewett and others.
 - Gy402 **Research Resources Design and Techniques** Lecture/Seminar 10 × 2½ hours Michaelmas Term Dr. Board and others.
 - Gy401 **Geographical Thought and Research in Practice** 10 × 1½ hours Seminars Lent Term Dr. Board, Mr. Drewett and others.
- Optional elements** (depending on requirements of optional special subjects)
- Gy415a **Map Design**. Dr. Board 5 × 1½ hours of classes Lent Term.
 - Gy403 **Computerised Geographical Information Systems**. C. Whitehead 5 × 1½ hours Lent Term.
 - Gy411 **Techniques in Cartographic Communication**. 5 × 1½ hours Lent Term.
 - Gy412a **Techniques in Resource Management** J. A. Rees 5 × 1½ hours of classes Lent Term.

All M.Sc. students in geography are expected to attend the following two seminars which are not examinable. Gy406 **Geographical Project Seminar** 24 × 1½ hours Michaelmas Term, Lent Term and Summer Term. Presentations by research students of aspects of their own research stressing problems of methodology and/or techniques. Dr. Board, Professor Bennett and Professor Diamond. Gy407 **Geographical Research Seminar** 19 × 1½ hours Michaelmas and Lent Terms Presentations by speakers normally from outside the Department on aspects of their own research. Professor Bennett and Dr. N. A. Spence.

Reading List: D. Amedeo & R. G. Gollidge, *An Introduction to Scientific Reasoning in Geography*; H. M. Blalock, *Causal Inferences in Non-Experimental Research*; F. E. Emery (Ed.), *Systems Thinking*; T. S. Kuhn, *The Structure of Scientific Revolution*; K. R. Popper, *The Logic of Scientific Discovery*; S. Toulmin,

The Philosophy of Science; R. J. Chorley & P. Haggett (Eds.), *Models in Geography*; R. Hartshorne, *Perspective on the Nature of Geography*; S. Gale & G. Olsson (Eds.), *Philosophy in Geography*; B. J. L. Berry (Ed.), *The Nature of Change in Geographical Ideas*; D. W. Harvey, *Explanation in Geography*; R. J. Johnston, *Geography and Geographers: Anglo-American Human Geography since 1945*; D. Gregory, *Ideology, Science and Human Geography*; D. Gregory, *Social Theory and Spatial Structure*; M. E. Harvey & B. P. Holly, *Themes in Geographic Thought*; J. Madge, *The Tools of Social Science*, Longman, 1953; J. Ziman, *Public Knowledge, an Essay Concerning the Social Dimension of Science*, Cambridge University Press, 1968; R. Huggett, *Systems Analysis in Geography*; C. H. Waddington, *Tools for Thought*; W. Freeman, *The Writing of Geography*; A. D. Hodgkiss, *Maps for Books and Theses*. J. A. Barnes, *Who should know what?*, C. H. Waddington, *The Scientific Attitude*.

Written Work: An essay of not more than 3,000 words on research approaches in geography and a critique of a published paper to be completed by the beginning of early June. An outline of the student's Report (Paper IV) to be completed by the sixth week of the Lent Term. **Examination Arrangements:** One three-hour unseen written paper taken in mid-June. Paper to count for 60%. Course work 20% & 20%.

Gy2820

Social Change and Urban Growth

Teacher Responsible: Dr. S. S. Duncan, Room S512 (Secretary, Miss C. Gazely, S406)

Course Intended Primarily for M.Sc. in Geography.

Core Syllabus: The social processes of urbanisation and the development of the built environment.

Course Content: Agrarian transition and urbanisation, industrial restructuring and urban change, the construction of the built environment, the locality and the world system.

Pre-Requisites: Previous training in geographic, planning, economic or sociological aspects of cities.

Teaching Arrangements: Seminars (Gy410) (1½ hours) as appropriate to interests of participants in Michaelmas and Lent Terms. Attention will be focussed on a few of the several topics so that they can be dealt with in depth. Students may be required to attend selected parts of related courses where appropriate.

Reading List: Depending on topics under discussion, but useful texts are: D. Goodman & M. Redclift, *From Peasant to Proletarian*, 1981; A. de Janvry, *The Agrarian Question and Reformism in Latin America*, 1981; B. Roberts, *Cities of Peasants*, 1979; D. Massey, *Spatial Division of Labour*, 1984; M. Ball, *Housing Policy and Economic Poert*, 1983; P. Ambrose, *Whatever Happened to Planning*, 1987; D. Massey & A. Catelano, *Capital and Land*, 1978; R. Friedland, *Power and Crisis in the City*.

Examination Arrangements: One three hour unseen paper accounts for 50% of marks. Three extended essays or reports on each terms work account for the other 50%.

Gy2821

Regional Policy & Planning

Teacher Responsible: Professor D. R. Diamond, Room S405 (Secretary, Miss A. Barnes, S406)

Course Intended Primarily for M.Sc. Geography; Option Paper.

Core Syllabus: An examination of the purpose, methods and impacts of regional, urban and local government policies with special reference to Europe and U.S.A.

Course Content: Within the context of regional growth theory and regional planning theory, the goals, instruments and achievements of urban, regional and local government policy will be assessed in a comparative manner. European and U.S. experience will be a particular focus and attention will be paid to topical issues and the role of supra-national institutions.

Teaching Arrangements: Michaelmas Term: 10 lectures (Gy309) 1½ hours each and two classes, by Mr. J. R. Drewett, Professor R. J. Bennett and Professor D. R. Diamond. Also 10 lectures (Gy416), *Planning Techniques and Models II*. Lent Term: 10 seminars (Gy309) based on case studies selected to illustrate comparative methodology applied to aspects of urban and regional planning in Europe. Limited competence in a foreign language will be useful.

Reading List: Specialised lists for each topic and area will be provided. The following are considered important: K. Allen, *Balanced National Growth*; R. J. Bennett, *Geography of Public Finance*; A. J. Brown & E. M. Burrows, *Regional Economic Problems*; J. Friedmann & W. Alonso, *Regional Development & Planning*; J. Friedmann & C. Weaver, *Territory & Function*; H. Folmer & J. Oosterhaven, *Spatial Inequalities and Regional Development*; D. Gillinwater & D. Hart, *The Regional Planning Process*; N. Vanhove & L. H. Klassen, *Regional Policy: a European Approach*; R. H. Williams (Ed.), *Planning in Europe*; R. Muir & R. Paddison, *Politics, Geography, and Behaviour*; HMSO, *Policy for the Inner Cities*, Cmnd. 6845; HMSO, *Regional Industrial Development*, Cmnd. 9111; L. S. Bourne, *Urban Systems: Strategies for Regulation*; P. Damesick & P. Wood, *Regional Problems, Problem Regions and Public Policy in the U.K.*

Examination Arrangements: There will be a three hour formal examination in which three questions from eight will normally be required 75%, and a course work essay (25%).

Gy2822

Resource Management and Environmental Planning

Teacher Responsible: Dr. J. A. Rees, Room S506A (Secretary, Mrs. Pat Farnsworth, S409)

Course Intended Primarily for students taking the M.Sc. (Geography) and M.Sc. in Regional and Urban Planning Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Core Syllabus: The analysis of the key issues involved in the management of natural resources, through study

of resource and environmental planning theory and by the assessment of decision-making and policy formulation in practice.

Course Content: The course has three major components: (a) General concepts in resource management, including such issues as the nature of resources; problems of common property resources; scarcity problems, causes and nature of declining environmental quality and environmental perception. (b) Management of minerals, energy and renewable resources in the public and private sectors, the decision processes involved, and the factors influencing such decisions. (c) Management for environmental quality: aims and techniques of decision-making, administration, law, political constraints, public participation and the role of pressure groups. These issues will be considered both for advanced and less developed economies.

Pre-Requisites: None. A knowledge of elementary economic theory would be an advantage but is not essential.

Teaching Arrangements: Michaelmas Term: 20 lectures (Gy311) Lent Term: 10 Seminars/Classes (Gy412) (1½ hours duration). M.Sc. Geography students will also be required to take 5 classes in *Techniques in Resource Management*.

Reading List: No single book or even a small group of books cover the material adequately. Reading lists are provided for each distinct part of the syllabus and for each seminar topic. Basic reading material includes: J. A. Rees, *Natural Resources: Allocation Economics and Policy*; T. O'Riordan, *Environmentalism*; T. O'Riordan & R. K. Turner, *An Annotated Reader in Environmental Planning and Management*; F. Sandbach, *Environment, Ideology and Policy*; T. O'Riordan et al., *Progress in Resource Management and Environmental Planning*, Vols. 1, 2 and 3; R. H. Haveman & A. V. Kneese, *The Economics of Environmental Policy*; R. Levitt, *Implementing Public Policy*; J. A. Butlin, *Economics and Resources Policy*; V. K. Smith (Ed.), *Scarcity and Growth Reconsidered*; J. E. Tilton, *The Future of Non-Fuel Minerals*; C. W. Howe, *Natural Resource Economics, Issues Analysis and Policy*; P. Dasgupta, *The Control of Resources*; J. H. Cobbe, *Governments and Mining Companies in Developing Countries*.

Examination Arrangements: There is a three-hour formal examination paper.

Gy2823

Spatial Aspects of Change in Economic Activity

Teacher Responsible: Dr. J. E. Martin, Room S510 (Secretary, Miss N. Herbert, S508)

Course Intended Primarily for M.Sc. in Geography.

Core Syllabus: To examine spatial aspects of change in economic activity with special reference to manufacturing industry.

Course Content: Spatial change at the scale of the enterprise: decision making on plant transfer and investment; research problems in empirical study of location and relocation. Change at the city scale; metropolitan economic advantage; linkage and migration. Forces in evolving regional advantage;

process of locational shift. Change at global scale: transnational corporations; comparative advantage; world systems; newly industrialising and less developed countries; adjustment in developed economies.

Pre-Requisites: Economics and geography at First Degree level.

Teaching Arrangements: 20 Seminars (Gy413) usually of 1½ hours duration, weekly in the Michaelmas and Lent Terms taken by Dr. F. E. I. Hamilton (Room S417) and Dr. J. E. Martin (Room S510).

Reading List: R. D. Dean, W. H. Leahy & D. L. McKee (Eds.), *Spatial Economic Theory*; F. E. I. Hamilton (Ed.), *Spatial Perspectives on Industrial Organisation & Decision Making*; L. Collins & D. F. Walker (Eds.), *Locational Dynamics of Manufacturing Activity*; M. Pacione (Ed.), *Progress in Industrial Geography*; H. D. Watts, *The Large Industrial Enterprise*; R. Oakey, *High Technology Industry & Industrial Location*; R. Leigh, D. North, et al., *Monitoring Manufacturing Employment Change in London, 1976-1981*; B. & J. Klebaner (Eds.), *New York City's Changing Economic Base*; F. E. I. Hamilton & G. J. R. Linge (Eds.), *Spatial Analysis, Industry and the Industrial Environment*, Vols. 1, 2 and 3.

Examination Arrangements: One three-hour paper at the end of the academic year.

Gy2825

Cartographic Communication

Teacher Responsible: Dr. C. Board, Room S413 (Secretary, Miss C. Gazely, S406)

Course Intended Primarily for M.Sc. Geography and M.Phil/Ph.D. students. M.Sc. Geography 3(f)

Core Syllabus: The course embraces both the theoretical and abstract aspects of communicating geographical information through the medium of maps. **Course Content:** The process of communicating geographical information by means of maps. The map designer's perception of the real world; map design for particular purposes; how information is obtained from maps. Evaluating the quantity and quality of information derived from maps. Assessing performance in map use.

Pre-Requisites: Candidates whose first degree courses did not include the treatment of analytic map design in relation to map use will be required to attend *Map Design and Evaluation* (Gy1950).

Teaching Arrangements: 15 fortnightly seminars (Gy415) 1½ hours Sessional. Topics for discussion include recently published papers; outlines of research projects; reports on research given by visiting experts; critical reviews of prototypes, proof copies and newly published maps and atlases. Visits to map producing agencies are usually arranged during the course. M.Sc. Geography students will also be required to take 5 classes in *Techniques in Cartographic Communication* (Gy411).

Written Work: Each member is expected to write at least one paper a year on a topic covered by the syllabus. Those following Gy1950 above will naturally complete the course work for that course. M.Sc. candidates opting to follow this course for paper 3 will be given regular essays by the teacher responsible, who will provide further reading.

Reading List: J. S. Keates, *Understanding Maps*, Longman; A. H. Robinson, *The Look of Maps*, Wisconsin; A. H. Robinson & B. Petchenik, *The Nature of Maps*, Chicago; L. Guelke (Ed.), *Maps in Modern Geography*, Toronto; D. R. F. Taylor (Ed.), *Graphic Communication and Design in Contemporary Cartography*, Wiley; C. Board (Ed.), *New Insights in Cartographic Communication*, Cartographica, Volume 21, No.1, Toronto; M. S. Monmonier, *Technological Transition in Cartography*, Madison, Wisconsin.

Examination Arrangements: For M.Sc. candidates only, one essay type paper with three from a choice of seven or eight unseen questions. These may include questions on specific maps which will be made available for the examination in question.

Two coursework projects each limited to a maximum of 1,500 words. One a justified outlines of a design for a map with a specified purpose; the second, a discussion of appropriate ways of evaluating a published map.

Gy2860

Geographical Aspects of Regional and Urban Planning

Teacher Responsible: Dr. N. A. Spence, Room S565 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for M.Sc. Regional & Urban Planning Studies.

Core Syllabus: The contribution of geographical analysis to issues in urban and regional planning.

Course Content: The application of locational and spatial concepts to problems of urban and regional planning; urban land use; location theory, urban and regional spatial structure, national settlement systems; and public policy impact assessment.

Teaching Arrangements: 10 lectures in the Michaelmas Term by Mr. Drewett and Professor Bennett under the title of *Comparative Studies in Spatial Policy* (Gy309) and 20 lectures under the title *Planning Techniques and Models I and II* (Gy312, Gy416), including some practical work in *Microcomputers for Planners* (Gy452) together with 14 seminars by Professor Diamond and Dr. Spence under the title of *Spatial*

Theory in Regional and Urban Planning (Gy451). Students will also be expected to attend the majority of the meetings of the *Geographical Research Seminar* (Gy407), and they may also be directed to relevant portions of other selected courses. Students who wish to substitute the following courses for Gy309 and Gy451 may be permitted to do so on application to Dr. Hebbert. **Resource Management and Environmental Planning**, 10 Seminars in Lent Term (Gy412), and **Resource and Environmental Management**, 20 lectures in Michaelmas Term (Gy311).

Reading List: Extensive reading lists are circulated for each of the main topics. The following are considered an essential basis: B. J. L. Berry, *The Human Consequences of Urbanisation*; B. J. L. Berry & F. E. Horton, *Geographic Perspectives on Urban Systems*; L. S. Bourne, *Urban Systems: Strategies for Regulation*; L. S. Bourne, *Internal Structure of the City*; L. S. Bourne & J. W. Symmons, *Systems of Cities*; F. S. Chapin & E. J. Kaiser, *Urban Land Use Planning*; D. R. Diamond & N. A. Spence, *Regional Policy Evaluation*; D. V. Donnison & P. Soto, *The Good City*; A. J. Fielding, *Counterurbanisation in W. Europe*; J. Friedmann & W. Alonso, *Regional Development & Planning*; J. Friedmann & C. Weaver, *Territory & Function*; P. Haggett *et al.*, *Locational Models*; P. Hall, *Theory & Practice of Urban & Regional Planning*; N. Hansen, *Human Settlement Systems*; J. B. McLoughlin, *Urban & Regional Planning - a Systems Approach*; M. J. Moseley, *Growth Centres in Spatial Planning*; A. Pred, *City Systems in Advanced Economies*; R. Rhoda, *Urban and Regional Analysis*; N. A. Spence, *et al.*, *British Cities: An Analysis of Urban Change*; F. J. B. Stillwell, *Economic Crisis, Cities & Regions*.

Examination Arrangements: There is a three hour formal examination in June based on the entire syllabus. Normally candidates will answer three questions from a choice of eight. Copies of previous years' papers are available for consultation. In addition candidates are required to show competence in the use of quantitative methods employed in planning by submitting a small project set in the practical course on microcomputers and planning course.

GOVERNMENT

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
Gv100	History of Political Thought I Professor E. Kedourie	20/ML Gv3002
Gv101	History of Political Thought II Professor E. Kedourie	20/ML Gv3003; Gv3150
Gv102	History of Political Thought III: Ancient Political Thought Dr. J. Coleman	22/MLS Gv3123
Gv103	History of Political Thought III: Medieval and Renaissance Political Thought Dr. J. Coleman	22/MLS Gv3124
Gv104	History of Political Thought III: Modern Political Thought Mr. E. Thorp	20/ML Gv3125
Gv105	Political Thought (A Selected Text)	20/ML Gv3130-3138; Gv4010-4018
Gv106	French Political Thought Professor M. W. Cranston	15/ML Gv106; Gv3120
Gv107	Political Philosophy Professor B. Barry, Mr. J. C. R. Charvet and Dr. R. R. Orr	20/ML Gv3121
Gv108	Political Thought (Special Topic) — Language and Politics Professor K. R. Minogue	10/M Gv3126
Gv109	Political Thought (Special Topic) — Twentieth Century Political Thought Dr. R. R. Orr	20/ML Gv3127
Gv110	The Political Thought of Hegel and Marx (Not available 1988-89) Professor E. Kedourie	15/ML Gv110
Gv150	Modern Politics and Government with special reference to Britain Dr. R. Barker, Dr. P. J. Dunleavy, Professor G. W. Jones and Dr. D. B. O'Leary	23/MLS Gv3010
Gv151	History of British Politics from the 17th to the late 19th Century Mrs. A. Bennett	25/MLS Gv3020

<i>Lecture/ Seminar Number</i>			<i>Course Guide Number</i>
Gv152	History of British Politics in the 20th Century Mr. A. J. Beattie and Mr. A. J. L. Barnes	26/ML	Gv3021; Gv4027
Gv156	British Government and Bureaucracy Professor G. W. Jones	10/M	Gv3035; Gv4160
Gv157	Aspects of Comparative Local Government Professor G. W. Jones	10/M	Gv4162
Gv158	Aspects of Comparative Local Government — Seminar Professor G. W. Jones	10/L	Gv4162; Gv4164
Gv159	Urban Politics Dr. P. J. Dunleavy	10/M	Gv4161; Gv4162; Gv4164
Gv160	Comparative Political Analysis Professor G. R. Smith, Dr. G. D. E. Philip, Mr. G. Schöpflin, Dr. D. B. O'Leary, Mr. J. T. S. Madeley, Dr. D. C. B. Lieven and Mr. H. White	20/ML	Gv3046
Gv163	The Politics and Government of France Dr. H. Machin	22/MLS	Gv3050; Gv4090; Gv4165
Gv164	The Politics and Government of the U.S.A. Dr. D. King	20/ML	Gv3053
Gv165	The Politics and Government of Russia Dr. D. C. B. Lieven and Mr. H. J. White	30/ML	Gv3052; Gv4051; Gv4052; Gv4053; Gv4054; Gv4050
Gv167	The Politics and Government of Germany Professor G. R. Smith	25/MLS	Gv3051; Gv4100
Gv168	The Politics and Government of Scandinavia Mr. J. T. S. Madeley	22/MLS	Gv3056; Gv4110
Gv169	Communism and Nationalism in Eastern Europe since 1944 Mr. G. Schöpflin	23/MLS	Gv3055; Gv4060
Gv170	An Introduction to Latin American Politics Dr. G. D. E. Philip and Dr. N. Miller	15/ML	Gv3057; Gv4140
Gv171	Public Policy: Political and Economic Aspects Professor W. Letwin and Dr. D. B. O'Leary	20/ML	Gv3036
Gv172	Political Ideas in the United Kingdom Dr. R. S. Barker	25/ML	Gv3026
Gv173	Political Behaviour with special reference to the United Kingdom Mr. N. T. Gavin and Dr. T. J. Nossiter	20/ML	Gv3027; Gv4041

<i>Lecture/ Seminar Number</i>			<i>Course Guide Number</i>
Gv174	Cabinet Government and the National Policy Process Mr. A. J. L. Barnes and Mrs. A. Bennett	22/MLS	Gv3028
Gv175	British Constitutional Ideas since the 1880s Mr. A. J. Beattie	25/MLS	Gv3029; Gv4026
Gv200	Critical Problems in the History of Political Thought — Seminar Professor E. Kedourie, Professor K. Minogue, Dr. R. R. Orr and Mr. E. Thorp	20/ML	Gv4000; Gv4001
Gv201	Political Philosophy — Seminar Professor M. W. Cranston, Professor B. Barry, Mr. J. C. R. Charvet, Dr. D. B. O'Leary and Dr. R. R. Orr	15/MLS	Gv201
Gv202	Modern Political Philosophy: Justice — Seminar Professor B. Barry	25/MLS	Gv4007
Gv203	Greek Political Philosophy: the Concept of Justice — Seminar Dr. J. Coleman	15/MLS	Gv4005
Gv204	Modern Political Philosophy: Freedom and Equality — Seminar Mr. J. C. R. Charvet	15/MLS	Gv4006
Gv205	The Constitution and its Critics — Seminar Mr. A. J. Beattie	15/ML	Gv4026
Gv206	The State in the United Kingdom — Seminars Dr. R. S. Barker	20/ML	Gv4025
Gv207	Research Methods in Government Mr. A. J. Beattie, Dr. P. J. Dunleavy and others	12/MLS	Gv207
Gv208	Policies, Institutions and Alignments: The History of British Politics since the 1880's — Seminar Mr. A. J. Beattie and Mr. A. J. L. Barnes	15/MLS	Gv4027
Gv209	Comparative Government Seminar Dr. G. D. E. Philip	20/ML	Gv4065
Gv210	Political Sociology — Seminars Dr. T. J. Nossiter, Mrs. R. Gosling and others	56/MLS	Gv4040; Gv4041; Gv4042
Gv211	Public Policy and Planning Dr. P. J. Dunleavy	10/M	Gv4161; Gv4164
Gv212	Theories of the State and Policy Making Dr. D. B. O'Leary and Dr. P. J. Dunleavy	10/L	Gv3035; Gv4161; Gv4164
Gv213	Public Policy Formulation — Seminar Dr. P. J. Dunleavy	10/M	Gv4161

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
Gv214	Policy Analysis Seminar Dr. P. J. Dunleavy and Professor B. Barry	10/L	Gv4161
Gv215	Data Analysis for Political Science and Public Policy — Seminar Dr. P. J. Dunleavy	18/ML	Gv215; Gv4161
Gv216	Administrative Theories Dr. D. B. O'Leary	10/L	Gv3035; Gv4160
Gv217	Urban and Regional Planning: Politics and Administration Dr. M. Hebbert	10/M	Gv4162; Gv4164
Gv218	Urban and Regional Planning: Politics and Administration — Seminar Dr. P. J. Dunleavy, Dr. M. Hebbert and Professor L. J. Sharpe	20/ML	Gv4162; Gv4164
Gv219	Modern British Political Ideas Dr. R. S. Barker	20/ML	Gv4028
Gv220	Comparative Public Enterprise Professor H. W. Parris	10/M	Gv4163
Gv221	Problems of Public Enterprise — Seminar Professor H. W. Parris	10/L	Gv4163
Gv222	Public Administration — Seminar Professor G. W. Jones and Dr. D. B. O'Leary	20/ML	Gv4160
Gv224	The British Civil Service — Seminar Professor G. W. Jones and Mr. P. F. Dawson	10/L	Gv3035; Gv4160
Gv225	French Government Seminar Dr. H. Machin	23/MLS	Gv4090
Gv226	West-European Studies — Seminar (Interdepartmental) Dr. H. Machin, Professor G. R. Smith, Mr. J. T. S. Madeley, Dr. A. Sked and Dr. P. G. Taylor	20/ML	Gv226; Gv4071
Gv227	Soviet and East European Politics — Seminar Mr. G. Schöpflin, Dr. D. C. B. Lieven and Mr. H. J. White	25/MLS	Gv4050; Gv4051- Gv4054; Gv4060
Gv228	Russian Politics and Political Thought — Seminar Dr. D. C. B. Lieven and Mr. H. J. White	30/MLS	Gv4050; Gv4051- Gv4054
Gv229	Politics and Government of the Middle East Professor E. Kedourie	10/L	Gv229
Gv230	Government and Administration in New and Emergent States Mr. P. F. Dawson	10/L	Gv4120; Gv4121; Gv4122

<i>Lecture/ Seminar Number</i>			<i>Course Guide Number</i>
Gv231	Government and Administration in New and Emergent States — Seminar Mr. P. F. Dawson	6/S	Gv4120; Gv4121; Gv4122
Gv232	Government Regulation of the American Economy — Seminar (Not available 1988-89)	15/LS	Gv4130
Gv233	Comparative Constitutions — Seminar Mr. L. A. Wolf-Phillips	10/L	Gv233
Gv234	European Multi-Party Systems — Seminar Professor G. R. Smith	22/MLS	Gv4072
Gv235	The Politics and Government of Germany — Seminar Professor G. R. Smith	25/MLS	Gv4100
Gv237	The Politics and Government of Western Europe — Seminar Professor G. R. Smith, Dr. H. Machin and Mr. J. T. S. Madeley	23/MLS	Gv4071
Gv238	Latin American Studies Seminar: Latin American Policies Dr. G. D. E. Philip, and Dr. J. Dunkerley	15/ML	Gv4140
Gv241	The Politics and Government of Italy Dr. M. Rhodes and others	9/M	Gv4071; Gv4165
Gv242	Public Policy in Italy and France Dr. H. Machin	23/MLS	Gv4165
Gv243	Current Controversies in Public Administration Professor C. Hood	5/S	Gv3035; Gv4160
Gv244	Issues in Comparative Public Administration and Public Policy Professor C. Hood	5/S	Gv4160; Gv4161
Gv245	Policy and Administrative Skills in a Political Setting Professor J. Bourn	10/L	Gv3035; Gv4160
Gv246	Theories in Policy Analysis Professor L. J. Sharpe	10/L	Gv4160; Gv4161
Gv247	West European Research Workshop Professor G. R. Smith and Dr. H. Machin	9/MLS	Gv247
Gv248	The Government and Politics of Ireland Dr. D. B. O'Leary	15/MLS	Gv4029

Course Guides

French Political Thought

Teacher Responsible: Professor M. W. Cranston, (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II and all interested graduate and undergraduate students.

Course Content: Aspects of French political thought from the late Renaissance to the contemporary world.

Teaching Arrangements: Fifteen lectures (Gv106), Michaelmas and Lent Terms.

Reading List: J. W. Allen, *Political Thought in the Sixteenth Century* (1951); F. J. C. Hearnshaw, *Social and Political Ideas of the Renaissance and Reformation* (1925); K. Martin, *French Liberal Thought in the Eighteenth Century* (1958); C. Frankel, *The Faith of Reason* (1948); E. Cassirer, *The Philosophy of the Enlightenment* (1951); J. Droz, *Histoire des doctrines politiques en France* (1948); M. Leroy, *Histoires des idées sociales en France* (1947-1954); J.-J. Chevallier, *Les grandes oeuvres politiques* (1949); P. Gay, *The Enlightenment: an Interpretation* (1963); J. P. Mayer, *Political Thought in France* (1961); R. Soltau, *French Liberal Thought in the Nineteenth Century* (1931); J. Touchard, *Histoire des idées politiques* (1962).

Examination Arrangements: None.

Gv106

The Political Thought of Hegel and Marx

(Not available 1988-89)

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, K105)

Course Intended Primarily for undergraduate and graduate students.

Course Content: The main lines of Hegel's political thought; the Hegelian tradition and its transformations. The political thought of Marx.

Teaching Arrangements: Ten lectures (Gv110), Michaelmas Term and five in the Lent Term.

Examination Arrangements: None.

Gv110

Political Philosophy (Seminar)

Teacher Responsible: Professor M. W. Cranston (Secretary, L101)

Course Intended Primarily for graduate students.

Course Content: There is no set syllabus, but papers will be arranged on topics within the field of Political Philosophy.

Examination Arrangements: None.

Gv201

Research Methods in Government

Teachers Responsible: Mr. A. Beattie, Room L102, Dr. P. Dunleavy, Room L302 and others (Secretary, L101)

Course Intended Primarily for: M.Phil. and Ph.D. students in Government.

This is the Core Course of the Governmental Doctoral Programme.

Course Content: This course of seminars and

Gv207

workshops is designed to give research students in all branches of Government an opportunity to discuss with a large number of staff participants their ways of working, common problems of thesis work in politics, research methods, methodological and practical difficulties of research.

Students will be encouraged to discuss the distinctive problems of their own topics and available solutions. All first year research students are expected to attend, but more advanced students are also very welcome.

Teaching Arrangements: 12 Seminars, fortnightly, Michaelmas, Lent and Summer Terms.

Please Note:

As part of this course students are required to attend GC550 (**Drafting and Writing a Ph.D. Thesis**) in the second half of the Michaelmas Term.

Students wishing to begin learning quantitative methods should also note **Dr. Dunleavy's**, course Gv215; **Data Analysis for Political Science and Public Policy**.

Examination Arrangements: None

Gv215

Data Analysis for Political Science and Public Policy (Seminar)

Teacher Responsible: Dr. Patrick Dunleavy, Room L302 (Secretary, L101)

Course Intended Primarily for Research students; Optional for M.Sc. students.

Course Content: The application of methods for analysing quantitative data in political science and policy studies. Using mainly exploratory statistics and facilities available on the SCSS package, this course is intended for beginners wishing to develop their own empirical studies. Prior completion of the introductory reading below or familiarity with basic statistics is useful however.

Teaching Arrangements: Eight workshops (Gv215), Michaelmas and Lent Terms, with a set-up session in the fourth week of Michaelmas. Teaching is conducted in a workshop form with alternate weeks dealing with the development of computing skills at the terminals and with learning relevant statistical techniques in the classroom. Each session teaches a new set of skills with cumulative effects, so that attendance at the set-up session and regularly thereafter is important.

Introductory Reading: D. Rowntree, *Statistics Without Tears*.

Basic Texts: B. Erickson & T. Nosanchuk, *Understanding Data*; SCSS, *Short Guide*.

Examination Arrangements: None.

Gv226

West European Studies Seminar

Teacher Responsible: Dr. H. Machin, Room L204 (Secretary, Mrs. M. Clark, L207)

Other staff participants: A. Sked, Professor G. R. Smith, P. Taylor, J. T. S. Madeley.

Course Intended Primarily for all graduates and staff interested in contemporary problems of West European politics, history, economic policy, social structures and international relations.

Core Syllabus: This seminar aims to provide a survey of recent research (usually unpublished) on

contemporary problems and policies in Western Europe. Particular attention is given both to current developments within individual states (and especially in those states which are relatively neglected in publications in English) and to relations between the member states of the European Community. Leading scholars from British and other West European Universities participate in this series.

Course Content: A detailed syllabus is fixed at the start of each term. It varies according to the changing interest in specific topics and the availability of speakers.

Teaching Arrangements: Twenty seminars, (Michaelmas, and Lent Terms).

Reading List: M. Dogan & R. Rose (Eds.), *European Politics: A Reader* (1971); J. Hayward (Ed.), *Trade Unions and Politics in Western Europe* (West European Politics, Vol. 3, No.1, 1980); H. Machin (Ed.), *National Communism in Western Europe* (1983); D. Marsh (Ed.), *Capital and Politics in Western Europe* (West European Politics, Vol. 6, No.2, 1983); C. Offe, *Contradictions of the Welfare State* (1984); G. Smith, *Politics in Western Europe* (1984).

Examination Arrangements: There is no examination for this course.

Gv229

Politics and Government in the Middle East

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, K105)

Course Intended Primarily for graduate students and others interested in the subject.

Course Content: Islamic political thought and traditions of government. The breakdown of the old order. The Ottoman Reform and its outcome: society and government in the Ottoman Empire and Egypt in the nineteenth century. Islamic Reform. Nationalism, Muslims and non-Muslims. The Persian Revolution, 1906 and the Young Turk Revolution, 1908-9. The destruction of the Ottoman Empire. The successor states. Constitutionalism and authoritarianism. Pan-Arabism and Zionism.

Teaching Arrangements: Ten lectures (Gv229), Lent Term.

Reading List: C. C. Adams, *Islam and Modernism in Egypt*; G. Antonius, *The Arab Awakening*; T. W. Arnold, *The Caliphate* (2nd edn., 1965); N. Berkes, *The Development of Secularism in Turkey*; M. H. Bernstein, *The Politics of Israel*; E. G. Browne, *The Persian Revolution*; R. H. Davison, *Reform in the Ottoman Empire 1856-1876*; C. N. Eliot, *Turkey in Europe*; D. Farhi, "Seriat as a Political Slogan" (*Middle Eastern Studies*, Vol. 7, No. 3, October 1971), D. Farhi, "Nizami-Cedid - Military Reform in Egypt under Mehmed Ali" (*Asian and African Studies*, Vol. 8, No. 2, 1972); H. W. G. Glidden, "Arab Unity: Ideal and Reality" in J. Kritzeck & B. Winder (Eds.), *The World of Islam*; S. G. Haim, *Arab Nationalism*; A. Hourani, *Arabic Thought in the Liberal Age, 1798-1939*; A. Hertzberg, *The Zionist Idea*; J. C. Hurewitz, *The Struggle for Palestine*; K. Karpat, *Turkey's Politics*; N. R. Keddie, *An Islamic Response to Imperialism*; *Roots of Revolution*; E. Kedourie,

England and the Middle East; *The Chatham House Version*; *Afghani and Abduh*; *Arabic Political Memoirs*; *In the Anglo-Arab Labyrinth*; *Islam in the Modern World*; A. K. S. Lambton, *Islamic Society in Persia*; W. Z. Laqueur (Ed.), *The Middle East in Transition*; B. Lewis, *The Emergence of Modern Turkey*; A. H. Lybyer, *The Government of the Ottoman Empire in the time of Suleiman the Magnificent*; R. Montagne, "The Modern State' in Africa and Asia" (*The Cambridge Journal*, 1952); E. E. Ramsaur, *The Young Turks*; P. Rondot, *Les Institutions Politiques du Liban*; E. I. J. Rosenthal, *Political Thought in Medieval Islam*; Kamal Salibi, *The Modern History of Lebanon*; D. de Santillana, "Law and Society" in *The Legacy of Islam* (1st edn.); S. Shaw, "The Origins of Ottoman Military Reform" (*Journal of Modern History*, Vol. 37, 1965); S. Shaw & E. K. Shaw, *The Ottoman Empire and Turkey, Vol. II, 1808-1975*; P. J. Vatikiotis, *The Modern History of Egypt*; G. E. Von Grunebaum, *Islam* (2nd edn., 1961); *Modern Islam*; D. Warriner, *Land and Poverty in the Middle East*; J. Weulersse, *Paysans de Syrie et du Proche-Orient* (Bk. 1, chap. 2); V. R. Swenson, "The Military Rising in Istanbul, 1909" (*Journal of Contemporary History*, Vol. 5, No. 4, October 1970).

Examination Arrangements: None.

Gv241

The Politics and Government of Italy

Teacher Responsible: Dr. M. Rhodes and others.

Course Intended Primarily for M.Sc. and interested graduate and undergraduate students.

Teaching Arrangements: Nine lectures Gv241, Michaelmas Term.

Examination Arrangements: None.

Gv246

Themes in Policy Analysis

Teacher Responsible: Professor L. J. Sharpe

Course Intended Primarily for students interested in problems of contemporary policy analysis, especially M.Sc. in Public Administration and Public Policy.

Teaching Arrangements: Ten seminars, Lent Term.

Examination Arrangements: None.

Gv247

West European Research Workshop

Teachers Responsible: Professor G. R. Smith, Room K102 and Dr. H. Machin, Room L204 (Secretary, Miss C. M. Cowey, K206)

Course Intended Primarily for postgraduate research students preparing theses on different aspects of West European politics and government.

Core Syllabus: This seminar provides a regular forum for the discussion of methodological and comparative problems encountered by researchers. It is intended to supplement existing programmes of course work arranged with individual research supervisors.

Teaching Arrangements: Three seminars per term. Michaelmas, Lent and Summer Terms. Times, dates, rooms and precise programme to be arranged.

Examination Arrangements: None.

Gv3002

History of Political Thought I

Teacher Responsible: Professor Elie Kedourie, Room A150 (Secretary, K105)

Course Intended Primarily for B.Sc. (Econ.) Part I.

Core Syllabus: An introductory study of the most important ideas and theories to be found in the political thought of the Ancient Greeks, the early Christians, the later Middle Ages and the modern European state. The study will pay particular attention to the ideas and beliefs which concern the nature and origin of government, the character and duties of rulers, the relation between government, religion and law. Consideration will be given to such concepts as justice, nature, liberty, consent.

Pre-Requisites: None.

Teaching Arrangements:

(a) Twenty lectures (Gv100) weekly starting at the beginning of Michaelmas Term.

(b) Classes (Gv100a) Twenty classes given weekly and starting in the third week of Michaelmas Term. The organisation of classes will be by the class teacher, but both general questions and the particular texts will be discussed.

Written Work: Essays and papers for class presentation.

Methods of Work: The subject requires both a knowledge of the texts, and a capacity for analyzing general ideas. It is to some extent designed to provide a map of the confusing terrain found in the study of politics, an area which may be investigated both historically and philosophically.

Reading List: Plato, *Republic*; Aristotle, *Politics*; Stoics and Epicureans, (selected writings); St. Augustine (selected political writings); Aquinas, (selected writings); Machiavelli, *The Prince*; Hobbes, *Leviathan* (chapters 13-20); Locke, *Second Treatise of Civil Government*; Rousseau, *The Social Contract*; Burke, *Reflections on the Revolution in France*; Mill, *On Liberty*; Marx and Engels, *Communist Manifesto*.

Further Reading: This will be given out at the beginning of the course. The important thing for students is to begin reading the texts.

Examination Arrangements: The examination takes place in the Summer Term, and consists of one three-hour paper in which the student must answer four questions out of at least sixteen. The paper will be divided into two parts: The Greeks to the end of the Middle Ages, and Machiavelli and beyond. Candidates will be required to answer two questions from each part.

Gv3003

History of Political Thought II

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II

students special subject Government. It is compulsory for those students of Government, or Government and History, who have not already taken **History of Political Thought I**. Other Part II students may take the paper as an option, unless they have already taken **History of Political Thought I**.

Core Syllabus: This is a study of the beliefs, ideas and theories about politics and government connected with

the ancient Greek *polis*, the Roman *civitas*, the realms of medieval Europe, and the modern European State. The beliefs and ideas to which particular attention should be paid include the following: the character of a political society and of political activity; the relation between religion, moral and political beliefs; the law, its authority, generation and administration; the constitution and activities of governments; the office, authority and obligations of rulers; the rights and duties of subjects; justice, liberty, political deliberation and argument.

Course Content: The course aims to introduce students to the main currents of political thought from Ancient Greece to the modern West.

The candidate is expected to become acquainted with some of the more notable works in the literature of political reflection e.g. *Texts:* Plato, *Republic*. Aristotle, *Politics*. Stoics and Epicureans, selected writings. Cicero, *Republic*. St. Augustine, selected writings. Aquinas, Selected political writings. Dante, *The Monarchy*. Marsilius of Padua, *Defender of the Peace*. Machiavelli, selected writings. Hobbes, *Leviathan*. Locke, *Second Treatise of Civil Government*. Hume, selected writings. Rousseau, *The Social Contract*. Burke, selected writings. Mill, *On Liberty*. Marx and Engels, selected writings.

Teaching Arrangements: 20 lectures (Gv101) each week in Michaelmas and Lent Terms; 20 weekly classes (Gv101a) beginning early in Michaelmas Term. The lectures are the same as those for **History of Political Thought I**, but the classes will involve a higher level of sophistication.

Lists of Suggested Reading will be distributed at the beginning of the lectures. Such list can otherwise be obtained from the Secretary of the Department of Government, Room K206.

Examination Arrangements: There will be a three-hour examination in the Summer Term. The question paper will contain at least 20 questions, and will be divided into three sections: ancient, medieval and modern. Candidates will be required to answer four questions; one question to be answered from each section.

Gv3010

Modern Politics and Government with Special Reference to Britain

Teacher Responsible: Professor G. W. Jones, Room L210 (Secretary, Miss Ann Boucher, K202)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u.

Core Syllabus: This subject offers an introduction to the study of politics and government, with its main emphasis on Britain. It entails a general understanding of political concepts (such as 'legitimacy', 'pluralism', 'consensus', 'representation', 'responsibility' and 'rights') and associated political theories, as well as the institutions and processes of government. General subjects covered are the nature of politics and government; the different forms of government in the modern world such as authoritarianism, totalitarianism, and various kinds of democracy; economic and social influences upon the political system; the relations between politics and administration; the possible meanings of public

interest; and the relation of democratic theories to the methods of reaching government decisions. The principal part of the course is an examination in detail of Britain as a particular form of constitutional and democratic government, including representative institutions, parties and pressure groups, Parliament, the Cabinet, the operations of central and local government, and political culture and traditions. Modern British government is also intended to provide the principal illustrations for the general subjects covered in the course.

Course Content: The objective of the course is to provide an introduction to the institutions and processes of politics and government, to key concepts of politics and government, and to the study of politics and government, mainly through an examination of politics and government in modern Britain.

Pre-Requisites and Co-Requisites: Nil. The course is designed to be appropriate both for those who are studying politics and government and British politics and government for the first time and for those who have undertaken study of these subjects at 'A' level.

Teaching Arrangements: Lectures: Gv150. Twenty-three lectures will be given weekly throughout the session. Professor G. W. Jones will give the first seven, Dr. D. B. O'Leary will give the next one, Dr. P. J. Dunleavy, the next seven, Dr. Rodney Barker the next seven, while the last one will be a revision session, when the four lecturers will appear as a panel to whom students can put comments and questions. The lecturers will distribute notes and bibliographies relevant for their lectures. Students are expected to attend these lectures.

N.B. Dr. D. B. O'Leary, Room L105

Dr. P. J. Dunleavy, Room L302

Dr. R. Barker Room K100

Classes: Gv150(a). Students will be allocated to classes during the first weeks of the session. These will meet weekly throughout the session. Attendance is compulsory. The class teacher is responsible for the class. Usually students present an essay which is then discussed by the class. The class teacher devises the programme of work, including a booklist, assigns topics to students, and generally guides the class through the syllabus.

Written Work: The Chapman Report on Teaching Arrangements recommends that "a student should normally produce at least one piece of written work for every five classes, or two pieces each term". There may be variations depending on the class teacher, who is responsible for marking and grading the essays.

Methods of Work: The syllabus is very broad. It covers a range of issues. The lectures will not be able to deal with every topic, nor will the classes. They are intended to introduce, to stimulate, and to guide. Students on this course are expected to spend a great deal of time on private reading, thinking and writing. They cannot succeed simply by attending lectures and classes.

Since so many students take this course and since many class teachers are used, students will find that different classes are investigating different topics in different weeks. Students should not be alarmed at the lack of uniformity. There would be undue pressure if over a hundred students were seeking the same books in the same week. Different teachers will emphasize different

aspects, but all will be working to the common syllabus. The final examination paper will reflect the diversity of the teaching.

Reading: Students receive reading lists from the lecturers and class teachers, who guide them about what are the most introductory, general, essential and relevant books to particular topics or issues. Students should not be worried at the length of such lists. Often many titles are suggested because teachers know that students may be unable to find books on a short list, given the great demand for particular works. So alternatives are listed.

Reading List: R. M. Punnett, *British Government and Politics*; J. Dearlove and P. Saunders, *Introduction to British Politics*; H. Drucker *et al.*, *Developments in British Politics 2*; David Coates, *The Context of British Politics*; I. McLean, *Dealing in Votes*; P. Dunleavy and C. T. Husbands, *British Democracy at the Crossroads*; G. Poggi, *The Development of the Modern State*; C. Pateman, *Participation and Democratic Theory*; P. Singer, *Democracy and Disobedience*; R. A. Dahl, *Dilemmas of Pluralist Democracy*; S. Lukes, *Power: A Radical View*; C. Lindblom, *Politics and Markets*; P. Dunleavy & D. B. O'Leary, *Theories of the State*.

Lectures in Other Departments: If students can spare the time, they may find it helpful to attend the lecture series in the Law Department, LL100 **Public Law. Elements of Government**, which looks at many of the topics covered by our course, but through the eyes of lawyers. They often have as lecturers outside academics and other experts in the practice of government and politics. Students may also find it useful to attend lectures on related subjects: class teachers and tutors can give advice.

Examination Arrangements: The examination takes place in the Summer Term, and consists of a single formal and unseen examination paper of around sixteen questions, of which students are expected to answer four with brief essays in three hours. Students are advised to look at old examination papers (available in the Library) to familiarise themselves with the style of the examination paper and the nature of the questions.

Gv3020

History of British Politics from the Seventeenth to the Late Nineteenth Century

Teacher Responsible: Mrs. Anthea Bennett, Room K101 (Secretary, Mrs. Marian Clark, L207)

Course Intended Primarily for B.Sc. (Econ.) Part II.

Core Syllabus: The major theme covered centres around the changing roles of Monarch, Parliament and Cabinet throughout the period, and on the interaction between them. Particular importance will be given throughout to the development of the relationship between Parliament and the Executive. The development of the two-party system will be studied; also the associated movements towards electoral reform. Some attention will be given to popular movements, as the embodiment of political life at the opposite end of the political spectrum. 1885 sees the shattering of the Liberal hegemony, the real and significant enlargement of the franchise, the rise of

Labour and the Irish problem making a real *end* to this period and to its style of politics.

Course Content: The course provides an historical and basically analytical study of the political and institutional arrangements prevailing at any given period between the Restoration of Charles II in 1660 and the end of Gladstone's second term of office in 1885. An era of politics effectively ends in 1885. The more familiar 'modern world' then has its beginnings. It is of significance that the course of study begins with a monarch and ends by focussing on the leader of the major political party at that time.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Gv151) and 15 classes (Gv151a). Both lectures and classes will be given by **Mrs. Anthea Bennett**.

Written Work. Each student will be expected to present two pieces of written work (these may include class papers) each term.

Methods of Work: The syllabus is very broad in outline and scope; although detailed and exacting in specific areas, chosen by the student, for detailed study. Given the wide sweep of the Syllabus, the student necessarily finds him/herself specializing where especial interest directs attention. Neither the lectures nor the classes will be able to deal with every topic. The lectures are intended to introduce, to stimulate, and to guide. Students on this course are expected to spend a great deal of time on private reading, thinking and writing. They cannot succeed simply by attending lectures and classes. Private study is essential.

Reading List:

Recommended *introductory* reading is given here. A detailed and comprehensive reading list will be given to students at the beginning of the course.

J. C. D. Clark, *Revolution and Rebellion*; Geoffrey Holmes (Ed.), *Britain After the Glorious Revolution 1689-1714*; J. H. Plumb, *The Growth of Political Stability in England 1675-1725*; E. N. Williams, *The Eighteenth Century Constitution*; J. H. Plumb, *Sir Robert Walpole*; John Brooke, *King George III*; H. T. Dickinson, *Liberty and Property*; Norman Gash, *Lord Liverpool*; H. J. Hanham, *The Nineteenth Century Constitution*; M. Brock, *The Great Reform Act*; T. J. Nossiter, *Influence, Opinion and Political Idioms in Reformed England*; Dorothy Thompson, *The Chartists*; Robert Blake, *Disraeli*; Ross McKibbin, *The Evolution of the Labour Party*.

Examination Arrangements: A three-hour formal examination in the Summer Term. The paper will have approximately 18 questions: students must attempt 4.

Gv3021

The History of British Politics in the 20th Century

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc.; Dip. Int. & Comparative Politics; M.A. Later Modern British History.

Core Syllabus: The aim of the course is to enable students to gain a detailed, historical understanding of British political activity.

Course Content: A historical study of political events,

issues and institutions in the present century, and the idea associated with them. Detailed coverage of the period as a whole will be accompanied by an emphasis on those issues and events of central concern to students of political activity such as the House of Lords crisis in 1910-11, the fall of the Lloyd George coalition, the 1931 political crisis, the origins of the Munich agreement, the significance of the 1945 General Election, domestic politics in war time, etc.

Pre-Requisites: None.

Teaching Arrangements: 26 lectures (Gv152), 15 classes (Gv152a). Classes will be taught by **Mr. Beattie** and **Mr. A. J. L. Barnes** (Room K309).

Written Work: Students will be expected to present 2 essays each term to their class teacher.

Reading List: A. F. Havighurst, *Britain in Transition*; W. N. Medlicott, *Contemporary England, 1914-64*; R. T. Shannon, *The Crisis of Imperialism*; C. J. Bartlett, *A History of Postwar Britain*; D. E. Butler & A. Sloman, *British Political Facts, 1900-1979*; C. L. Mowat, *Britain Between the Wars*.

Supplementary Reading List: R. Bassett, *The Essentials of Parliamentary Democracy*; K. O. Morgan, *Consensus and Disunity*; R. McKibbin, *The Evolution of the Labour Party*; A. Sykes, *The Tariff Question in British Politics*; M. Cowling, *The Impact of Labour*; *The Impact of Hitler*; R. Bassett, *1931*; K. Middlemas & J. Barnes, *Baldwin*; P. Addison, *The Road to 1945*.

N.B. A comprehensive annotated bibliography will be issued at the beginning of the course.

Examination Arrangements: A three-hour formal examination in the Summer Term. The paper will have approximately 15 questions, students must attempt 4.

Gv3026

Political Ideas in the United Kingdom

Teacher Responsible: Dr. R. Barker, Room K100 (Secretary, Miss C. Cowey, K206)

Course Intended Primarily for B.Sc. (Econ.) Special Subjects:

X Government

XIV International History

XII Government and History

XVIII Social Policy

Core Syllabus: The aim of the course is to familiarise students with the principal political arguments that have been articulated in the United Kingdom over the last 100 years.

Course Content: A critical and historical study of political ideas, and political argument in the United Kingdom; liberalism, socialism, conservatism; anarchism, feminism. The rise of the modern state, the nature of politics and the character of the political community.

Teaching Arrangements: 25 one hour lectures (Gv172), Sessional. Classes (Gv172a) Lent Term.

Written Work: Students will write two essays in the Michaelmas Term, two in the Lent Term, and one in Summer Term.

Reading List: Rodney Barker, *Political Ideas in Modern Britain*; Raymond Williams, *Culture and Society*; L. T. Hobhouse, *Liberalism*; G. B. Shaw (Ed.), *Fabian Essays in Socialism*; Herbert Spencer, *The*

Man Versus The State; Lord Hugh Cecil, *Conservatism*; Peter Kropotkin, *Fields, Factories and Workshops*; E. P. Thompson, *William Morris: from Romantic to Revolutionary* (2nd edn., 1977); Hilaire Belloc, *The Servile State*; R. H. Tawney, *The Acquisitive Society*; George Orwell, *The Lion and the Unicorn*; Anna Coote & Ben Campbell, *Sweet Freedom*; C. A. R. Crosland, *The Future of Socialism*; R. M. Titmuss, *The Gift Relationship*; Michael Oakeshott, *Rationalism in Politics*; F. A. Hayek, *The Constitution of Liberty*.

(A full reading list and lecture and class programme will be issued at the beginning of the course.)

Examination Arrangements: A three-hour unseen written examination.

Gv3027

Political Behaviour With Special Reference to the United Kingdom

Teachers Responsible: Mr. N. Gavin, Room K308 and Dr. T. J. Nossiter, Room K207 (Secretary, Miss C. Cowey, K206)

Course Intended Primarily for B.Sc. Econ. (Government). It is also suitable as an outside option for B.Sc. Econ. generally. Some M.Sc. (Political Sociology) students with particular needs may find it useful as background.

Core Syllabus: The dynamics of the British political parties with particular reference to Labour, Conservative and Liberal - SDP Alliance Parties; politics, trade unions and business; public opinion, surveys, and their methods; elections and electoral behaviour; working class conservatism and middle class radicalism; the mass media and political communications; political culture; political socialisation; political systems theory, the 'behavioural approach' and its critics.

Course Content: The course aims to provide an introduction to the study of British political behaviour and focusses on the citizen's contact with, and participation in, the political process, bearing in mind the historical as well as the contemporary context. A critical investigation of the literature leads to an assessment of the contribution of behavioural research on the one hand and neo-marxist writings on the other as an aid to the understanding of mass politics in British democracy. Particular attention is paid to political communications.

Pre-Requisites and Co-Requisites: It is desirable to have a basic background in British political institutions and modern British history but not absolutely essential. Past students have found the Part II Political Sociology course given in the Department of Sociology a valuable complement while some may wish to combine this course with **Cabinet Government** and/or **Ideas in British Politics** so as to provide an overview of the British political system as a whole.

Teaching Arrangements:

Lectures and Seminars: There will be 20 hours of lectures and seminars as follows: 20 one-hour lectures (Gv173), in the Michaelmas and Lent Terms.

Classes: Students will be allocated to classes (Gv173a) in groups of some five to seven members and will meet weekly at mutually convenient times from approximately the fourth week of the Michaelmas

Term to the end of the Lent Term with two revision classes at the beginning of the Summer Term. In the case of any one-term General Course or Beaver College students special arrangements will ordinarily be made to ensure they can receive ten classes. Classes are based on student read essays prepared from a list of previously circulated topics and the course bibliography.

Written Work: Students are advised to write not less than six essays for this course, normally three in Michaelmas and three in Lent Terms.

Working Methods: While journalism is not a substitute for reading in the Library, students may find it useful to keep a file of press cuttings drawn from one or more quality dailies, the Sunday press and the specialised weekly magazines.

Reading List: The following *select* list is arranged in order of the syllabus above.

General: D. Kavanagh, *Political Science and Political Behaviour*; R. Rose, *Politics in England, An Interpretation for the 1980s*; R. E. Dowse & J. Hughes, *Political Sociology* (in need of updating); R. M. Punnett, *British Government and Politics*; B. Miliband, *The State in Capitalist Society*.

Parties R. T. Mackenzie, *British Political Parties*; L. Minkin, *Labour Party Conference*; S. Beer, *Modern British Politics*; O. Kogan & M. Kogan, *The Battle for the Labour Party*; D. Kavanagh (Ed.), *The Politics of the Labour Party*; P. Whiteley, *The Labour Party in Crisis*; R. Blake, *The Conservative Party*; R. Scruton, *The Meaning of Conservatism*; N. O'Sullivan, *Conservatism*; D. Marsh & W. Grant, *The CBI*; R. Taylor, *The Fifth Estate*; R. M. Martin, *The TUC*; I. Crewe & M. Havrop, *The SDP*; N. Tracy, *Origins of the Social Democratic Party*; H. Stephenson, *Claret and Chips*; J. Calder, *Liberal Party Politics in Britain*; V. Bogdanor (Ed.), *Liberal Party Politics*.

Polls and Surveys: C. A. Moser & G. Kalton, *Survey Methods in Survey Investigation*; A. N. Oppenheim, *Questionnaire Design & Attitude Measurement*; R. M. Worcester, *Political Opinion Polling*.

Elections: A. Heath *et al*, *How Britain Votes*; D. E. Butler, *British General Election of...* (especially 1983); H. Himmelweit, *How Voters Decide*; B. Särilvik & I. Crewe, *Decade of Dealignment*; P. Dunleavy & C. Husbands, *British Democracy at the Crossroads*.

Deviant Voters: R. T. Mackenzie & Silver, *Angels in Marble*; F. Parkin, *Middle Class Radicals*; Bob Jessop, *Traditionalism, Conservatism & British Political Culture*.

Mass Media: C. Seymour-Ure, *Press, Politics and the Media*; *Political Impact of the Media*; J. Tunstall, *Journalists at Work*; J. Curran, *The British Press*; J. Seaton & J. Curran (Eds.), *Power Without Responsibility*; A. May & K. Rowan, *Inside Information: British Government and Media*; J. G. Blumler *et al*, *Challenge of Election Broadcasting*; T. Burns, *The BBC*; Glasgow University Media Group, *Bad News; More Bad News*; P. Golding & P. Elliott, *Making the News*.

Political Culture: Almond and Verba, *Civic Culture*; *Civic Culture Revisited*; Bob Jessop, *Traditionalism, etc.*

Political Socialisation: B. Stacey, *Political Socialisation in Western Society*.

Overview: H. Eulau, *The Behavioural Persuasion*; E. Ions, *Against Behaviouralism*. A full bibliography will be provided at the beginning of the course.

Examination Arrangements: The examination consists of a three-hour unseen paper covering the syllabus as taught in the two preceding years. Students are required to answer four questions. Relevance is important and credit is given for knowledge and critical evaluation. Past examination papers are available in the Library and indicate the style of questions. The course teacher is always glad to mark and advise on practice papers towards the end of the course.

Gv3028

Cabinet Government and the National Policy Process

Teacher Responsible: Mr. A. J. L. Barnes, Room K309 (Secretary, Miss Ann Boucher, K202); Mrs. Anthea Bennett, Room K101 (Secretary, Mrs. Marian Clark, L207)

Course Intended Primarily for B.Sc. (Econ.) Part II. **Core Syllabus:** The course aims to provide students with an understanding of the way policy is made in Britain.

It will centre on the British Cabinet and will analyse the process of policy-making from this perspective. The working of the Cabinet, its committees, its administrative machinery and its relationships with the Departments of State, Parliament and the party apparatuses will be covered. Special attention will be devoted to the relationship between permanent officials and politicians and to the role of the Prime Minister's personal staff.

Pre-Requisites: No formal requirements, but some knowledge of British Government is really essential. For those who have none, a reading of R. Rose, *Politics in England. Persistence and Change* would be a good start.

Teaching Arrangements: There will be 10 lectures (Gv174), 10 classes (Gv174a) and 12 seminars (Gv174) two of which will be for revision purposes. The lectures will be given alternately, and separate classes taught, by Mrs. Bennett and Mr. Barnes. The Lent Term seminars will for the most part have outside speakers, but on occasion a videotape may be shown and discussed.

Written Work: Students will be required to present up to two essays in each of the Michaelmas and Lent Terms. They may also be called on to give class papers.

Reading List: Introductory: P. Gordon Walker, *The Cabinet* (Fontana edn.); J. P. Mackintosh, *The British Cabinet* (3rd edn.); A. King (Ed.), *The British Prime Minister* (2nd edn.); P. Hennessy, *Cabinet*; H. Morrison, *Government and Parliament* (3rd edn.); H. Wilson, *The Governance of Britain*; M. Rush, *The Cabinet and Policy Formation*; J. J. Richardson & A. G. Jordan, *Governing Under Pressure*; A. G. Jordan & J. J. Richardson, *British Politics and the Policy Process*.

Essential: B. Castle, *The Castle Diaries 1965-70, 1974-76*; R. H. S. Crossman, *Diaries of a Cabinet*

Minister (3 vols.); H. Hecló & A. Wildavsky, *The Private Government of Public Money* (2nd edn.); V. Herman & J. Alt, *Cabinet Studies*.

A comprehensive reading list will be issued at the start of the course, and further guidance as to the most useful reading on any topic can be obtained from your allotted class teacher. Students should not be worried at the length of the list since many of the books recommended are alternative titles given because of the great demand for particular works. Some of the titles most in demand have been placed in the Government Department Reading Room.

Examination Arrangements: A three-hour formal examination in the Summer Term. Students have to answer 4 questions out of a total of around 17.

Methods of Work: While the lectures will cover the more central aspects of the subject clearly they cannot cover all the ground nor will they necessarily offer adequate detail. They are intended to introduce, to stimulate and to guide. Similarly classes will be intended to provoke thought and debate. The outside speakers will on occasion deal with the themes already covered by the lectures, but they may also introduce new subjects, always from the standpoint of the practitioner rather than the academic. It is essential to realise that despite the fairly comprehensive coverage of the syllabus in lectures, seminars and classes, no student can be expected to do well simply by attending them. Knowledge of the Cabinet diaries listed above is quite essential, and the student must learn his way about them by use of the index. Time spent on reading will not be wasted, and the good student will benefit from consulting Memoirs, Biographies and certain historical monographs covering the period after 1918, and more particularly since 1945.

Gv3029

British Constitutional Ideas Since the 1880s

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc. Politics 2.

Core Syllabus: British constitutional thought as a combination of the historical description of institutional practices and political theory. The ways in which constitutional debate has responded, since the 1880s, to the development of political democracy and government growth. The course will examine, through a study of a number of prescribed texts and commentaries, two main areas: (i) The idea of Parliamentary government, and the challenge presented to it by interpretations emphasising the role of political parties, the electorate, organised interests and the bureaucracy.

(ii) Attempts to organise modern British constitutional experience in terms of a number of general themes: representation; responsibility; sovereignty, pluralism; the separation of powers; the rule of law; the mandate, state and society; central and local government.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Gv175) and 25 classes (Gv175a). Classes will be taught by Mr. Beattie.

Written Work: Students will be expected to present 2 essays per term to their class teacher.

Reading List: A comprehensive bibliography of prescribed texts and commentaries will be issued at the beginning of the course.

Examples of *central texts* are: A. V. Dicey, *An Introduction to the Study of the Law of the Constitution*; R. Bassett, *The Essentials of Parliamentary Democracy*; V. Bogdanor, *The People and the Party System*; B. Crick, *The Reform of Parliament*.

Basic commentaries are: M. J. Vile, *Constitutionalism and the Separation of Power*; S. H. Beer, *Modern British Politics*; A. H. Birch, *Representative and Responsible Government*; G. Marshall, *Constitutional Theory*; J. Rees, *Interpreting the Constitution*; J. Jowell & D. Oliver (Eds.), *The Changing Constitution*.

Examination Arrangements: A three-hour formal examination in the Summer Term. The paper will have approximately 15 questions; students must attempt 4.

Gv3035

Public Administration

Teacher Responsible: Mr. P. F. Dawson, Room K108 (Secretary, K105)

Course Intended Primarily for B.Sc. (Econ.)

Core Syllabus: A multi-disciplinary study of public sector organisations and bureaucracies, combining empirical, comparative and theoretical approaches to public management and bureaucratic behaviour, with a particular emphasis on the influence of political processes and organisational forms on policy outcomes. The principal concern is with British experience, but familiarity with other systems, particularly those of the U.S.A. and France is desirable. **Course Content:** The central concern is with the executive branch of government in modern states and its relationship with political processes. Theories of organisation and bureaucracy will be examined together with related concepts, including Power, Authority and Accountability. Other topics will include the differences between public-sector and private organisations; quasi-government and quangocide; public enterprise and privatisation; modes of decentralisation, including local government and intragovernmental relations; planning, coordination, implementation, delegation and control; public services, their organisation, recruitment and training; the roles of specialists and generalists; the influence of professionals and technocrats; the politics and administration of public expenditure control, budgeting and financial planning; public administration and law; administrative ethics; maladministration and the redress of grievances; the influence of information technology on public sector organisation.

Pre-Requisites and Co-Requisites: There are no pre-requisites. The course is one of the optional subjects available to students specializing in Government (X), Government & History (XII), or Government and Law (XI) but may also be taken, subject to timetabling constraints and tutorial approval by any second or third year student and by general course students.

Teaching Arrangements: There are two major lecture courses related to this option.

Gv156 **British Government and Bureaucracy** 10 lectures Michaelmas Term – Professor G. W. Jones.

Gv216 **Administrative Theories** 10 lectures Lent Term – Dr. D. B. O'Leary

Other courses which, although optional, are relevant to the syllabus and strongly recommended are:

Gv212 **Theories of the State and Policy Making** 10 lectures Lent Term – Dr. P. Dunleavy and Dr. D. B. O'Leary.

Gv245 **Policy and Administrative Skills in a Political Setting** 10 lectures Lent Term – Professor J. Bourn. Gv243 **Current Controversies in Public Administration** 5 lectures Summer Term – Professor C. Hood.

In addition students are welcome to attend Gv224 **The British Civil Service** – a seminar held during the Lent Term in which senior state officials discuss their work. The different components are drawn together in a class (Gv155) which meets weekly through the Michaelmas and Lent Terms.

Reading List: J. Aberbach *et al*, *Bureaucrats and Politicians in Western Europe*; M. Albrow, *Bureaucracy*; J. Bourn, *Management in Central and Local Government*; G. Burrell & G. Morgan, *Sociological Paradigms and Organisational Analysis*; M. Crozier, *The Bureaucratic Phenomenon*; A. Dunsire, *Administration, the Word and the Science*; *The Executive Process, Vol. 2 Control in Bureaucracy*; J. Greenwood & D. Wilson, *Public Administration in Britain*; P. Dunleavy & D. B. O'Leary, *Theories of the State*; H. Hecló, *A Government of Strangers*; H. Hecló & A. Wildavsky, *The Private Government of Public Money*; C. Hood, *The Limits of Administration*; P. M. Jackson, *The Political Economy of Bureaucracy*; W. Niskanen, *Bureaucracy: Servant or Master*; B. G. Peters, *The Politics of Bureaucracy*; J. Pfeffer, *Organizations and Organization Theory*; R. Rose & E. N. Suleiman, *Presidents and Prime Ministers*; H. Seidman, *Politics, Position and Power*; P. Self, *Administrative Theories and Politics*; *Political Theories of Modern Government*; H. A. Simon, *Administrative Behaviour*.

Examination Arrangements: The examination in this subject, which may be taken after one year of study is by means of a single, three-hour unseen question paper of 12 questions from which candidates are normally required to answer 4. Students are advised to look at earlier examination papers (available in the Library and from the Departmental Secretary in the Government Department) to familiarise themselves with style of the examination paper and the nature of the questions.

Gv3036

Public Policy: Political and Economic Aspects

Teachers Responsible: Professor W. Letwin, Room L203 and Dr. D. B. O'Leary, Room L105 (Secretary, Miss C. Wilkinson, L101)

Course Intended Primarily for second or third-year B.Sc. (Econ.) and Diploma students.

Core Syllabus: The modes of analysis devised by political scientists, economists, and others for evaluating public policies, as well as some principal varieties of public policies in the field of economics and the political procedures involved in formulating them.

Theory of elections, game theory, cost-benefit analysis, systems analysis, general principles of policy-making. Policies for: full employment, price stability, economic growth, equalization of income and wealth, and economic regulation.

Pre-Requisites: An elementary familiarity with economic theory, such as would result from a year's course in principles.

Teaching Arrangements: (Gv171) 20 Lectures, Michaelmas and Lent Terms. (Weekly) (Gv171a) 20 classes, Michaelmas and Lent Terms (Weekly)

Written Work: Each student is required to submit four essays during the course, which are returned with written or oral comments, but which do not affect the student's final mark on the examination.

Reading List: J. E. Anderson, *Public Policy Making*; R. A. Dahl & C. E. Lindblom, *Politics, Economics and Welfare*; Y. Dror, *Public Policymaking Re-examined*; T. R. Dye, *Understanding Public Policy*; R. I. Hofferbert, *The Study of Public Policy*; C. O. Jones, *Introduction to the Study of Public Policy*; C. E. Lindblom, *The Policy Making Process*; A. Ranney, *Political Science and Public Policy*; L. L. Wade, *Elements of Public Policy*; S. Brittan, *Steering the Economy*; T. Dye, *Politics, Economics and the Public*; T. W. Hutchinson, *Economists and Economic Policy in Britain 1946-1966*; C. Schultze, *The Politics and Economics of Public Spending*; I. Sharkansky, *Politics of Taxing and Spending*; A. B. Wildavsky, *The Politics of the Budgetary Process*; R. Layard (Ed.), *Cost-Benefit Analysis*; B. M. Barry, *Sociologists, Economists and Democracy*; J. M. Buchanan & G. Tullock, *The Calculus of Consent*; A. Downs, *Economic Theory of Democracy*; M. Olson, *The Logic of Collective Action*; G. Tullock, *Private Wants, Public Means; The Vote Motive*; I. Budge and Farlie, *Voting and Party*; R. Farquharson, *Theory of Voting*; M. Bacharach, *Economics and the Theory of Games*; S. J. Brams, *Game Theory and Politics; Paradoxes in Politics*; A. Rappaport, *Strategy and Conscience*; T. C. Schelling, *Strategy of Conflict*; D. Berlinski, *On Systems Analysis*; A. Dunsire, *The Execution Process*; D. Easton, *A Framework for Political Analysis*; F. E. Emery (Ed.), *Systems Thinking*; J. A. Litterer (Ed.), *Organizations*, 2 Vols.; E. J. Miller & A. K. Rice, *Systems of Organization*; J. M. Montias, *The Structure of Economic Systems*; L. W. Porter et al, *Behaviour in Organizations*.

List of Sessions:

Meetings:

- 1,2 Theory of Elections
- 3,4 Game theory, applications to policy-making
- 5,6 Cost-benefit analysis
- 7,8 Systems Analysis
- 9,10 General principles of policy-making
- 11,12 Policies for full employment
- 13,14 Policies for price stability
- 15,16 Policies for economic growth
- 17,18 Policies for equalizing income and wealth
- 19,20 Policies concerning economic regulation

Examination Arrangements: A final examination, about the beginning of June, consists of two parts, the first (containing about six questions) dealing with the theory of elections, game theory, and cost-benefit analysis, the second (containing about six questions)

dealing with questions of economic policy and the general theory of policy-making; students are required to answer four questions, including at least one from each of the two sections.

Gv3046

Comparative Political Analysis

Teacher Responsible: Professor Gordon Smith, Room K102 (Secretary, Miss C. Cowey, K206)

Course Intended Primarily for B.Sc. (Econ.) Part II students, Special Subject Government (for which it is an optional paper as an alternative to **Comparative Political Institutions**, Gv3047), and B.Sc. (Econ.) Part II students, Special Subject Government and History (for which it is an optional paper).

Core Syllabus: The Study of Comparative Politics: The development of various approaches to the subject: historical/descriptive, Marxist, functional/systemic behavioural. The problems of comparison and generalisation. Power and Conflict in Society. Social Cleavages and Party Systems. Policy Making and Implementation. Problems of Political Change.

Course Content:

The Study of Comparative Politics: The development of various approaches to the subject: historical/descriptive, Marxist, functional/systemic, behavioural. The problems of comparison and generalisation.

Power and Conflict in Society: The distribution of power and the forms of regime (liberal democratic, authoritarian totalitarian). Legitimacy, effectiveness and authority. Political conflict and its regulation; the idea of 'opposition' and its institutional expression. Political culture: uses and weaknesses of the concept. **Social Cleavages and Party Systems:** The nature of social cleavages (language, ethnic, religious and class) and their relationship to political parties. The aggregation of interests. The concepts of 'Left' and 'Right'; the multidimensional character of party systems. The rise of new movements and parties. Party systems and party government.

Policy Making and Implementation: Policy-Making Structures: parties, assemblies and executives. The control of executive power. The 'decline' of legislatures. The sources and limitations of bureaucratic power. The growth of governmental intervention: economic control and welfare politics. Do parties matter? The relationship of the executive to organised interests: theories of neo-corporatism.

Problems of Political Change: Legitimacy in liberal democratic systems: the 'model' of the civic culture and its decline; erosion of legitimacy: overload, ungovernability, and the restructuring of political loyalties. Problems of legitimacy in single-party regimes. Legitimacy in rapidly changing societies: political development and 'modernisation'; the special features of military rule. How much do revolutions really change?

Pre-Requisites: Though primarily intended for Government specialists, it is suitable for General Course students who have a general background in political science.

Teaching Arrangements: 20 lectures, Gv160 weekly, in Michaelmas and Lent Terms. Ten classes, 1½ hours, Michaelmas and Lent Terms.

Introductory Reading: G. Almond and S. Verba (Eds.),

The Civic Culture Revisited (1980); G. Bingham Powell, *Contemporary Democracies* (1982); C. Lindblom, *Politics and Markets* (1977); M. Olson, *The Rise and Decline of Nations* (1982); J. Roemer (Ed.), *Analytical Marxism* (1986); P. Self, *Political Theories of Modern Government* (1984); M. Dogan and D. Pelassy, *How to Compare Nations* (1984); A. Lijphart, *Democracies: Patterns of Majoritarian and Consensus Government* (1984); G. Smith, *Politics in Western Europe: A Comparative Analysis* (1984).

Further reading on individual topics will be given during the course of lectures and classes. **Examination Arrangements:** The examination for this course (which can be taken in either the Second or Third year of the B.Sc. (Econ.)) will be by a written three-hour paper (three questions to be chosen from about fifteen questions).

Gv3050

The Politics and Government of France

Teacher Responsible: Dr. H. Machin, Room L204 (Secretary, Mrs. Marian Clark, L207)

Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd year; LL.B. with French Law 4; Beaver College Single Term: either first term: Government and Society or second term; Politics and Policy Making.

Core Syllabus: An introduction to the system of government, the political forces and specific features of public policy-making in France.

Government and Society

The main institutional and socio-economic development since 1945; the semi-presidential system of government since 1962; the role of the State.

Politics and Policy-Making

The main political parties and pressure groups; electoral politics and voting; attitudes and political participation; case studies in policy-making in some of these areas: foreign relations, education, agriculture, regional development, economic planning, industrial development.

Pre-Requisites: No previous knowledge of either political science or French language is required. All students are advised to read an introductory text on modern French history e.g. David Thomson, *Democracy in France since 1870* before starting the course.

Syllabus:

First Term: Government and Society

The main elements of traditional politics, 1789 to 1945; the main institutional and socio-economic developments since 1945; the semi-presidential system of government since 1962; the role of the State.

Second Term: Politics and Policy-Making

The main political parties and pressure groups; electoral politics and voting; attitudes and political participation; case studies in policy-making in some of these areas: foreign relations, education, agriculture, regional development, economic planning, industrial development.

Teaching Arrangements:

Lectures: Gv163 23 weekly Sessional. Classes: Gv163(a) 23 classes Sessional. 1 Essay will be required from each student each term, plus class papers.

Reading: Text for purchase by all students: V. Wright,

The Government and Politics of France (Hutchinson, 1983 edn., paperback).

Other useful texts: J. Hayward, *Governing France: The One and Indivisible French Republic* (Longmans, 1983); H. W. R. Ehrmann, *Politics in France* (Little, Brown, 1982); D. Hanley, Kerr & Waites, *Contemporary France - Politics and Society*; P. G. Cerny & M. Schain (Eds.), *Socialism, the State and Public Policy in France* (1985); E. N. Suleiman, *Elites in French Society* (1978); *Politics, Power and Bureaucracy* (1974); V. Wright (Ed.), *Conflict and Consensus in France* (1978); J. Lagrove & V. Wright (Eds.), *Local Government in Britain and France* (1979); H. Machin, *The Prefect in French Public Administration* (1977); V. Wright (Ed.), *Continuity and Change in France* (1984); H. Machin & V. Wright (Eds.), *Economic Policy and Policy-Making under the Mitterrand Presidency 1981-1984* (1985).

A full list of book references will be given, together with the seminar topic list, essay subjects and lecture programme, at the start of the course.

Articles: For up-to-date information and analysis, students must give special attention to articles in the academic journals. A full up-to-date list of articles will be given at the start of the course.

Note: Students are expected to follow developments in French Politics by regular reading of *The Economist*, *The International Herald Tribune*, or *Le Monde*, *Le Point* or *Le Nouvel Observateur*.

Examination Arrangements: B.Sc. (Econ.) & LL.B.: one three-hour written examination in the Summer Term, four questions must be answered.

General and Beaver College Courses: special arrangements for assessment.

Gv3051

The Politics and Government of Germany

Teacher Responsible: Professor Gordon Smith, Room K102 (Secretary, K105)

Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd Year.

Core Syllabus: Germany's political development since the beginning of the twentieth century. The Foundation of the Federal Republic and its constitutional structure. The leading political and governmental institutions. Electoral behaviour and the party system. Contemporary political issues. Foreign policy and relations with the German Democratic Republic. (N.B. A knowledge of the politics and government of the G.D.R. is not required).

Pre-Requisites: There are no formal pre-requisites for this course. A familiarity with Twentieth Century German history is an advantage. A reading knowledge of German is not required, but it may prove helpful.

Teaching Arrangements:

(a) **Lectures** (Gv167): Twenty-five lectures are given weekly throughout the session. The first ten lectures given in the Michaelmas Term provide a review of modern German history from 1918 until the foundation of the Federal Republic in 1949. Subsequent lectures in the Lent and Summer Terms are concerned with the political structure and contemporary politics of Western Germany. Notes and

a detailed reading list will be distributed at the classes at the beginning of the session and attendance at classes is required of all students taking the course. The basis of the classes is the written paper/essay, presented by a student and then discussed by members of the group. Topics/questions are allocated at the beginning of the term, and each topic is accompanied by a short list of sources.

Written Work: Students should expect to submit two pieces of written work in each term and, after class discussion, they will be marked and assessed by the class teacher.

Reading List: As mentioned above, a detailed reading list will be made available at the commencement of the course, in addition to references supplied in connection with class papers. The following books cover most aspects of the course and should be regarded as basic reading:

G. Smith, *Democracy in Western Germany* (3rd edn., Heinemann, 1986); V. Berghahn, *Modern Germany* (Cambridge U.P., 1982); K. von Beyme & M. Schmidt, *Policy and Politics in the Federal Republic of Germany* (Gower, 1985); D. Conradt, *The German Polity* (2nd edn., Longman, 1982); M. Balfour, *West Germany: A Contemporary History* (Croom Helm, 1982); S. Padgett & T. Burkett, *Parties and Elections in West Germany* (C. Hurst, 1986); W. Paterson & G. Smith (Eds.), *The West German Model: Perspectives on a Stable State* (Frank Cass, 1981); N. Johnson, *State and Government in the Federal Republic of Germany* (Pergamon, 1983); E. Kolinsky, *Parties, Opposition and Society in West Germany* (Croom Helm, 1984); A. J. Nicholls, *Weimar and the Rise of Hitler* (Macmillan, 1976 or subsequent editions); R. Dahrendorf, *Society and Democracy in Germany* (Anchor Books, 1969); M. Broszat, *The Hitler State* (Longman, 1981).

Examination Arrangements: There is a three-hour examination in the Summer Term. The examination paper will be based on the content of the lecture course as well as on the work completed in classes. Four questions are to be answered from the examination papers from a choice of ten to twelve questions. Copies of examination papers from previous years are made available. Final assessment for the course depends entirely on the examination.

Gv3052

Politics and Government of Russia

Teacher Responsible: Dr. D. C. B. Lieven, Room L202 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II students.

Core Syllabus: The key principles, institutions and problems of contemporary Soviet politics and government. The fundamental issues of continuity and change in Russia and Soviet politics since the latter part of the nineteenth century.

Course Content: The course aims to give students a sense of the key principles underlying contemporary Soviet politics and government by looking at elements of continuity and change in Russian and Soviet politics over the last century and a quarter.

The main topics covered are:

Geopolitical, institutional, ideological, political and socio-economic explanations for the strength of the authoritarian tradition in Russian politics. The intellectual, social and cultural origins of Bolshevism. The causes of Bolshevik success between 1917 and 1921; the nature of, and similarities and contrasts between, Leninism and Stalinism. Individual and collective leadership under Khrushchev and Brezhnev. The nature and functions of the contemporary CPSU, of the party's General Secretary, of Marxism-Leninism, and of Soviet party and state institutions (e.g. Politburo, Secretariat, ministries and Soviets). Dissent and opposition. Broader themes such as autocracy (i.e. one-man rule), authoritarian bureaucracy. The roles of Russian and minority nationalism, and political culture are also covered.

Pre-Requisites: Some background in history or politics is useful but not essential.

Teaching Arrangements: 1 lecture course (Gv165) of 30 lectures covering 2 terms given jointly by Dr. Lieven and Mr. White. 1 weekly class (Gv165a) divided into groups. At least 4 essays are expected from each student.

Reading List: (in rough chronological order)

Sir D. M. Wallace, *Russia on the Eve of War and Revolution*; *R. Pipes, *Russia under the Old Regime*; *H. Rogger, *Russia in the Age of Modernization and Revolution*; A. Walicki, *A History of Russian Political Thought*; *L. Schapiro, *The Communist Party of the Soviet Union*; *G. Hosking, *A History of the Soviet Union*; J. Hough & M. Fainsod, *How the Soviet Union is Governed*; Neil Harding, *Lenin's Political Thought* (2 Vols.); *Robert Tucker (Ed.), *Stalinism*; *John Armstrong, *Ideology, Politics and Government in the Soviet Union*; *R. Hill & P. Frank, *The Soviet Communist Party*; *S. Bialer, *Stalin's Successors: Leadership Stability and Change*; *G. Breslauer, *Khrushchev and Brezhnev as Leaders: Building Authority in Soviet Politics*; M. Voslensky, *Nomenklatura*; *J. Colton, *The Dilemma of Reform in the Soviet Union*; E. Hoffman & R. Laird (Eds.), *The Soviet Polity in the Modern Era*.

*denotes paperbacks which students may wish to buy.

Examination Arrangements: There is a three-hour written examination in the Summer Term based on the topics discussed in class. Assessment is based on performance in this exam.

Gv3053

Politics and Government of the U.S.A.

Teacher Responsible: Dr. D. King

Course Intended for students in their second or third year, or diploma students; B.Sc. (Econ.) Part II.

Core Syllabus: To lay an academic foundation for the understanding of government and politics in the USA and, secondarily, to deepen the student's general understanding of government and politics by familiarising him with a system different from that of Britain and which has served as a model for many others.

In order to achieve the first of these objectives, it is necessary that the student understands the basic institutions of American government and how they evolved in the course of history, as well as the evolution

of certain fundamental and durable problems of American politics. Among the institutions, some leading ones are: a written constitution, federalism, a central government with enumerated powers, separation of powers, judicial review, a bill of rights, a presidential executive, fixed terms of office, and a federalised party system. Among the durable problems of American politics are: the proper scope of government regulation, race relations, the role of ethnic groups, 'isolationism', 'the urban problem', mistrust of 'bigness', 'states' 'rights', and a desire for direct democracy.

Course Content: The examination puts equal emphasis on (a) the student's understanding of how such main features of American political life developed since 1620, and (b) the student's ability to analyse current issues of American government and politics in the light of their particular histories and against the background of institutions, traditions and conventions.

Basic preparation consists, accordingly, of mastering the political history of the United States and the present organisation of government and politics, as these are treated by the general works listed below. Beyond this the student should investigate special topics in greater depth, according to his own interests and opportunities. Some important specialised works are listed below; others may be identified by referring to the bibliographies listed in the reading list below, as well as to bibliographies included in many of the books. (It should be added that the sort of familiarity with current American political events which can be achieved by reading newspapers and news-journals, though useful, is by no means a sufficient preparation for this examination.)

Pre-Requisites: None.

Teaching Arrangements:

Lectures: Gv164 20 Michaelmas and Lent Terms
Classes: Gv164(a) 10 Michaelmas and Lent Terms.

Reading List:

Bibliographies and Reference Works Congressional Quarterly, *Guide to the Congress of the U.S.*; O. Handlin et al, *Harvard Guide to American History*; Thomas H. Johnson, *Oxford Companion to American History*; R. H. Pear & MacRae, *Books on America - American Government...*
History

D. J. Boorstin (Ed.), *An American Primer*; Henry S. Commager (Ed.), *Documents of American History*; F. O. Gatell, Goodman & Weinstein (Eds.), *The Growth of American Politics*; G. N. Grob & Billias (Eds.), *Interpretation of American History*; Wm. Miller, *A New History of the U.S.*; Samuel E. Morison, Commager & Leuchtenburg, *A Concise History of the American Republic*; The Growth of the American Republic; R. B. Nye & Morpurgo, *A History of the U.S.A.*; Wilham Simpson, *Vision and Reality: The Evolution of American Government*.

Politics and Government (General Works) R. V. Denenberg, *Understanding American Politics*; John H. Ferguson & McHenry, *The American System of Government*; E. S. Griffiths, *The American System of Government*; M. Grodzins, *The American System*; J. D. Lees, *The Political System for the U.S.*; R. H. Pear, *American Government*; Allen M. Potter, *American Government and Politics*; E. S. Redford et al., *Politics*

and Government in the U.S.; M. J. C. Vile, *Politics in the U.S.A.*

Politics and Government (Specialised Works) Edward C. Banfield, *Big City Politics*; Marver H. Bernstein, *Regulating Business by Independent Commissions*; K. Bradshaw & D. Pring, *Parliament and Congress*; Edward S. Corwin, *The Constitution and What It Means Today*; Paul A. Freund, *The Supreme Court of the U.S.*; Robert A. Goldwin, *A Nation of States*; Alex. Hamilton, Madison & Jay, *Federalist Papers*; Louis Hartz, *The Liberal Tradition in America*; R. Hofstadter, *The American Political Tradition*; Judson L. James, *American Political Parties*; V. O. Key Jr., *Politics, Parties and Pressure Groups*; Robert G. McCloskey, *The American Supreme Court*; N. W. Polsby, *Congress and the Presidency*; David Potter, *People of Plenty*; Clinton Rossiter, *The American Presidency*; F. J. Sorauf, *Party Politics in America*.

Examination Arrangements: The examination, given in June, includes about fifteen questions divided into two parts, one historical and the other current. The student is required to answer two questions from each part.

Gv3055

Gv4060

Politics and Government of Eastern Europe

Teacher Responsible: George Schöpflin, Room K107 (Secretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. Hist.; M.Sc.

Core Syllabus: The aim of this course is to provide a thorough analysis of post-1944 Eastern Europe and to study the political problems of post-revolutionary societies.

The nature of communist revolutions in developing societies and the problems of continuity and change in the post-revolutionary order. The legacy of the pre-communist period, the salient factors in the communist seizure of power, the Stalinist model of development and the varieties of post-Stalinist experience are fully dealt with. The crises of the system (Poland and Hungary 1956, Czechoslovakia 1968, Poland 1980-81) are likewise explored, as are the variants developed in Yugoslavia and Albania. The decay of Marxism as a living ideology, the emergence of competing ideologies, with particular emphasis on the uses of nationalism, are considered in some detail and that is followed by an analysis of the nature of leadership, bureaucracy and political communication.

Pre-Requisites: None. The course is taught entirely through the use of English-language materials, although a reading knowledge of French and/or German may be helpful. Some background in politics or history or international relations or sociology is useful but not essential.

Teaching Arrangements: There are 23 lectures (Gv169) and 10 classes (Gv169a) held over three terms. Class work follows the lectures closely and is devoted to in-depth analysis of 10 broad topics. A considerable quantity of teaching aids is distributed. M.Sc. students also attend the seminar Gv227.

Written Work: Students are expected to complete 5 essays over the session.

Essential Reading: Students are urged to use not only the LSE library, but also to familiarise themselves with the relevant holdings of the School of Slavonic and East European Studies.

François Fejto, *A History of the People's Democracies Since Stalin*; Joseph Rothschild, *A History of East-Central Europe between the Wars*; Martin McCauley (Ed.), *Communist Power in Europe 1944-1949*; Robert C. Tucker, *Stalinism: Essays in Historical Interpretation*; H. Gordon Skilling, *Czechoslovakia's Interrupted Revolution*; Dennison Rusinow, *The Yugoslav Experiment 1948-1974*; Rudolf Tokes (Ed.), *Opposition in Eastern Europe*; Peter Sugar (Ed.), *Ethnic Diversity and Conflict in Eastern Europe*; Maria Hirsowicz, *The Bureaucratic Leviathan*; Stephen White, John Gardner & George Schöpflin, *Communist Political Systems*.

Further Reading will be distributed at the beginning of the course.

Methods of Work: The lectures are intended to provide interpretation guidelines to further reading.

Examination Arrangements: One 3-hour paper in the Summer Term; 4 questions out of 12 to be answered in essay form.

Gv3056
Gv4110

The Politics and Government of Scandinavia

Teacher Responsible: John Madeley, Room K304 (Secretary, Marion Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II and M.Sc. students.

Core Syllabus: The course focuses attention on those major themes of comparative political analysis in terms of which the experience of the Scandinavian countries is held to be of particular interest. While the main emphasis is on Norway, Sweden and Denmark, copious reference is also made to the two other Nordic countries — Finland and Iceland. The examination of the politics and government of a group of countries, which share many features in common but also exhibit interesting and important contrasts, is intended to sharpen awareness of the problems and rewards of comparative politics.

Course Content: The course begins with a review of the historical background of the Scandinavian countries, paying particular attention to the processes of state-formation and nation-building. Next the development of modern patterns of social cleavage and their translation into patterns of political conflict over the last century is examined. The rise and development of Scandinavian Social Democracy receives particular attention. The nature of alternative political traditions, is also covered and placed in the context of the changing party systems. Particular episodes ranging from the Norwegian Labour Party's extreme radicalisation around the time of the first world war to the emergence in the 1970s and 1980s of previously unprecedented levels of electoral volatility are studied. Modern patterns of policy-making and administration are reviewed in terms of the arguments about neo-corporatism and political culture. Particular cases, such as the debates on nuclear power and wage-earner

funds in Sweden, are examined in order to provide some basis for the assessment of these arguments. Foreign policy issues — such as the different countries' stances with respect to NATO and the EEC — are treated principally in terms of their impact on the countries' domestic politics.

Pre-Requisites: None. The course assumes no prior knowledge of the subject or an acquaintance with the Scandinavian languages. There is a copious literature in English.

Teaching Arrangements:

(a) **Lectures:** Gv168, 22, MLS (one per week)
Occasional handouts will be distributed particularly in connection with the topics where similarities and contrasts between the Scandinavian countries can be readily shown in tabular form.

(b) **Classes:** Gv168a, 22, MLS (one per week)
Students choose topics at the start of each of the two first terms and present papers on these to the class for discussion. Reading appropriate to the particular questions chosen is indicated in advance. Papers marked and graded by the course teacher.

Written Work: In addition to class essays students may also be required to write one longer essay on a topic central to the course. These papers will also be marked and graded.

Methods of Work: In order to make such a course manageable to students who are assumed at the start to know nothing of the subject, the course has been given a definite shape, which might be described as approximately ten related "patches" of material. This enables students to specialise on particular aspects in connection with the writing of essays and through use of the different libraries' extensive holdings (see section on Reading below). Students will be informed of individual public lectures or seminars on related subjects of interest. Attendance at these will of course be optional.

Reading List: Students will receive copies of the full list at the beginning of the lecture course. It includes a large number of individual journal articles as well as books enabling students with particular interests to pursue them further than is necessary for the course itself. Copies of important articles are deposited in the short-loan photocopy collection in the School library. Access to the Scandinavian Studies library at University College, London, will be arranged for students taking the course at the start of the session. Use of this second library will not be essential but has invariably in the past been found useful. The following is the minimal reading list (a copy of the full reading list can be consulted in the library):

N. Andren, *Government and Politics of the Nordic Countries*; J. B. Board, *The Government and Politics of Sweden*; D. A. Rustow, *The Politics of Compromise*; M. D. Hancock, *Sweden: Politics of Post-Industrial Change*; N. Elder, *Government in Sweden*; R. Huntford, *The New Totalitarians*; H. Valen & E. Katz, *Political Parties in Norway*; J. A. Storing, *Norwegian Democracy*; K. E. Miller, *Government and Politics in Denmark*; S. Rokkan, *Citizens, Elections, Parties*; H. Tingsten, *The Swedish Social Democrats*; K. Cerny, *Scandinavia at the Polls*; S. Berglund & U. Lindstroem, *The Scandinavian Party Systems*; E. Allardt et al, *Nordic Democracy*; N. Elder et al, *The*

Consensual Democracies; F. Castles, *The Social Democratic Image of Society*.

Examination Arrangements: The course is examined in the Summer Term by means of a three-hour unseen written examination. Papers consist of approximately twelve questions (which tend to be closely related to the similar number of major themes in the course) of which any four may be chosen. Students are advised to consult previous examination papers in the library in order to familiarise themselves with the style of paper and the nature of the questions. (The course has been examined at undergraduate level since summer 1981).

Gv3057

Politics and Government of Latin America

Teacher Responsible: Dr. G. D. E. Philip, Room K106 (Secretary, Mrs. Marian Clark, L207)

Course Intended Primarily for B.Sc. (Econ.) Part II

Core Syllabus: An introductory study of Latin American politics, considering the larger countries of Latin America and the more important social forces which operate in the area. The recent political history and present political problems facing particular Latin American countries or regions. Included are Brazil, Argentina, Cuba, Central America, Peru, Mexico and Chile.

Pre-Requisites: None, except for a genuine interest in the politics of the area.

Teaching Arrangements:

Lectures: Gv170: Fifteen lectures will be given, weekly (Michaelmas and Lent Terms). A reading list will be circulated.

Classes: Gv170(a): There will be ten classes, (Lent Term) held weekly. Attendance is compulsory.

Seminars: (Gv238): for M.Sc. students only.

Written Work: Students will be asked to make class presentations as may be convenient to the conduct of the classes themselves. These may but need not be written up and presented as essays. Students should in any case produce at least two essays in the Michaelmas Term.

Reading List: J. Dominguez, *Cuba*; C. McClintock and A. Lowenthal, *The Peruvian Experiment Reconsidered*; G. Philip, *The Military in South American Politics*; G. Philip (Ed.), *Politics in Mexico*; R. Potash, *The Army and Politics in Argentina*; A. Stepan, *The Military in Politics; Changing Patterns in Brazil*.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper. Twelve questions will be set, covering both country and thematic topics (roughly on a half and half basis), of which four must be answered during three hours. Old examination papers are available in the Library and some old examination questions will be set as essay topics.

Gv3121

Political Philosophy

Teacher Responsible: Mr. J. Charvet, Room K207 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II,

special subject Government. Other Part II students can take the paper as an option. General Course students should seek advice before taking this course.

Core Syllabus: The course covers the main problems in the philosophical study of politics; the nature of freedom, rights and law; punishment; equality; justice; the nature of the state, authority and power; political obligation; theories of democracy.

Teaching Arrangements:

Lectures: 20 lectures (Gv107) in Michaelmas and Lent Terms for 3rd year students.

Classes: 20 weekly classes (Gv107a) in the Michaelmas and Lent Terms of the 3rd year.

Reading List: D. D. Raphael, *Problems of Political Philosophy*; D. D. Raphael, *Moral Philosophy*; J. D. Mabbott, *The State and the Citizen*; R. Flathman (Ed.), *Concepts in Social and Political Philosophy*; Sir I. Berlin, *Four Essays on Liberty*; J. Rawls, *A Theory of Justice*; H. L. A. Hart, *The Concept of Law*; A. J. M. Milne, *Freedom and Rights*; S. I. Benn & R. S. Peters, *Social Principles and the Democratic State*; P. Laslett (Ed.) et al., *Philosophy, Politics and Society* Series I-V.

Examination Arrangements: A three hour formal examination in the Summer Term. The paper will have approximately 15 questions: students must attempt four.

Gv3123

History of Political Thought III: Ancient Political Thought

Teacher Responsible: Dr. Janet Coleman, Room L300 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II students Special Subject Government, Government and History and Government and Law. Available to other Part II students as an outside option and to General Course students.

Core Syllabus: The course will deal with the major themes of Greek, Roman and early Christian political theory.

(1) The search for norms of political belief and action, expressed in:-

- Greek philosophical explanations of the notion of justice and the ideal of polity;
- Roman emphasis on natural and civil law and their political implications;
- Early Christian application of the criteria of an international religion to political opinion and organisation.

2. The comparative assessment of different types of governmental regime — democracy, monarchy, aristocracy, etc. The Greek *polis*, the Roman *respublica* and *imperium*. The introduction by Christian thought of the new problems of Church — State relations. The emergence of the ideas of popular sovereignty and royal divine right. A background of ethical and philosophical thought will be provided.

Texts for Study: Plato, *Apology*, *Crito*, *Republic* and *Laws*. (All in Penguin Classics). Aristotle, *Nicomachean Ethics*, *Politics* and *The Constitution of Athens*. (All in Penguin Classics). E. Barker, *Alexander to Constantine* (for selection of texts on Hellenistic Roman thought). S. Z. Ehler and J. B. Morrall, *Church*

and State through the Centuries, chapter 1 (on early Christian political thought). H. Paolucci, *St. Augustine: the Political Writings*.

Modern Works on the Period: E. Barker, *Greek Political Thought: Plato and his Predecessors*; G. Klosko, *The Development of Plato's Political Theory*; E. Barker, *The Politics of Aristotle* (Introduction); W. K. C. Guthrie, *History of Greek Philosophy*, vols. III, IV and V (on the Sophists, Socrates and Plato), F. L. Vatai, *Intellectuals in Politics in the Greek World from early times to the Hellenistic Age*; J. Annas, *Introduction to Plato's Republic*; A. W. Gouldner, *Enter Plato*; E. Havelock, *Preface to Plato*; W. Jaeger, *Paideia*, vols. I-III; R. J. Stalley, *Introduction to Plato's Laws*; R. W. Hall, *Plato*; W. Jaeger, *Aristotle: fundamentals of the history of his development*; W. Von Leyden, *Aristotle on Equality and Justice*; J. B. Morrall, *Aristotle*; W. W. Fortenbaugh, *Aristotle on Emotion*; R. G. Mulgan, *Aristotle's Political Theory*; L. Mazzolani, *The Idea of the City in Roman Thought*; J. A. Adcock, *Roman Political Theory and Practice*; L. R. Taylor, *Party Politics in the Age of Caesar*; D. Earl, *Moral and Political Ideals of Ancient Rome*; C. N. Cochrane, *Christianity and Classical Culture: a study in thought and action from Augustus to Augustine*; E. A. Isichei, *Politics and Experience* (on early Christian political thought); W. H. C. Frend, *Martyrdom in the Early Church*; H. Chadwick, *St. Augustine*; P. Brown, *Augustine of Hippo*; P. Brown, *Religion and Society in the Age of St. Augustine*; N. A. Baynes, "The Political Ideas of St. Augustine's *De Civitate Dei*" in *Byzantine Essays*; H. A. Deane, *The Political and Social Ideas of St. Augustine*; R. A. Markus, *Saeculum* (on Augustine's conceptions of history and politics); R. A. Markus, section on Augustine's political thought in *The Cambridge History of Later Greek and Early Medieval Philosophy*; N. Wood, *Cicero as a Political Thinker*; F. Dvornik, *Early Christian and Byzantine Political Thought*.

Pre-Requisites: Students opting for this course will normally be expected to have taken either **History of Political Thought I or II**.

Teaching Arrangements: 22 lectures (Gv102) will be given weekly starting at the beginning of the Michaelmas Term. 22 seminars following lectures (Gv102a).

Written Work: Essays and papers for class presentation.

Examination Arrangements: One three hour paper taken at the end of the year. Students will be required to answer four questions out of about 15. This paper will be divided into four sections, students will be required to answer one question from each section.

Gv3124

History of Political Thought III: Medieval and Renaissance Political Thought

Teacher Responsible: Dr. Janet Coleman, Room L300 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II students Special Subject Government, Government and History and Government and Law. Available to

other Part II students as an outside option; and to General Course students.

Core Syllabus: Western European thought during the Middle Ages, Renaissance and Reformation. The period covered by the course will be largely that from A.D. c. 800-1600.

The expression of political theory in terms of Christian ethical concepts defined in theology and law and incorporating the traditions of Roman Law, Aristotelian philosophy and classical humanism. The relationship between Church and State. The emergence of theories of sovereign central government in the secular and ecclesiastical branches of Christian society. Theories of monarchical directive power and representative institutions. Ideas of Papal absolutism in tension with ecclesiastical representative institutions put forward by conciliar theory. Feudalism and its influence on political concepts. The Renaissance revival of Graeco-Roman concepts of statecraft. Reformation of political theory and the rise of a secular notion of government.

Texts for study: Anthologies: E. Lewis, *Medieval Political Ideas*. R. Lerner and M. Mahdi, *Medieval Political Thought*; S. Z. Ehler and J. B. Morrall, *Church and State through the Centuries*; Brian Tierney, *The Crisis of Church and State, 1050-1300*; A. J. and R. W. Carlyle, *Medieval Political Theory in the West*, vols. I-VI (for an overview).

Texts: A. P. D'Entreves (Ed.), *Aquinas: Selected Political Writings*; Aquinas, *Summa Theologiae* (Blackfriars Edn.), Selected Volumes; John of Paris, *On Royal and Papal Power* (trans. J. A. Watt); Dante, *On Monarchy* (trans. D. Nicholl); William Ockham, *Guillelmi de Ockham Opera Politica*, selected texts, 3 Vols., (trans. Coleman); Marsilius of Padua, *Defender of Peace*, Vol II, (trans. A. Gewirth); T. Arnold, *Select English Works of John Wyclif*, 3 Vols.; F. D. Matthew, *The English Works by Wyclif hitherto unprinted*; Selected translations of Latin Political Works by Wyclif (trans. Coleman); Machiavelli, *The Prince* and *The Discourses on Livy* (Penguin); Thomas More, *Utopia* (Penguin).

Modern works on the period: O. Gierke, *Political Theories of the Middle Ages*; J. B. Morrall, *Political Thought in Medieval Times*; C. H. McIlwain, *The Growth of Political Thought in the West*; Section on political thought in *The Cambridge History of Medieval Philosophy*; *The Cambridge History of Medieval Political Thought*; W. Ullman, *Principles of Medieval Government and Politics*; W. Ullmann, *The Medieval Idea of Law*; S. Chodorow, *Christian Political Theory and Church Politics in the Mid-12th Century*; G. Post, *Studies in Medieval Legal History*; P. Vinogradoff, *Roman Law in Medieval Europe*; E. Kantorowicz, *The King's Two Bodies*; Anne Hudson (Ed.), *English Wycliffite Writings*; M. Wilks, *The Problem of Sovereignty in the Later Middle Ages*; A. P. D'Entreves, *The Medieval Contribution to Political Thought*; A. P. D'Entreves, *Dante as a Political Thinker*; A. Gerwirth, *Marsilius of Padua*, Vol. I; B. Tierney, *Foundations of Conciliar Theory*; B. Tierney, *Religion, Law and the Growth of Constitutional Thought, 1150-1650*; J. N. Figgis, *From Gerson to Grotius*; J. B. Morrall, *Gerson and the Great Schism*; A. S. McGrade, *The Political Thought of William of*

Ockham; A. C. Black, *Monarchy and Community: Political Ideas in the Later Conciliar Controversy, 1430-1450*; A. C. Black, *Guilds and Civil Society*; A. C. Black, *Council and Commune: The Conciliar Movement and the Council of Basel*; F. Oakley, *Omnipotence, Covenant and Order*; Q. Skinner, *Foundations of Modern Political Thought*, Vols. I and II; H. A. Oberman, *Masters of the Reformation*; Q. Skinner, *Machiavelli*.

Specific and detailed reading lists will be provided for each thinker and issue studied.

Pre-Requisites: Students opting for this course will normally be expected to have taken either **History of Political Thought I or II**.

Teaching Arrangements: 22 lectures (Gv103) will be given weekly starting at the beginning of the Michaelmas Term. 22 seminars (Gv103a) following lectures.

Written Work: Essays and papers for class presentation.

Examination Arrangements: One three hour paper will be taken at the end of the year. Students will be required to answer four questions out of about 15. The paper will be divided into two sections, students will be required to answer at least one question from each section.

Gv3125

History of Political Thought III: Modern Political Thought

Teacher Responsible: Mr. E. Thorp, Room K305 (Secretary: Mrs. Marion Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II, Special Subject, Government, Government and History, Government and Law; and as an outside option. Second and Third Year. Available to General Course students.

Core Syllabus: The sovereignty of the state; Bodin; natural law, natural rights, the rise and decline of contract as a political idea; the monarchomachs, Hobbes, Locke, Hume; balance of power and division of power in society and state: Montesquieu, *The Federalist*; utilitarianism and its transformations: Bentham, James Mill, John Stuart Mill: the general will and the modern European state: Rousseau, Hegel; nation and state: Fichte, Herder, Mazzini; economy, society and revolution: Marx.

Course Content: This course is a study of European political thought from about 1550 to 1880. It is thematic in character and will be studied by means of prescribed texts.

Texts: Bodin, *Six Books of the Commonwealth* (Ed., M. J. Tooley); (Anon.), *A Defence of Liberty against Tyrants*, (Ed., Laski); Hobbes, *Leviathan*; Locke, *Second Treatise of Civil Government*; Hume, *Essays*; *Treatise of Human Nature*, Book III, Part II, *Justice & Injustice*; Montesquieu, *The Spirit of the Laws*.

The Federalist Papers:

Bentham, *Theory of Legislation, Principles of Morals and Legislation*; James Mill, *Essay on Government*; J. S. Mill, *Utilitarianism, On Liberty, Considerations on Representative Government*; Rousseau, *The Social Contract*; Hegel, *The Philosophy of Right*; Fichte, *Political Thought of the German Romantics*, (Ed., H.

S. Reiss); *The Vocation of Man*; Herder, *Herder on Social and Political Culture*, (Ed., F. M. Barnard); Mazzini, *The Duties of Man; Faith and the Future*; Marx, *Karl Marx: Selected writings* (Ed., D. McLellan); *Karl Marx, Economy, Class and Social Revolution* (Ed., Z. A. Jordan).

Pre-Requisites: Students are normally required to have taken **History of Political Thought I or History of Political Thought II** in a previous year.

Teaching Arrangements: Lectures 20 Michaelmas and Lent Terms (Gv104). Classes 20 Michaelmas and Lent Terms (Gv104a).

Written Work: Students will be expected to write 4 essays during the period of study.

Reading List:

General Works: J. Plamenatz, *Man and Society* 2 vols; S. Wolin, *Politics and Vision* chapters 9,10; C. E. Vaughan, *Studies in Political Philosophy Before and After Rousseau* 2 vols.; Andrew Vincent, *Theories of the State*.

Works on particular themes:

P. King, *The Ideology of Order*; J. N. Figgis, *Studies in Political Thought from Gerson to Grotius*; Q. Skinner, *The Foundations of Modern Political Thought* Vol. II; J. W. Gough, *The Social Contract*; F. H. Hinsley, *Sovereignty*; D. G. Ritchie, *Natural Rights*; A. P. D'Entreves, *Natural Law*; C. H. McIlwain, *Constitutionalism, Ancient & Modern*; D. E. Epstein, *The Political Theory of the Federalist*; E. Kedourie, *Nationalism*; A. Quinton, *Utilitarian Ethics*; W. L. Davidson, *English Political Thought: Bentham to Mill*; Patrick Riley, *Will and Political Legitimacy*; H. Arendt, *On Revolution*; K. Kumar (Ed.), *Revolution*. **Examination Arrangements:** There is a formal three-hour unseen paper in the Summer Term. Students are required to answer four out of 12 to 15 questions. The paper will be divided into two parts, candidates will be required to answer two questions from each part. The division of the syllabus will be Part A up to and including *The Federalist*, and Part B utilitarianism on.

Gv3126

Political Thought: Special Topic (i) Language and Politics

Teacher Responsible: Professor Kenneth Minogue, Room E306 (Secretary, Miss C. Wilkinson, Room L101)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year students, Special Subject Government, Government and History, Government and Law. Available with permission from the teacher responsible to other Part II students as an outside option and to General Course students.

Core Syllabus: The place of language in the construction of political reality. The logic of rhetoric in law, history, literature and especially politics. The process of event construction; the place of metaphor in political understanding; euphemism and its opposites; propaganda, indoctrination, ideology and totalitarianism; identification and definition; truth and politics; contestability and political concepts. These issues will be explored both generally and in terms of such modern writers as Nietzsche, Foucault and Orwell.

Pre-Requisites: Some knowledge of the history of political thought is essential e.g. **History of Political Thought I or II**, or equivalent.

Teaching Arrangements: Ten lectures (Gv108) in the Michaelmas Term and ten seminars/classes (Gv108a) in the Lent Term.

Reading List: Aristotle, *Rhetoric*; Michael Shapiro, *Language and Politics*; William Connolly, *The Terms of Political Discourse*; Edward P. J. Corbett, *Classical Rhetoric for the Modern Student*; Robert Goodin, *Manipulatory Politics*; John Pocock, *Politics, Language and Time*; George Orwell, *Nineteen Eighty-four*; Michael Foucault, *Discipline and Punishment*; Friedrich Nietzsche, *The Genealogy of Morals*.

Examination Arrangements: A three-hour examination in the Summer Term.

Gv3127

Political Thought: Special Topic (ii) Twentieth Century Political Thought

Teacher Responsible: Dr. R. Orr, Room L100 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year students, Special Subject Government, Government and History, Government and Law. Available with permission from the teacher responsible to other Part II students as an outside option and to General Course students.

Core Syllabus: Some preoccupations of Modern Political Philosophy. The course studies the moral concerns of, and the technical arguments employed by three interests in recent political philosophy. These interests are godliness, cleanliness and civility.

Reading List:

1. Godliness – transcendental philosophy.

Eric Voegelin, *The New Science of Politics; The Oecumenic Age*; Leo Strauss, *The City and Man; What is Political Philosophy?* Dante Germino, *Political Philosophy and The Open Society*; Herbert Marcuse, *One Dimensional Man*; Max Horkheimer, *Critical Theory*.

2. Cleanliness: Language-Philosophy and the New Pragmatism.

C. K. Ogden & I. A. Richards, *The Meaning of Meaning*; T. D. Weldon, *The Vocabulary of Politics*; Gilbert Ryle, *Dilemmas*; A. G. N. Flew (Ed.), *Essays on Logic and Language (First Series)*; P. Laslett (Ed.), *Philosophy, Politics and Society Series I*; Richard Rorty, *Philosophy and the Mirror of Nature*; Baynes, Bohman & McCarthy (Ed.), *After Philosophy*.

3. Civility: Civil Philosophy and Civic Humanism.

M. Oakeshott, *On Human Conduct*; M. Walzer, *Spheres of Justice*; J. Rawls, *A Theory of Justice*; R. Nozick, *Anarchy, State and Utopia*; J. G. A. Pocock, *Politics, Language and Time*; F. A. Hayek, *The Constitution of Liberty*; J. Finnis, *Natural Law and Natural Rights*.

This list is subject to amendment.

Pre-Requisites: *Either Political Thought I or Political Thought II*, or their equivalent.

Teaching Arrangements: 20 weekly lectures (Gv109) Michaelmas and Lent Terms. 20 weekly classes (Gv109a) Michaelmas and Lent Terms. Students will be expected to write four essays.

Examination: One three-hour paper. Four questions to be answered from a choice of ten.

Gv3130
Gv4010

Political Thought (A Selected Text): Plato

Teacher Responsible: Dr. Janet Coleman, Room L300 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II Government; Government and History, 3rd year; M.Sc. Political Theory.

Core Syllabus: Plato: *The Republic*.

Course Content: The objective of the course is to study in depth the text of Plato's *Republic* with special reference to the light it sheds on the problems of the Greek political community as Plato saw them.

It will concentrate mainly on an understanding of the sequential development of Plato's argument throughout the dialogue.

Pre-Requisites: It is presumed that students have already followed **History of Political Thought II or III** or equivalent. May not be taken with Gv405 Greek **Philosophy: The Concept of Justice**.

Teaching Arrangements: Dr. Coleman will conduct an informal lecture-class (Gv105) two hours once a week in Michaelmas and Lent Terms. A selected text will be offered in any given year only if a sufficient number of students opt to take it.

Written Work: Usually each student is required to produce two essays each term.

Methods of Work: A considerable amount of private reading will be necessary. For this purpose a comprehensive reading list will be distributed.

Reading List: F. M. Cornford, (edited and translated), *The Republic of Plato*, (recommended edition of the text); R. W. Hall, *Plato*, (Allen & Unwin "Political Thinkers" series); J. Annas, *An Introduction to Plato's Republic*; A. Sesonske, *Plato's Republic* (an anthology of selections from modern scholarly interpretations); G. Klosko, *The Development of Plato's Political Theory*; Martha Nussbaum, *The Fragility of Goodness*.

Examination Arrangements: The examination takes place in the Summer Term and consists of one paper of three hours. B.Sc. (Econ.) candidates will be asked to attempt four questions from a choice of about ten, M.Sc. candidates three questions out of about ten.

Gv3131
Gv4011

Political Thought (A Selected Text): Aristotle

Teacher Responsible: Dr. Janet Coleman, Room L300 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II, Part II Government; Government and History, both 3rd year; M.Sc. Political Theory.

Core Syllabus: Aristotle: *The Politics*.

Course Content: The objective of the course is to study in depth the text of Aristotle's *Politics* with special reference to the light it sheds on the problems of the Greek political community as Aristotle saw them.

This will concentrate mainly on an understanding of Aristotle's objectives and methods in dealing with political themes and problems.

Pre-Requisites: It is presumed that students have already followed **History of Political Thought II or III** or equivalent. May not be taken with Gv4005 Greek **Political Philosophy: The Concept of Justice**.

Teaching Arrangements: Dr. Coleman will conduct an informal lecture-class (Gv105) once a week in Michaelmas, Lent and the first two weeks of the Summer Term.

A selected text will be offered in any given year only if sufficient number of students opt to take it.

Written Work: Usually each student is required to produce two substantial essays each term. It is marked and graded by Dr. Coleman.

Methods of Work: A considerable amount of private reading will be necessary. A reading list will be issued.

Reading List: *T. M. Sinclair, *The Politics of Aristotle*, (Penguin Classics), (revised by T. Saunders). It is essential to get this revised edition and not the earlier version by Sinclair; D. Ross, *The Nicomachean Ethics of Aristotle*, (World's Classics series, now available in Oxford University Press paperback); E. Barker, *The Politics of Aristotle*, (for the detailed "Introduction"); *J. B. Morrall, *Aristotle*, (Allen & Unwin "Political Thinkers" series); *R. G. Mulgan, *Aristotle's Political Theory* (Oxford University Press paperback).

*indicates books which should be bought by the student.

Examination Arrangements: The examination takes place in the Summer Term and consists of one paper of three hours. B.Sc. (Econ.) candidates will be asked to attempt four questions from a choice of about ten, M.Sc. candidates three questions out of about nine. All the questions will deal with topics discussed in the *Politics*. An acquaintance with Aristotle's *Ethics* is necessary for purposes of comparison.

Gv3132
Gv4012

Political Thought (A Selected Text): Marsilius of Padua

Teacher Responsible: Dr. Janet Coleman, Room L300 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II, Part II Government; Government and History, both 3rd year; M.Sc. Political Theory.

Core Syllabus: Marsilius of Padua: *The Defender of Peace* (trans. Gerwith).

Pre-Requisites: It is presumed that students have already followed **History of Political Thought II or III** or equivalent.

Teaching Arrangements: To be announced. A selected text will be offered in any given year only if a sufficient number of students opt to take it.

Examination Arrangements: The examination in the Summer Term consists of one three-hour paper. B.Sc. (Econ.) candidates must attempt four questions from a choice of about ten, M.Sc. candidates three questions out of about nine.

Gv3133
Gv4013

Political Thought (A Selected Text): Machiavelli

Teacher Responsible: Mr. E. Thorp, Room K305 (Secretary, Mrs. Marian Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II Government; Government and History, 3rd year; M.Sc. Political Theory.

Core Syllabus: Machiavelli: *The Prince; Discourses on Livy*.

Course Content: Machiavelli's political writings to be studied in depth in relation to their Renaissance context and the development of the modern state.

The central requirement of the course is a thorough familiarity with Machiavelli's *Prince* and *Discourses on the First Ten Books of Livy*. Some familiarity with other political works of Machiavelli – such as *The Art of War*, and *The History of Florence*, would be beneficial.

Pre-Requisites: It is presumed that students have already followed **History of Political Thought II or III** or equivalents.

Teaching Arrangements: Twenty one-hour seminars (Gv105) weekly in the Michaelmas and Lent Terms, attendance at the seminars is compulsory.

A selected text will be offered in any given year only if a sufficient number of students opt to take it.

Written Work: Each student should expect to do about four essays for the course.

Reading List: The texts are: *The Prince* and *Discourses on the First Ten Books of Titus Livius*. The Modern Library Edition includes both, is conveniently available. Robert Ridolfi, *The Life of Niccolo Machiavelli*; J. R. Hale, *Machiavelli and Renaissance Italy*; Jacob Burckhardt, *The Civilization of the Renaissance in Italy*; F. E. Jacob (Ed.), *Italian Renaissance Studies*; Federico Chabod, *Machiavelli and the Renaissance*; Sydney Anglo, *Machiavelli: A Dissection*; Herbert Butterfield, *The Statecraft of Machiavelli*; Leo Strauss, *Thoughts on Machiavelli*; Giuseppe Prezzolini, *Machiavelli*; De Lamar Jensen (Ed.), *Machiavelli: Cynic, Patriot, or Political Scientist*; Quentin Skinner, *Machiavelli*.

Examination Arrangements: The examination in the Summer Term consists of one three-hour paper. B.Sc. (Econ.) candidates must attempt four questions from a choice of about ten, M.Sc. candidates three questions out of about nine.

Gv3134
Gv4014

Political Thought (A Selected Text): Hobbes

Teacher Responsible: Dr. R. Orr, Room L100 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II, 3rd year; M.Sc. Political Theory.

Core Syllabus: Hobbes: *Leviathan*.

Course Content: Close reading and exegesis of key passages plus sustained interpretation of chief arguments in Thomas Hobbes's *Leviathan*, together with a contextual understanding and critical analysis

(as well as a present-day assessment) of the main concepts employed. Knowledge of the texts of Parts I and II of *Leviathan* plus the Review and Conclusion, is essential. Though all the emphasis will be on Hobbes's political doctrines, the theological framework of his philosophical system has to be taken into account throughout.

Natural right and endeavour. Power and Liberty. The justness of natural right and the maximum and minimum of natural liberty. Right and good. Mechanism and the search for causes. The passions and reason. The state of nature. Men's equality. The condition of war.

Hobbes's views on Liberty. Necessity, impediment, compulsion, and obligation. Deliberation and Freedom. Voluntary action and freedom. The question of the consistency of Hobbes's doctrine of freedom. Freedom and determinism.

Will and consent. Covenanting. The voluntary renunciation of right. Obligation dependent on such a voluntary renunciation of right. Morality and logic. Hobbes's theism and the observance of natural law. Divine commands. Endeavouring to be obliged and being obliged to endeavour. The basis of Hobbes's concept of obligation. Authorisation. The mechanics of the political contract. The rights of sovereignty. Commonwealth by institution and acquisition. Absolute and arbitrary legislative power. Liberty of subjects. Injury and injustice. Punishment. Law. The dissolution of the commonwealth.

Pre-Requisites: It is presumed that students have already followed **History of Political Thought II** or **III** or equivalents.

Teaching Arrangements: One class per week, each 1 hour (course Gv105) Michaelmas and Lent Terms. Attendance compulsory. A selected text will be offered in any given year only if a sufficient number of students opt to take it.

Written Work: One essay to be read and marked by class teacher, plus one essay per student per term presented to and discussed by the class. Essay length: 1,800–2,000 words.

Reading List: Hobbes, *Leviathan*. Parts I and II, plus the Review and Conclusion. Any (cheap or paperback) edition will do. A copy of the book to be brought to each class meeting; R. S. Peters, *Hobbes* (Penguin edn.), (good on life and times and general philosophical background); J. W. N. Watkins, *Hobbes's System of Ideas* (solid account of Hobbes's general philosophical doctrine); W. von Leyden, *Hobbes and Locke: The Politics of Freedom and Obligation*, chs. 1–3; Brian Barry, 'Warrender and his Critics', *Philosophy*, Vol. 42, April 1868. Repr. in *Hobbes and Rousseau*, Ed. M. Cranston and R. S. Peters, (Anchor paperback). This article is indispensable. There are other interesting papers on Hobbes in the Cranston-and-Peters vol.; D. D. Raphael, *Hobbes, Morals and Politics*, (contains good accounts of the Hobbes literature of the last 50 years); J. Plamenatz, *Man and Society*, Vol. I, chapter on Hobbes (sound); H. Warrender, *The Political Philosophy of Hobbes: His Theory of Obligation*. To be used only with reference to particular topics mentioned in the index. Valuable but not generally accepted interpretation; F. C. Hood, *The Divine Politics of Thomas Hobbes*. Too much emphasis on Hobbes's

theology in relation to his political theory; C. B. Macpherson, *The Political Theory of Possessive Individualism: Hobbes to Locke*, (controversial); L. Strauss, *Natural Rights and History*, (controversial on Hobbes); M. Oakeshott, *Hobbes on Civil Association*. **Supplementary Reading List:** M. M. Goldsmith, *Hobbes's Science of Politics*; F. S. McNeilly, *The Anatomy of Leviathan*; D. P. Gauthier, *The Logic of Leviathan*; K. C. Brown (Ed.), *Hobbes Studies*; M. Oakeshott, Introduction to his edition of *Leviathan*, (Blackwells).

Books mentioned under this heading only to be used for the preparation of essays.

Examination Arrangements: The examination in the Summer Term consists of one three-hour paper. B.Sc. (Econ.) candidates must attempt four questions from a choice of about ten, M.Sc. candidates three questions out of about nine.

Gv3135

Gv4015

Political Thought (A Selected Text):

Rousseau

Teacher Responsible: Mr. J. Charvet, Room K207 (Secretary, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II, Special Subject X Government, 3rd year; M.Sc. Political Theory.

Core Syllabus: Rousseau: *Discourse on the Arts and Science*; *Discourse on the Origins of Inequality*; *The Social Contract*.

Course Content: The course is a detailed study of three works by Rousseau in the field of Political Thought: *Discourse on the Arts and Sciences*, *Discourse on the Origins of Inequality* and *The Social Contract*.

(1) **Discourse on Arts and Science:** The connection between the flourishing of the arts and sciences and the corruption of society; the cause of this corruption; the role of inequality and dependence between men.

(2) **Discourse on the Origins of Inequality:** The original state of nature as one of independence, natural goodness and equality; the emergence of social relations and first beginnings of corruption; the development of private property and inequality; the creation of political society and oppression.

(3) **The Social Contract:** The basis of a just political society in a contract between free and equal men; the terms of the contract; the subordination of the private will to the general will; the realisation of value of freedom and equality; the place of the law; the lawgiver; the executive; civil religion.

Pre-Requisites: It is presumed that students have already followed **History of Political Thought II** or **III** or equivalents.

Teaching Arrangements: The course will consist of 20 weekly classes (Gv105) in the Michaelmas and Lent Terms (teacher: J. Charvet). A selected text will be offered in any given year only if a sufficient number of students opt to take it.

Written Work: The student will be expected to write 4 essays for the course, and otherwise will be expected to introduce and participate in class discussions.

Reading List: Students must acquire copies of the 3 texts.

Rousseau, *The First and Second Discourses* (trs. Masters); *A Discourse on Inequality* (trs. M. Cranston); Rousseau, *The Social Contract*, (trs. M. Cranston), Penguin.

Additional Reading: N. Hampson, *The Enlightenment*; J. Charvet, *The Social Problem in the Philosophy of Rousseau*; J. Shklar, *Men and Citizens*.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen three-hour paper. B.Sc. (Econ.) candidates must attempt four questions from a choice of about ten, M.Sc. candidates take three out of about nine.

Gv3136

Gv4016

Political Thought (A Selected Text):

Hegel

Teacher Responsible: Professor Kenneth Minogue, Room E306 (Secretary, Miss C. Wilkinson, L101)

Course Intended Primarily for B.Sc. (Econ.) Part II students, 2nd or 3rd year; M.Sc. Political Thought.

Core Syllabus: Hegel: *The Philosophy of Right*.

Course Content: The purpose of the course is to enable students to acquire a precise and detailed knowledge of Hegel's *Philosophy of Right*. The paper is designed primarily for those B.Sc. (Econ.) students who specialize in Government and for M.Sc. candidates in Political Theory. Other Part II students with an interest in the history of political thought, or in political philosophy can also take this paper. Graduate students having the same interest may find the teaching for this paper profitable.

The work consists of a critical reading of, and commentary on, Hegel's *Philosophy of Right*. The work is done in twenty one-hour classes (Gv105) in the Michaelmas and Lent Terms. It is a co-operative enterprise between teachers and students.

Every student should have a copy of Hegel's *Philosophy of Right*, trs. T. M. Knox (Oxford University Press). A paperback edition is available. A selected text will be offered in any given year only if a sufficient number of students opt to take it.

Pre-Requisites: It is presumed that students have already followed **History of Political Thought II** or **III** or equivalent.

Reading List: The following are a useful introduction to Hegel's thought: Edward Caird, *Hegel*; Walter Kaufman, *Hegel*; Charles Taylor, *Hegel*; Raymond Plant, *Hegel*; Schlouro Avineri, *Hegel's Theory of the Modern State*.

Examination Arrangements: There is a formal three-hour unseen paper in the Summer Term. B.Sc. (Econ.) candidates are required to answer four questions out of about ten, M.Sc. candidates three questions out of about nine.

Gv3137

Gv4017

Political Thought

(A Selected Text): J. S. Mill

Teacher Responsible: Mr. E. Thorp, Room K305 (Secretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II Third Year; M.Sc. Political Theory.

Core Syllabus: J. S. Mill: 1. *A System of Logic Book VI*

2. *Utilitarianism*3. *On Liberty*4. *Considerations on Representative Government*

Course Content: The following works will be studied in close detail:

1. *A System of Logic Book VI The Logic of the Moral Sciences*2. *Utilitarianism*3. *On Liberty*4. *Considerations on Representative Government*

(Students should buy personal copies of these works.

2, 3, 4 are available in one volume in the Everyman Library. Book VI of the Logic is available separately in (1) Bobbs-Merrill Library of Liberal Arts; (2) R. Fletcher (Ed.), *John Stuart Mill* (The Making of Sociology, Series); (3) Older versions of the complete *System of Logic* which are often to be found quite cheaply in secondhand bookshops). (Other of J. S. Mill's works will be prescribed for reading to provide a context for these works).

Pre-Requisites: It is presumed that students have already followed **History of Political Thought II** or **III** or equivalents.

Teaching Arrangements: Twenty to twenty-five classes (Gv105) in the third year. A weekly class for two terms (Michaelmas and Lent Terms) and usually some additional classes at the beginning of the Summer Term. Some of these classes, or parts of classes, are devoted to exposition of the text by the teacher but the main aim of the study is to engage students in an independent study of the text, which is to be achieved only by a cooperative and sustained effort by all the members of the class. A selected text will be offered in any given year only if a sufficient number of students opt to take it.

Written Work: Students will be expected to write four essays during the period of study. They should read the set texts carefully before the beginning of the course, that is, during the Summer vacation, and engage in a continued study of them throughout the period of the course.

Reading List:

General Introductory Works

K. Britton, *J. S. Mill*; R. P. Anschutz, *The Philosophy of J. S. Mill*; Alan Ryan, *The Philosophy of J. S. Mill*; A. Bain, *J. S. Mill: A Criticism*; A. Quinton, *Utilitarian Ethics*; W. L. Davidson, *Political Thought in England: From Bentham to Mill*.

A Selection of Modern Critical Studies

J. B. Schneewind (Ed.), *Mill: a collection of critical essays*.

Examination Arrangements: There is a formal three-hour unseen paper in the Summer Term. B.Sc. (Econ.) candidates are required to answer four questions out of about ten, M.Sc. candidates three questions out of nine. The questions are designed to test students' knowledge and understanding of the text, their capacity to handle the arguments which arise in it and the critical discussions which have centred around it. Students should aim at gaining a knowledge of all of these texts and should not be pre-emptively selective.

Gv3138
Gv4018**Political Thought (A Selected Text):****Locke****Teacher Responsible:** Professor M. W. Cranston, (Secretary, L101)**Course Intended Primarily for** B.Sc. (Econ.) Part II 3rd year; M.Sc. Political Theory.**Core Syllabus:** Locke; *Two Treatises of Civil Government*; *Letters on Toleration*; *Essays on the Law of Nature*.**Course Content:** Exegesis of key passages and critical interpretation of chief arguments in John Locke's *Second Treatise of Government*, and other works together with a contextual understanding and close analysis (as well as a present-day appraisal) of the main concepts employed.**Syllabus:** Natural law and the right to private ownership; issues concerning the use of money. The state of nature and the right of punishment. Three requisites of political life. The judicial power.Free consent, trust, and the limits of the legislature. Law and civil liberty. Prerogative. Umpirage, supremacy, and the principle of "floating" sovereignty. Majority-rule. Force. Obligation and consent (express or tacit). State of anarchy. Abuse of political authority. Dissolution of government "from within" (Passive and active). *The state of war and a state of war*. Rebellion and the right of popular resistance. On justifying individual freedom and state authority, lawful government and popular control. Arguments against arbitrary, absolute power. Religious toleration. Locke's defence of 1688.**Pre-Requisites:** It is presumed that students have already followed **History of Political Thought II** or **III** or equivalents.**Teaching Arrangements:** One weekly, 1-hour class (course Gv105) beginning first week of Michaelmas Term through to Easter. Continued during Summer Term for graduates only. Attendance compulsory. A selected text will be offered in any given year only if a sufficient number of students opt to take it.**Written Work:** One essay per term to be read and marked by class teacher, plus one essay per student per term presented to and discussed by the class. Essay length: 1,800–2,000 words. Emphasis on student participation in class, in the form of critical observations and raising of questions.**Reading List:** Locke, *Second Treatise of Government*, Ed., P. Laslett, Mentor paperback, or J. Gough's edn., Blackwell, or any other cheap edn. A copy of the book to be brought to each class meeting; Locke, *Essays on the Laws of Nature*, Ed., W. von Leyden, Oxford, Introduction, sect. VI, and Essays I–V; M. Cranston, *John Locke, A Biography* (for life and times; also for general philosophical background); W. von Leyden, *Hobbes and Locke, The Politics of Freedom and Obligation*, chs. 4–6; J. Gough, *Locke's Political Philosophy*, chapter on Trust (good); R. I. Aaron, *John Locke*, 3rd edn., chapter on political philosophy (sound); D. J. O'Connor, *John Locke*, Pelican edn., chapter on political philosophy (solid); J. D. Mabbott, *John Locke* chapter on ethics and political philosophy(reliable); M. Seliger, *The Liberal Politics of John Locke*, and G. Parry, *John Locke*, both to be used only for reference to particular topics mentioned in Index; L. Strauss, *Natural Right and History*, chapter on Locke (controversial); J. Plamenatz, *Man and Society*, Vol. 1, chapter on Locke; J. Dunn, *John Locke*.**Supplementary Reading List:** J. Tully, *A Discourse on Property, John Locke and his Adversaries*; J. P. Day, "Locke on Property", *Philosophical Quarterly*, Vol. XVI, 1966, 207–20; K. Olivecrona, 'Locke's Theory of Appropriation', *Philosophical Quarterly*, Vol. XXIV, 220–34; J. Dunn, "Consent in the Political Theory of John Locke", *The Historical Journal*, Vol. X, 1967, 153–82; H. Pitkin, "Obligation and Consent", *American Political Science Review*, Vol. LIX, 1965, 990–9 and Vol. LX, 1966, 39–52; W. von Leyden, "John Locke and Natural Law", *Philosophy*, Vol. XXXI, 1956, 23–25.**Examination Arrangements:** There is a formal three-hour unseen paper in the Summer Term. B.Sc. (Econ.) candidates are required to answer four questions out of about ten, M.Sc. candidates three questions out of nine.

Gv3150

History of Political Ideas**Teacher Responsible:** Mr. E. Thorp, Room K305 (Secretary, Mrs. M. Osborne, K105)**Course Intended Primarily for** B.A. History students, paper C1.**Core Syllabus:** The course aims to introduce students to the main currents of political ideas from Ancient Greece to the modern West.**Course Content:** Students should consult 'the White Book' for the official B.A. History syllabus and the general description given in the course guide for the **Course Gv101 History of Political Thought II**.**Teaching Arrangements:** The basic teaching for this subject, **History of Political Ideas**, is provided by the Government Department. It consists of:(a) A general course of twenty lectures (Gv101) **History of Political Thought II** which students should attend in their second year. This covers the general political thought of Greece and Rome, the Medieval World, Modern Times. Students should refer to the course guide for this course.(b) **Classes:** Students should attend one of the B.Sc. (Econ.) classes in either **History of Political Thought I** or **History of Political Thought II**, in their second year.

In addition to this basic teaching students may be interested in attending other courses of lectures held at the School or University.

1. Hy102 **The History of European Ideas**2. Senate House Lecture Course on **European Political Ideas**. Mondays, 11.00 a.m., Sessional (a two-year cycle). (These courses of lectures should be taken in the second or third years).

It should be clearly understood by students proposing to take this subject that it is a study that needs a steady and sustained approach to enable students to become familiar with the various concepts and different modes of thought that are involved in it. Furthermore regular attendance at class discussion is required so that students develop facility in handling ideas.

Students who are thinking of taking this subject should see the Teacher Responsible towards the end of their first year, or at the latest, October in their second year, to discuss the teaching arrangements for the subject and to receive advice on preliminary study.

Examination Arrangements: A three-hour paper at the end of the third year, requiring four questions to be attempted. The paper is divided into two sections (see White Book page 5).

N.B. Course numbers may vary slightly from year to year.

Gv4000

Gv4001

Critical Problems in the History of Political Thought**Teacher Responsible:** Professor E. Kedourie, Room A150 (Secretary, K105)**The Seminar is Intended Primarily for** those taking the one-year M.Sc. Political Theory. Other graduate students may attend by permission. It will be found especially useful by those working on any thesis in intellectual history.**Core Syllabus:** This is a graduate seminar (Gv200) which meets weekly in Michaelmas and Lent and is concerned with method and presupposition in studying the History of Political Thought. Papers are read by both staff and students, and sometimes by visiting speakers.**Course Content:** History as a mode of thought. Ideas and events. Varieties of political utterance and discourse: practical, scientific, historical, philosophical; political theory. The problems in the historical understanding of politics will be considered in relation both to general histories of political thought, and also to the history of specific ideas (such as natural law, totalitarianism).**Reading List:** This varies from year to year and a list will be handed out at the first meeting of the seminar. However, the following books give some indication of the usual concerns of the seminar:Michael Oakshott, *On History*; R. G. Collingwood, *The Idea of History*; Quentin Skinner, *The Foundations of Modern Political Thought*; A. O. Lovejoy, *The Great Chain of Being*; J. G. A. Pocock, *The Machiavellian Movement*; Leo Strauss, *Natural Right and History*; Sheldon Wolin, *Politics and Vision*.

Gv4005

Greek Political Philosophy: The Concept of Justice**Teacher Responsible:** Dr. Janet Coleman, Room L300 (Secretary, L101)**Course Intended Primarily for** M.Sc. Politics 1.**Core Syllabus:** The course will be concerned with the following themes: the trial and death of Socrates; the Socratic paradoxes; the Sophists; nature and convention; the concept of *techne*; punishment; freedom; myth; virtue; rationality; friendship (*philia*); law and justice; equality; and constitutions.**Course Content:** The course is intended to explore, both historically and analytically, the theme of justice and related issues in Greek political philosophy.**Teaching Arrangements:** 15 fortnightly 2 hour seminars (Gv203) throughout the session.**Written Work:** Students will be expected to write 4 essays for the seminar which will be discussed in individual tutorials.**Reading List:** Plato, *Apology of Socrates, Crito, Protagoras, Gorgias, Republic, Laws*; Aristotle, *Nicomachean Ethics; Politics*.**Examination Arrangements:** The examination will take place in early September and will consist of a formal and unseen 3 hour paper. The paper will contain around ten questions of which students will be required to answer 3.

Gv4006

Modern Political Philosophy: Freedom and Equality**Teacher Responsible:** Mr. J. Charvet, Room K207 (Secretary, L101)**Course Intended Primarily for** M.Sc. Politics 1.**Core Syllabus:** The course will be concerned with the following themes: The meaning and possibility of freedom; the meaning and justification of equality; the idea of individual rights; substantive theories of justice governed by principles of freedom and equality; the individualist nature of such theories; anti-individualist theories – Hegel and Marx, Sartre and Habermas.**Course Content:** The course is intended to explore substantive problems of modern political philosophy focussing on ideas of freedom and equality.**Teaching Arrangements:** 15 fortnightly 2 hour seminars (Gv204) throughout the session.**Written Work:** Students will be expected to write 4 essays for the seminar which will be discussed in individual tutorials.**Reading List:** Sir I. Berlin, *Two Concepts of Liberty*; J. Charvet, *A Critique of Freedom and Equality*; R. Nozick, *Anarchy, State and Utopia*; J. Rawls, *A Theory of Justice*; J. Feinberg, *Rights, Justice and the Bounds of Liberty*.**Examination Arrangements:** The examination will take place in early September and will consist of a formal and unseen 3 hour paper. The paper will contain around 10 questions of which students will be required to answer 3.

Gv4007

Modern Political Philosophy: Justice**Teacher Responsible:** Professor B. Barry, Room L104 (Secretary, L101)**Course Intended Primarily for** M.Sc. Politics 1.**Core Syllabus:** The course is intended to explore substantive problems of modern political philosophy focussing on the idea of justice.**Course Content:** The course will be organised around two traditions of thought on justice. According to one, which will be studied in Hobbes and Hume and their recent successors, justice is a matter of mutual advantage: justice is better for everyone than anarchy. According to the other, which is most fully stated by John Rawls, we discover what is just by asking what principles would be accepted under conditions that prevent bargaining advantages from affecting the outcome. The logic and implications of these positions will be analysed.

Teaching Arrangements: 20 1½-hour seminars (Gv202) in the Michaelmas and Lent Terms.

Written Work: Students will be expected to write four essays for the seminar which will be discussed in individual tutorials.

Reading List: Hobbes, *Leviathan*; Hume, *Treatise*; G. Kavka, *Hobbesian Moral and Political Theory*; D. Gauthier, *Morals by Agreement*; J. Rawls, *A Theory of Justice*.

Examination Arrangements: The examination will take place in June and will consist of a formal and unseen three-hour paper. The paper will contain about ten questions of which students will be required to answer three.

Gv4010

Political Thought (A Selected Text):

Plato

See Gv3130

Gv4011

Political Thought (A Selected Text):

Aristotle

See Gv3131

Gv4012

Political Thought (A Selected Text):

Marsilius of Padua

See Gv3132

Gv4013

Political Thought (A Selected Text):

Machiavelli

See Gv3133

Gv4014

Political Thought (A Selected Text):

Hobbes

See Gv3134

Gv4015

Political Thought (A Selected Text):

Rousseau

See Gv3135

Gv4016

Political Thought (A Selected Text):

Hegel

See Gv3136

Gv4017

Political Thought (A Selected Text):

J. S. Mill

See Gv3137

Gv4018

Political Thought (A Selected Text):

Locke

See Gv3138

Gv4025

The State in the United Kingdom

Teacher Responsible: Dr. R. Barker, Room K100 (Secretary, Miss C. Cowey, K206)

Course Intended Primarily for M.Sc.

Core Syllabus: The aim of the course is to familiarise students with the principal views and interpretations of the state, and with the usefulness of those views in understanding the politics and government of the United Kingdom.

Course Content: The growth, structure, character and powers of the modern state in the U.K., and of the various theories which seek to account for or explain these.

The growth of the modern state, and of its economic responsibilities and social services. Marxism, pluralism, and theories of autonomous government.

Legitimacy and coercion; the occupation of governing; the institutions of government.

Pre-Requisites: None. Students come to this course from a variety of backgrounds in the social sciences.

Teaching Arrangements: 10 2-hour seminars (Gv206) in each of the first two terms. Students specialising in the U.K. M.Sc. option will be allocated a personal tutor who will co-ordinate their studies in general, and who will be initially responsible for advice about the dissertation. The State in the U.K. seminars will be taught by Dr. R. Barker; Mr. A. J. L. Barnes (Room K309) and Mr. A. J. Beattie (Room L102) will also act as personal supervisors.

Written Work: Students will normally write two papers per term.

Reading List: (A full reading list and seminar programme will be issued at the beginning of the course.)

Gregor McLennan, David Held & Stuart Hall (Eds.), *The Idea of the Modern State*; James O'Connor, *The Fiscal Crisis of the State*; Ralph Miliband, *The State in Capitalist Society*; C. E. Lindblom, *Politics and Markets*; Gianfranco Poggi, *The Development of the Modern State*; Kenneth Dyson, *The State Tradition in Western Europe*; P. Stanworth & A. Giddens (Eds.), *Elites and Power in British Society*; Hugh Hecló & Aaron Wildavsky, *The Private Government of Public Money*; Tony Bunyan, *The Political Police in Britain*; Claus Offe, *Contradictions of the Welfare State*.

Examination Arrangements: A three-hour formal examination in June. The number of questions varies from 8 to 12; students must attempt 3.

Gv4026

The Constitution and its Critics

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, L101)

Course Intended Primarily for M.Sc. Modern British Politics and M.A. Later Modern British History.

Core Syllabus: The aim of the course is to introduce students to a particular kind of political thinking, concerned with the distribution of authority between British political institutions rather than with substantive policy questions.

Course Content:

A study of the major constitutional developments since

the end of the nineteenth century, and of the ideas employed to explain and assess them. The emphasis of the course is on:

(i) The vocabulary of constitutional debate (the rule of law, representation, responsibility, sovereignty etc.);

(ii) The role of Parliament and the challenge of democracy, party politics and collectivism;

(iii) Selected topics of constitutional debate. These will include: forms of governmental regulation and their implications for political and legal control of the executive; 'corporatism'; 'Adversary politics' and electoral reform; central-local relations; Britain in Europe; social structure, electoral behaviour and the constitution.

Reading for the course will be organised around a series of texts. (For example: A. V. Dicey, . . . *Law of the Constitution*; R. Basset, *The Essentials of Parliamentary Democracy*; V. Bogdanor, *The People and the Party System*; N. Johnson, *In Search of the Constitution*.)

Pre-Requisites: None. Students wholly unfamiliar with British politics and constitutional history will be expected to undertake initial, directed reading.

Teaching Arrangements: Gv175 **British Constitutional Ideas since the 1880s**, 25 lectures, Sessional and 15 two-hour seminars (Gv205) in each of the three terms. Students specialising in the Modern British Politics M.Sc. will be allocated a personal tutor who will co-ordinate their studies in general, and who will be initially responsible for advice about the dissertation. **The Constitution and its Critics** will be taught by A. J. Beattie; Mr. A. J. L. Barnes (Room K309) and Dr. R. S. Barker (K100) will also act as personal supervisors.

Written Work: Students will normally present an average of 2 seminar papers per term. These papers will be photocopied and circulated before each seminar meeting. In addition, each student will present to Mr. Beattie a minimum of 2 essays per term.

Reading List: (A full reading list and seminar programme will be issued at the beginning of the course.)

A. H. Birch, *Representative and Responsible Government*; M. J. C. Vile, *Constitutionalism and the Separation of Powers*; J. Jowell & D. Oliver (Eds.), *The Changing Constitution*; G. Marshall, *Constitutional Conventions*; C. Harlow & R. Rawlings, *Law and Administration*; I. Harden & N. Lewis, *The Noble Lie*. **Examination Arrangements:** A three-hour formal examination in June. The paper will have approximately 15 questions; students must attempt three.

Gv4027

Policies, Institutions and Alignments:**The History of British Politics since the 1880's**

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, L101)

Course Intended Primarily for M.Sc. Modern British Politics and M.A. Later Modern British History

Core Syllabus: The aim of the course is to engage students in the detailed study of 20th century British political events and the politicians associated with

them, and to achieve an understanding of the character and problems of historical enquiry in this period.

Course Content:

(i) An historical study of developments in British political practice since the 1880s. Teaching will be organised around selected central events and changes (for example: Labour, Liberals and Conservatives to 1922; the 1931 crisis; the impact of war; Britain and Europe; Prime Ministers and Cabinets; the growth of corporatism; changes in economic and social policies).

(ii) The historical literature: the historian's contribution to the understanding of modern British politics. This historiographical study will be undertaken through a study of individual historical works (e.g. Cowling, *The Impact of Hitler*), and of the way in which historians have treated their particular themes (e.g. party history, the history of foreign policy, biographies etc.).

Pre-Requisites: None. All students will benefit from attending the lecture course Gv152, and this course should be regarded as essential for students who are wholly unfamiliar with modern British History.

Teaching Arrangements: 15 two-hour seminars (Gv208) in each of the three terms. Students specialising in the Modern British Politics M.Sc. will be allocated a personal tutor who will co-ordinate their studies in general, and who will be initially responsible for advice about the dissertation. **Policies, Institutions and Alignments** will be taught by Mr. Beattie and Mr. A. J. L. Barnes (Room K309). Dr. R. Barker (Room K201), and Dr. B. O'Leary (Room L105) will also act as personal tutors.

Written Work: Students will normally present an average of 2 seminar papers per term. These papers will be photocopied and circulated before each seminar meeting. In addition, each student will present to Mr. Beattie or Mr. Barnes a minimum of two essays per term.

Reading List: (A full, annotated reading list and seminar programme will be issued at the beginning of the course.)

A. Havighurst, *Britain in Transition*; M. Cowling, *The Impact of Labour*; P. Addison, *The Road to 1945*; R. Basset, *1931: Political Crisis*; J. Ramsden, *The Age of Balfour and Baldwin*.

Examination Arrangements: A three-hour formal examination in June. The paper will be divided into two sections. Section A will consist of approximately six historiographical questions; Section B will have approximately 15 questions. Students must attempt three, at least one must be taken from Section A, and at least one from Section B.

Gv4028

Modern British Political Ideas

Teacher Responsible: Dr. R. Barker, Room K100 (Secretary, Miss C. Cowey, K206)

Course Intended Primarily for M.Sc. and M.A. Later Modern British History.

Core Syllabus: The aim of the course is to familiarise students with the principal political arguments that have been articulated in the United Kingdom over the last hundred years.

Course Content: Politics, political ideas, and political argument; argument over the rise of the modern state

in the United Kingdom – liberalism, socialism, anarchism, feminism, conservatism. The debate over citizenship and over the composition of political society: nationalism, feminism, populism.

Pre-Requisites: None. Students come to this course from a variety of backgrounds in the social sciences. **Teaching Arrangements:** Ten 2-hour seminars (Gv219) in each of the first two terms. Students specialising in the U.K. M.Sc. option will be allocated a personal tutor who will coordinate their studies in general, and who will be initially responsible for advice about the dissertation.

The Political Ideas seminars will be taught by **Dr. R. Barker**.

Mr. A. J. L. Barnes (Room K309) and **Mr. A. J. Beattie** (Room L102) will also act as personal supervisors.

Written Work: Students will normally write two papers per term.

Reading List: (A full reading list and seminar programme will be issued at the beginning of the course.)

Rodney Barker, *Political Ideas in Modern Britain*; Raymond Williams, *Culture and Society 1780–1950*; L. T. Hobhouse, *Liberalism*; G. B. Shaw (Ed.), *Fabian Essays in Socialism*; Herbert Spencer, *The Man versus the State*; Lord Hugh Cecil, *Conservatism*; Peter Kropotkin, *Fields, Factories and Workshops*; E. P. Thompson, *William Morris: from Romantic to Revolutionary* (2nd edn., 1977); Hilaire Belloc, *The Servile State*; R. H. Tawney, *The Acquisitive Society*; George Orwell, *The Lion and the Unicorn*; Anna Coote & Ben Campbell, *Sweet Freedom*; C. A. R. Crosland, *The Future of Socialism*; R. M. Titmuss, *The Gift Relationship*; Michael Oakeshott, *Rationalism in Politics*; F. A. Hayek, *The Constitution of Liberty*.

Examination Arrangements: A three-hour formal examination in June. The number of questions varies from 8 to 12; students must attempt 3.

Gv4029

The Government and Politics of Ireland

Teacher Responsible: Dr. D. B. O'Leary, Room L105 (Secretary, Miss C. Wilkinson, L101)

Course Intended Primarily for M.Sc. Modern British Politics and M.A. Later Modern British History.

Core Syllabus: The course introduces the political science of 20th century Ireland, with special emphasis on the study of Nationalism and Unionism, and British-Irish relations.

Students are required (i) to familiarise themselves with 20th century Irish history, (ii) to study the government and politics of both Northern Ireland and the Republic of Ireland since 1922, and (iii) to consider critically the relevance of social science theories of modernisation, political development, nationalism, religion and political conflict to the study of Irish materials.

Course Content: The emergence of Irish Nationalism. The emergence of Ulster Unionism. Theories of Unionism. Analyses and explanations of traditions of political violence in Ireland. The Irish National Revolution, 1916–23. The creation of Northern Ireland, 1911–25.

The formation and evolution of the Irish Republic; the development of the constitution and the party system.

The psephology of the electorate of the Irish Republic. Church and State in the Irish Republic. The foreign policy of the Irish Republic. Anglo-Irish relations. Devolution in Northern Ireland, 1922–72. Explanations of the conflict in Northern Ireland. The Northern Ireland party system and the psephology of Northern Ireland. The study of political violence in Northern Ireland. British Policy in Northern Ireland, 1969–85.

Pre-Requisites: The student is expected to have read most of the introductory material recommended below before the course commences. A more specialised reading list and seminar programme will be distributed at the beginning of the course.

Teaching Arrangements: 15 two-hour seminars (Gv248). Students specialising in the Modern British Politics M.Sc. will be allocated a personal tutor who will co-ordinate their studies in general, and who will be initially responsible for advice about the dissertation. **The Government and Politics of Ireland** will be taught by **Dr. B. O'Leary**, **Mr. A. J. L. Barnes** (Room K309), **Dr. R. S. Barker** (Room K100), and **Mr. A. J. Beattie** (Room L102) will also act as personal tutors.

Written Work: Students will normally present an average of two seminar papers per term. These papers will be photocopied and circulated before each seminar meeting. In addition, each student will present to **Dr. O'Leary** a minimum of two essays per term.

Introductory Reading: J. C. Beckett, *The Making of Modern Ireland*; F. S. L. Lyons, *Ireland Since the Famine*; R. Kee, *The Green Flag*; P. Gibbon, *The Origins of Ulster Unionism*; E. Gellner, *Nations and Nationalism*; B. Chubb, *The Government and Politics of Ireland*; J. Whyte, *Church and State in Modern Ireland*; M. Gallagher, *Political Parties in the Republic of Ireland*; P. Arthur, *The Government and Politics of Northern Ireland*; J. Darby (Ed.), *Northern Ireland: The Background to Conflict*; R. Rose, *Governing Without Consensus: An Irish Perspective*; C. Townshend, *Political Violence in Ireland*; Z. J. Bowyer Bell, *The Secret Army: The IRA, 1916–79*; W. D. Flackes, *Northern Ireland: A Political Directory*.

Articles: J. Whyte, 'Ireland: Politics without Social Bases' in R. Rose (Ed.), *Electoral Behaviour: A Comparative Handbook*, 1974; J. Whyte, 'Interpretations of the Northern Ireland Problem, An Appraisal' in *Economic and Social Review*, Vol. 9, No. 4, 1978; D. B. O'Leary, 'Explaining Northern Ireland' in *Politics*, Vol. 5, No. 1, 1985; D. B. O'Leary, 'The Anglo-Irish Agreement: Folly or Statecraft?' in *West European Politics*, Vol. 10, No. 1, 1987.

Journals: *Economic and Social Review*; *Irish Political Studies*; *European Journal of Political Research*; *West European Politics*.

Examination Arrangements: A three-hour formal examination in June. The paper will have approximately 15 questions; students must attempt three.

Gv4040

Political Sociology III: Theories and Concepts of Political Sociology

Teacher Responsible: Dr. T. J. Nossiter, Room K207 (Secretary, K105)

Course Intended Primarily for students registered for the M.Sc. **Political Sociology** but open to students on other M.Sc. courses and research students in appropriate fields with the approval of students' supervisors and **Dr. Nossiter**.

Core Syllabus: While **Political Sociology I: Revolutions and Social Movements (Gv4040)** includes much historical material and **Political Sociology II: Political Behaviour (Gv4041)** includes much empirical material, **Political Sociology III: Theories and Concepts** deals with rival conceptualisations of the nature of the state and political life largely in logical and theoretical terms from Marx and Weber to the present. The most recent contributions to the field are evaluated. **Course Content:** Power and authority: theories of the character and role of the State and the nature of political life from Marx and Engels to the present including Weber, Elite theories, functionalism and systems theories, neo-marxism, mass society and structuralism. Because of the international character of the seminars and the variety of student backgrounds there is some flexibility in the detailed content of this course from year to year.

Teaching Arrangements: As per **Political Sociology II: Political Behaviour**.

Introductory Reading List: Detailed reading lists will be made available at the commencement of the course or earlier on request.

T. Bottomore & R. Nisbet (Eds.), *A History of Sociological Analysis* (1978); L. Kolakowski, *Main Currents of Marxism* (3 vols.) (1978); S. Ehrlich, *Pluralism On and Off Course* (1983); G. Duncan (Ed.), *Democratic Theory & Practice* (1983); A. Giddens, *Profiles & Critiques in Social Theory* (1983); A. Nove, *The Economics of Feasible Socialism* (1983).

Examination Arrangements: One three-hour written examination in early September on the basis of the syllabus as taught in the two preceding academic sessions.

Gv4041

Political Sociology I: Revolutions and Social Movements

Teacher Responsible: Dr. T. J. Nossiter, Room K207 (Secretary, K105)

Course Intended Primarily for students registered for the M.Sc. **Political Sociology** but open to students on other M.Sc. courses with the approval of students' supervisors and **Dr. Nossiter**, and research students in related fields on the same basis.

Core Syllabus: A critical assessment of attempts to explain profound political change including revolutions, state formation and nation-building through a confrontation of theories, models and approaches with evidence relating to particular cases. **Course Content:** "Natural history", functionalist and Marxist theories of revolution; nation-building, nationalism and state formation processes; theories of imperialism, dependency and underdevelopment; millenarian and other types of social movements; the peasant, working class, religious, nationalist and other factors in particular cases of revolutionary and non-

revolutionary change. The range of cases treated will depend in part on the background and interests of the members of the seminar.

Teaching Arrangements: Twenty two-hour seminars (Michaelmas Term). Students are also assigned an individual supervisor. Teaching occurs in connection with papers written by the students. There are no compulsory lectures but many courses of (and individual) lectures given within the Department and elsewhere in the School are germane. Advice is given in relation to individual needs and interests at the beginning of the course.

Introductory Reading List: Detailed reading lists will be made available at the commencement of the course or earlier on request. P. T. Bauer, *Dissent on Development* (1976); J. Barrington Moore, *Social Origins of Dictatorship and Democracy* (1969); A. Brewer, *Marxist Theories of Imperialism* (1980); C. Brinton, *Anatomy of Revolution* (1938); P. Calvert, *Revolution* (1970); A. S. Cohen, *Theories of Revolution: An Introduction* (1975); E. Hobsbawm, *Revolutionaries* (1977); G. Ionescu & E. Gellner (Eds.), *Populism* (1969); Chalmers Johnson, *Revolutionary Change* (1968); W. Kornhauser, *The Politics of Mass Society* (1960); G. Poggi, *The Development of the Modern State* (1978); T. Skocpol, *States and Social Revolutions* (1979); N. Smelser, *Theory of Collective Behaviour* (1963); Anthony Smith, *Theories of Nationalism* (1971); B. Warren, *Imperialism* (1980); A. Westoby, *Communism since World War II* (1981); P. Wilkinson, *Social Movements* (1971); E. Wolf, *Peasant Wars of the Twentieth Century* (1971).

Examination Arrangements: One three-hour written examination in early September on the basis of the syllabus as taught in the two preceding academic sessions.

Gv4042

Political Sociology II: Political Behaviour

Teacher Responsible: Dr. T. J. Nossiter, Room K207 (Secretary, K105)

Course Intended Primarily for students registered for the M.Sc. **Political Sociology** but open to students on other M.Sc. courses and research students in appropriate fields with the approval of students' supervisors and **Dr. Nossiter**.

Core Syllabus: The course provides a critical review of research into political behaviour with particular but not exclusive reference to British and American studies.

Course Content: The behavioural approach and its critics; surveys and the study of public opinion; the 'Authoritarian Personality'; political socialisation; political culture; the mass media and political communications; electoral behaviour; parties and party systems; 'Who Governs?' – the study of community power.

Teaching Arrangements: Twenty two-hour seminars (Lent Term). Students are also assigned an individual supervisor. Teaching is by means of seminars based on papers prepared by students. There are no compulsory lectures. Advice is given at the beginning of the course as to which optional courses within the Department or

elsewhere in the School will best meet individual needs and interests. **Political Sociology (So5880), Political Behaviour With Special Reference to the United Kingdom (Gv3027), Data Analysis for Political Science and Public Policy (Gv215), Media and Society: Social and Communication Policy Issues (SA133)** are relevant.

Introductory Reading List: Detailed reading lists will be made available at the commencement of the course or earlier on request.

D. Kavanagh, *Political Science and Political Behaviour* (1983); R. E. Dowse & J. Hughes, *Political Sociology* (1973); B. Stacey, *Political Socialisation in Western Europe* (1978); G. Almond & S. Verba, *The Civic Culture* (1963); *The Civic Culture Revisited* (1980); H. Himmelweit, *How Voters Decide* (1981); B. Särilvik & I. Crewe, *Decade of Dealignment* (1983); P. Dunleavy & C. Husbards, *British Democracy at the Crossroads*; A. Seaton & J. Curran (Eds.), *Power without Responsibility* (1985); A. May & K. Rowan, *Inside Information: British government and the media* (1982); J. G. Blumler et al., *The Challenge of Election Broadcasting* (1978); Glasgow University Media Group, *Bad News* (1976) and sequels; B. Erickson & T. Nosanchuk, *Understanding Data* (1979); F. Teer & J. Spence, *Political Opinion Polls* (1973); M. Harrison, *Whose Bias?*

Examination Arrangements: One three-hour written examination in early September on the basis of the syllabus as taught in the two preceding academic sessions.

Gv4050

The Government and Politics of the USSR

Teacher Responsible: Dr. Dominic Lieven, Room L202 (Secretary, Mrs. Marion Osborne, K105)

The syllabus comprises the syllabuses for papers (3) and (4) of the M.Sc. in the Politics and Government of Russia, except that there are no set texts and no language requirement. A study guide for the Russian M.Sc. is available.

Teaching Arrangements: Students must attend all seminars for Gv4053 and Gv4054. They will benefit from attending seminars for Gv4051 and Gv4052 as well.

Examination Arrangements: Students will be examined in September in a three-hour written paper. The exam gives equal weight to the syllabus of Gv4053 and Gv4054.

Gv4051

Russian Political Institutions

Teacher Responsible: Dr. Dominic Lieven, Room L202 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for: students doing M.Sc. **Politics and Government of Russia (4A and 4B)** but other qualified graduate students can attend by arrangement.

Core Syllabus: The nature of the Russian old regime and the reasons for its failure to survive the modernisation of Russia's society in train 1861 and 1917.

Course Content: The monarchy; central and local

governmental institutions; elites and counter-elites; liberal and revolutionary movements and parties; the reforms of Alexander II; the counter-reforms of Alexander III; the 1905 revolution; the 'constitutional experiment'; russification; the politics of economic development; domestic roots of foreign policy; war and revolution (1914-1917).

Pre-Requisites: Candidates for M.Sc. **Politics and Government of Russia (4A)** need to be able to read Russian-language works on history and politics. Candidates for 4A who have inadequate knowledge of the Russian language and candidates for 4A and 4B who have little grounding in Russian/Soviet history or politics will require 2 years for the M.Sc. so that they can take appropriate qualifying exams at the end of their first year.

Teaching Arrangements: (Courses Gv165, Gv227, Gv228, LL164, So169). Gv4051 (together with Gv4052) is taught by Dr. Lieven and Mr. White in weekly 2½ hour seminars in the autumn and the first half of the spring terms. Students normally write 3 essays per term, which are discussed in this seminar. Students should also attend a weekly seminar on Communist politics addressed by visiting specialists and organised by Mr. Schöpflin, Dr. Lieven and Mr. White. They may also attend relevant lecture courses given by Dr. Lieven, Mr. White, Mr. Schöpflin, and also in the departments of economics, law, history, and geography. Russian language tuition is provided by Dr. B. Johnson in classes in the language laboratory, and sometimes courses can also be attended in other parts of the university.

Reading List: H. Seton-Watson, *The Russian Empire 1861-1917*; H. Rogger, *Russia in the Age of Modernisation and Revolution 1881-1917*; R. Pipes, *Russia Under the Old Regime*; G. Hosking, *The Russian Constitutional Experiment*; E. Thaden, *Russification in the Baltic Provinces and Finland*; D. Lieven, *Russia and the Origins of the First World War*; F. Venturi, *Roots of Revolution*; J. Keep, *The Rise of Social Democracy in Russia*.

Examination Arrangements: This course is examined by a three-hour written paper in early September. The set text (knowledge of which is tested by a compulsory question requiring commentary on an extract from this text) is the Fundamental Laws of the Russian Empire 1906. Candidates for 4A are given extracts in Russian, which they must also translate. Candidates for 4B are given extracts in English translation.

Gv4052

Russian Political Thought

Teacher Responsible: Dr. Dominic Lieven, Room L202 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for: See Gv4051

Core Syllabus: Currents in Russian political thinking and individual political thinkers from 1815 to the 1980s.

Course Content: Slavophiles and Westerners of the 1830s and 1840s; non-marxist socialists; 'Populists'; *Pochvenniki* and conservatives; Marxist thinkers; contemporary dissident thought; Herzen, Chernyshevsky, Bakunin, Lavrov, Dostoyevsky, Plekhanov, Tikhomirov, Lenin, Trotsky, Bukharin, Solzhenitsyn.

Pre-Requisites: See Gv4051.

Teaching Arrangements: See Gv4051.

Reading List: Works by the political thinkers listed above (see Syllabus). Also F. Venturi, *Roots of Revolution*; A. Walicki, *A History of Russian Political Thought*; N. Riasanovsky, *Russia and the West in the Teaching of the Slavophiles*; R. Wortman, *The Crisis of Russian Populism*; L. Schapiro, *Rationalism and Nationalism in Russian Nineteenth-Century Political Thought*; N. Harding, *Lenin's Political Thought* (2 volumes).

Examination Arrangements: See Gv4051. The set text is chapter 5 of Lenin's *State and Revolution*.

Gv4053

The Development of the Soviet Polity

Teacher Responsible: Dr. Dominic Lieven, Room L202 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for: See Gv4051

Core Syllabus: The course studies the development of the Soviet political system by looking at key periods and issues of the last 70 years.

Course Content: The consolidation of Bolshevik power (November 1917-21); the rise of Stalin; collectivisation, 5 Year Plans, terror; the nature of Leninism and Stalinism; power politics 1941-1953; the rise and fall of Khrushchev; the Brezhnev era; Brezhnev's successors; Gorbachov and his programme.

Pre-Requisites: See Gv4051.

Teaching Arrangements: This course (together with Gv4054) is taught by Dr. Lieven and Mr. White in weekly 2½ hour seminars in the second half of the spring term and the summer term. For other information see Gv4051. Students taking the Soviet option for the M.Sc. in Comparative Government must attend these seminars.

Reading List: L. Schapiro, *Origins of the Communist Autocracy*; L. Schapiro, *History of the Communist Party*; T. Rigby, *Lenin's Government*; R. Tucker (Ed.), *Stalinism*; G. Urban (Ed.), *Stalinism*; M. Tatu, *Power in the Kremlin*; G. Breslauer, *Khrushchev and Brezhnev as Leaders*.

Examination Arrangements: See Gv4051. The set text is the 1961 CPSU Programme, Part 2, Section III (sub-sections 1 and 2) and VII.

Gv4054

Soviet Political Institutions

Teacher Responsible: Dr. Dominic Lieven, Room L202 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for: See Gv4051

Core Syllabus: The course covers contemporary Soviet politics by looking at institutions, dilemmas facing the Soviet government, and Western interpretations of the nature of the Soviet political system.

Course Content: CPSU; Marxism-Leninism; Politburo; Defence Council; Central Committee; regional CP; state apparatus; Soviets; economic administration; armed forces; KGB; mass media; churches; nationalities.

Pre-Requisites: See Gv4051.

Teaching Arrangements: See Gv4053.

Reading List: M. Fainsod, *How Russia is Ruled*; M.

Fainsod and J. Hough, *How the Soviet Union is Governed*; P. Frank and R. Hill, *The Soviet Communist Party*; J. Armstrong, *Ideology, Politics and Government in the Soviet Union*; J. Hough, *The Soviet Prefects*; W. Taubman, *Governing Soviet Cities*; J. Azrael, *Soviet Nationality Policies and Practices*; S. Bialer, *Stalin's Successors*.

Examination Arrangements: See Gv4053. The set text is *The Rules of the CPSU*, 1966.

Gv4060

Politics and Government of Eastern Europe

See Gv3055

Gv4065

Comparative Government

Teacher Responsible: Dr. G. D. E. Philip, Room K106 (Secretary, Mrs. Marian Clark, L207)

Course Intended Primarily for: the M.Sc. (Politics) 5 in **Comparative Government**; a one-year course which is compulsory for those students taking the examinations for M.Sc. (Politics) 5.

Core Syllabus: The Comparative Government paper is the core topic of the M.Sc. of that name. It is intended to complement the study of particular areas or topics by considering concepts and conceptual frameworks which may illuminate particular cases. Roughly equal emphasis will be given to concepts and conceptual frameworks which may illuminate particular cases. Roughly equal emphasis will be given to concepts relating to the developed democracies, to the Leninist countries and to Third World politics.

Course Content: Typologies and theories of the state: authoritarianism, totalitarianism, democracy. Theories of democracy; democratic elitism and participation. Political culture. Parties and party systems. Forms of rule; legitimacy and identity, interests and interest groups, clientelism, corporatism and its modes. Organising coercion; controlling the military and the security apparatus. Political breakdown and revolutions. Marxism in opposition and government; theories of consciousness, theories of revolution, post-revolutionary Leninism, vanguard parties and socialist economies. The politics of modernisation; demographic and cultural change, the dependency critique. Is there a dynamic of modernisation?

Teaching Arrangements: One two-hour seminar weekly during Michaelmas and Lent. Twenty sessions including revision and introduction. There will also be a seminar on a theme related to the syllabus. This will be held fortnightly during Michaelmas and Lent.

Preliminary Reading List: M. Kolakowski, *Main Currents of Marxism*; A. Nove, *The Economics of Feasible Socialism*, W. Connelly (Ed.), *Legitimacy and the State*; C. Wright Mills, *The Power Elite*; J. Schumpeter, *Capitalism, Socialism and Democracy* esp. Chs. 21 and 22; G. Parry, *Political Elites*; J. Linz, "Authoritarian and Totalitarian Regimes" in F. Greenstein & N. Polsby, *Handbook of Political Science*; C. Clapham & G. Philip *Political Dilemmas of Military Regimes*; V. Randall (Ed.), *Political Parties in the Third World*.

Examination Arrangements: One three hour written examination in June.

The Politics and Government of Western Europe

Teacher Responsible: Professor Gordon Smith, Room K102 (Secretary, Miss C. Cowey, K206)

Course Intended Primarily for students registered for the M.Sc. Politics (7), The Politics and Government of Western Europe, and generally not suitable for students on other M.Sc. courses.

Core Syllabus: The aim is to introduce students to the comparative study of West European politics. All students should gain knowledge of a number of political systems within a framework of comparative theory and study Western Europe in relation to important themes and problems which are common to advanced industrialised societies.

Course Content: The syllabus for this course is based exclusively on cross-national comparison within Western Europe. The following themes will be subjected to analysis: the social bases of political systems, including religion and class, nationalism and regionalism. Theories of European society: consociational democracy and neo-corporatism. Party systems and the major European political traditions: Social Democracy, Conservatism, Christian Democracy, and Communism. New problems and forces: feminism, racialism and migrant labour, territorial identity. Post-materialism and the new politics. The tax-welfare backlash. Economic growth and the stability of liberal democracy.

Teaching Arrangements: Gv237, twenty-three seminars (Michaelmas, Lent and Summer terms). Students are strongly advised to attend: a) Gv241, The Politics and Government of Italy, and b) Gv226, West European Studies.

Reading List: Detailed reading lists will be made available at the start of each term.

Introductory Reading: G. Almond and S. Verba (Eds.), *The Civic Culture Revisited* (1980); S. Berger (Ed.), *Religion in West European Politics* (1982); M. Dogan and R. Rose (Eds.), *European Politics: A Reader* (1971); N. Elder, D. Arter and A. Thomas, *The Consensual Democracies?* (1983); F. F. Ridley (Ed.), *Government and Administration in Western Europe* (1979); E. Kolinsky (Ed.), *Opposition in Western Europe* (1987); M. Kolinsky and W. Paterson (Eds.), *Social and Political Movements in Western Europe* (1976); P. Lange and S. Tarrow (Eds.), *Italy in Transition* (1980); A. Lijphart, *Democracy in Plural Societies* (1977); H. Machin (Ed.), *National Communism in Western European Party Systems* (1980); C. Offe, *Contradictions of the Welfare State* (1984); J. Lane and S. Ersson, *Politics and Society in Western Europe* (Sage, 1987); P. Schmitter and G. Lehmbruch (Eds.), *Trends Towards Corporatist Intermediation* (1979); L. J. Sharpe (Ed.), *Decentralist Trends in Western Democracies* (1979); J. Siltanen and M. Stanworth (Eds.), *Women and the Public Sphere* (1986); G. Smith, *Democracy in Western Germany* (1982); G. Smith, *Politics in Western Europe* (1984); E. Suleiman and R. Rose (Eds.), *Presidents and Prime Ministers* (1981); V. Wright, *The Government and Politics of France* (1983).

Gv4071

Examination Arrangements: One three-hour written examination in June.

European Multi-Party Systems

Teacher Responsible: Professor Gordon Smith, Room K102 (Secretary, Miss C. Cowey, K206)

Course Intended Primarily for postgraduate students especially for M.Sc. Politics (7), The Politics and Government of Western Europe.

Core Syllabus: The course provides a comparative analysis of party systems in Western Europe. It includes a study of individual countries combining that with the application of particular theories relating to party representation, development, and competitive relationships.

Course Content: The major European party traditions and individual variants. An examination of a range of European party systems; the factors governing their past development and present trends. Theories of development, the 'freezing' hypothesis and Kirchheimer's transformation argument. Contemporary sources of electoral realignment and dealignment; the rise of new parties and movements. The classification of party systems. Application of Left/Centre/Right concepts; the multi-dimensional alternatives. Polarised and depolarised systems. Electoral systems and the consequences for party representation. Multi-party systems in relation to the formation and stability of government; the application of coalition theory.

Teaching Arrangements: Gv234 Twenty-two weekly seminars, Michaelmas, Lent and Summer Terms.

Reading List: K. von Beyme, *Political Parties in Western Democracies* (1985); S. Bartolini and P. Mair, *Party Politics in Contemporary Western Europe* (1984); V. Bogdanor (Ed.), *Coalition Government in Western Europe* (1983); S. Burin and K. Shell, *Selected Essays of Otto Kirchheimer* (1969); D. Butler and V. Bogdanor (Eds.), *Democracy and Elections* (1983); D. Butler et al (Eds.), *Democracy at the Polls* (1981); H. Daalder and P. Mair (Eds.), *Western European Party Systems* (1983); M. Dogan and R. Rose (Eds.), *European Politics* (1971); M. Duverger, *Political Parties* (1964); L. Epstein, *Political Parties in Western Democracies* (rev. edn., 1980); S. Finer (Ed.) *Adversary Politics and Electoral Reform* (1975); S. Henig (Ed.), *Political Parties in the European Community* (1979); S. Lipset and S. Rokkan (Eds.), *Party Systems and Voter Alignments* (1967); P. Merkl (Ed.), *Western European Party Systems* (1980); D. Rae, *The Political Consequences of Electoral Laws* (1967); G. Sartori, *Parties and Party Systems* (1976); G. Smith, *Politics in Western Europe* (4th edn. 1984).

Examination Arrangements: One three-hour written examination in June.

Gv4090

The Politics and Government of France

Teacher Responsible: Dr. H. Machin, Room L204 (Secretary, Mrs. M. Clark, L207)

Course Intended Primarily for postgraduate students (M.Sc. Politics 5 — Comparative Government, Politics 7 — The Politics and Government of W. Europe, M.Sc.

Gv4072

European Studies). Other postgraduates may also be authorised to participate.

Core Syllabus: an advanced analysis of political forces, government structures and contemporary problems in France, since 1958.

Course Content: France in international politics. The tradition of unstable parliamentary government. The foundation of the Fifth Republic. The constitution of the presidency. De Gaulle as president. The changing French political culture. Interest groups: trade unions, farmers, the Church. The Media. Women in politics. Local and regional politics. Political parties and elections. Legislative-executive relations. Decision-making within the Executive. Political control of the administration. The State: personnel recruitment and training; administrative structures; the public sector; central-local relations; public finance. Defending the citizen against the State. The Mitterrand presidency. Cohabitation and the 1988 Presidential Elections.

Pre-Requisites: a basic knowledge of France is useful; students lacking this will be required to attend undergraduate lectures and undertake a special reading programme.

Teaching Arrangements: seminars: Gv225 23 weekly Michaelmas, Lent and Summer terms given by Dr. H. Machin. Optional lectures for students with little knowledge of France: Gv163 23 weekly Michaelmas, Lent and Summer terms and Gv106 10 weekly Lent term (French Political Thought).

Reading List: H. Machin and V. Wright (Eds.), *Economic Policy and Policy-Making under the Mitterrand Presidency 1981-1984* (1985); V. Wright, *The Government and Politics of France* (1983); J. E. S. Hayward, *Governing France* (1983); J. R. Hough, *The French Economy* (1982); W. G. Andrews and S. Hoffman, *The Fifth Republic at Twenty* (1981); V. Wright (Ed.), *Continuity and Change in France* (1984). This is an introductory list. A full syllabus with detailed bibliography will be given at the start of each term. **Examination Arrangements:** one three-hour written paper in June: three questions.

Gv4100

The Politics and Government of Germany

Teacher Responsible: Professor Gordon Smith, Room K102 (Secretary, Miss C. Cowey, K206)

Course Intended Primarily for postgraduate students especially for those taking M.Sc. Politics (7), The Politics and Government of Western Europe, and also for M.Sc. Politics (5), Comparative Government, the M.Sc. European Studies and the M.Sc. International Relations.

Core Syllabus: The main part of the course is concerned with contemporary politics of the Federal Republic. Attention is also given to the development of modern Germany since 1918. A detailed knowledge of the politics of the German Democratic Republic is not required.

Course Content: The major features in the development of modern Germany, with special attention to the parliamentary and party system of the Weimar Republic and the factors leading to its collapse. The consequences of post-war occupation. The Basic Law as a system of checks and balances. The

development of the party system in the Federal Republic, and the determinants of coalition politics. The changing socio-economic structure of the electorate, and the impact of the 'new politics'. The structure of economic policy making. West German foreign policy and the course of inner-German relations.

Pre-Requisites: A background knowledge of German history is useful, and an ability to read German is desirable.

Teaching Arrangements: Twenty-five lectures (Gv167) and twenty-five seminars (Gv235).

Reading List: The following books can usually be read as an introduction to the course: V. Berghahn, *Modern Germany: Society, Economy and Politics in the Twentieth Century* (1982); K. von Beyme, *The Political System of the Federal Republic of Germany* (1983); K. von Beyme and M. Schmidt, *Policy and Politics in the Federal Republic of Germany* (1985); R. Dahrendorf, *Society and Democracy in Germany* (1969); H. Doering and G. Smith, *Party Government and Political Culture in Western Germany* (1982); M. & S. Greiffenhagen, *Ein schwieriges Vaterland* (1979); W. Hennis, *Die missverstandene Demokratie* (1973); E. Krippendorff and V. Rittberger (Eds.), *The Foreign Policy of West Germany* (1980); N. Johnson, *State and Government in the Federal Republic of Germany* (1983); H. Kaack and R. Roth (Eds.), *Handbuch des deutschen Parteiensystems*, 2 vols. (1980); W. Kohl and G. Basevi (Eds.), *West Germany: A European and Global Power* (1980); G. Lehmbruch, *Parteienwettbewerb in Bundesstaat* (1976); A. Markovits (Ed.), *The Political Economy of West Germany* (1982); A. Mintzel, *Die Volkspartei* (1983); S. Padgett and T. Burkett, *Parties and Elections in West Germany* (1986); W. Paterson and G. Smith (Eds.), *The West German Model* (1982); J. Raschke (Ed.), *Buerger und Parteien* (1982); M. Saeter, *The Federal Republic, Europe, and the World* (1980); G. Smith, *Democracy in Western Germany* (1986); K. Sontheimer, *Die verunsicherte Republik* (1979); D. Staritz (Ed.), *Das Parteiensystem der Bundesrepublik* (1980).

Examination Arrangements: One three-hour written examination in June.

Gv4110

The Politics and Government of Scandinavia

See Gv3056

Gv4122

Administration and Government in New and Emergent States

Teacher Responsible: Mr. P. F. Dawson, Room K108
Course Intended Primarily for M.Sc. in Public Administration and Public Policy.

Core Syllabus: The objective of the course is to examine the context and some major characteristics of administrative processes in less developed countries, principally those of Africa, South and South East Asia and the Caribbean. While some reference may be made to Latin America and the Middle East these will not be the major areas of concern.

Course Content: This course is one of the optional examination subjects for the M.Sc. Politics 6 (Public Administration and Public Policy) but additionally serves the function of broadening the comparative scope of the two compulsory papers in that field. The subject may also be taken as an optional or substitute paper by students for any other M.Sc. It is of particular relevance to Politics 5 (Comparative Government). All students are welcome to attend the lectures while graduate students with the permission of the teacher in charge, may attend the seminars.

The organization and behaviour of government and administration with primary reference to Africa, the Indian subcontinent and Malaysia. The influence of indigenous and colonial political and administrative systems; the effects of political change and the role of civil services and para-statal services as agents of change; the genesis and implementation of reform proposals; the role of civil services under single party, no-party and military governments. Methods and problems of planning and of decentralization (including local government and field administration). The role of public corporations, education and training, the values and attitudes of public officials, political and public perceptions and the task of government. The concept of corruption.

Pre-Requisites: None, but some previous knowledge of politics and government in developing countries would be advantageous.

Teaching Arrangements:

(i) Ten lectures (Gv230) will be given in the Lent Term by **Mr. P. F. Dawson**.

(ii) A weekly seminar (Gv231) will be run in the Summer Term by **Mr. Dawson** at which papers written by students are discussed. Other relevant lecture courses outside the field of public administration include So132 **Industrialization and Theories of Social Change**.

Written Work: Students participating in the seminar (Gv231) will be expected to produce at least two written essays on topics assigned to them. In addition interested students and especially those intending to be examined in the subject are urged to write other essays during their first two terms. **Mr. Dawson** will be happy to suggest topics and reading and will be prepared to read and discuss completed essays.

Reading List: A detailed and up-to-date reading list will be made available to all students attending the lectures. The following books are considered to be of a general introductory nature:

David Apter, *Rethinking Development: Modernisation, Dependency and Post-Modern Politics*, 1987; N. Caiden & A. Wildavsky, *Planning and Budgeting in Poor Countries*, 1974; C. Clapham, *Third World Politics: an introduction*, 1985; M. S. Grindle (Ed.), *Politics and Policy Implementation in the Third World*, 1980; F. Heady & S. L. Stokes (Eds.), *Papers in Comparative Public Administration*; G. A. Heeger, *The Politics of Under-development*, 1974; R. A. Higgott, *Political Development Theory: the Contemporary Debate*, 1983; S. Huntington, *Political Order in Changing Societies*, 1968; J. La Palombara (Ed.), *Bureaucracy and Political Development*, 1963; C. Leys, *Politics and Change in Developing Countries*, 1969; M. Lipton, *Why Poor People Stay Poor*, 1976;

Ian Little, *Economic Development: Theory, Policy and International Relations*, 1982; R. S. Milne & K. J. Ratnam, *New States in a New Nation*, 1974 (especially Chapters 6, 7, & 8); F. W. Riggs, *Administration in Developing Countries - the Theory of Prismatic Society*, 1964; I. Roxborough, *Theories of Underdevelopment*, 1979; Dudley Seers, *The Political Economy of Nationalism*, 1983; I. Swerdlow, *The Public Administration of Economic Development*, 1975; G. Wood, *Labelling in Development Policy*, 1985; H. Wriggins, *The Rulers Imperative: Strategies for Political Survival in Asia and Africa*, 1969.

Examination Arrangements: The examination in this subject, together with others for the M.Sc. in Public Administration, takes place in June. It comprises a single, three-hour, unseen, question paper of about 12 questions from which candidates are required to answer 3. Students are advised to look at earlier examination papers (available in the Library) to familiarise themselves with the style of the examination paper and the nature of the questions.

Gv4130

The Regulation of the Economy by Government in the U.S.A.

(Not available 1988-89)

Teacher Responsible: To be appointed

Course Intended Primarily for M.Sc. candidates in Politics and Economic History.

Core Syllabus: This course traces the evolution of current ideas - constitutional, legal, and economic - about the appropriate role of government in relation to the economy.

Pre-Requisites: An elementary familiarity with micro-economics.

Teaching Arrangements: 15 meetings; 10 Lent Term, 5 Summer Term. The meetings are seminar discussions (Gv232), during which one or more decisions of the Supreme Court (ranging from about 1870 to 1940) are analyzed in detail. Texts of these decisions are distributed to each member of the course.

Reading List: Charles L. Black Jr., *The People and the Court*; Edward S. Corwin, *Liberty Against Government*; Paul A. Freund, *The Supreme Court of the U.S.*; John A. Garraty (Ed.), *Quarrels That Have Shaped the Constitution*; Learned Hand, *The Bill of Rights*; Robert H. Jackson, *The Struggle for Judicial Supremacy*; Gabriel Kolko, *Railroads and Regulation, 1877-1916*; Philip B. Kurland (Ed.), *The Supreme Court and the Constitution* (See especially the article by McCloskey); W. L. Letwin, *Documentary History of American Economic Policy*; Arthur Selwyn Miller, *The Supreme Court and American Capitalism*; Arnold M. Paul, *Conservative Crisis and the Rule of Law*; C. Herman Pritchett, *The Roosevelt Court*; John R. Schmidhauser (Ed.), *Constitutional Law in the Political Process*; Bernard Schwartz, *The Reins of Power*.

Examination Arrangements: The examination, given in mid-June, consists of about twelve questions, of which the student is required to answer three of his choice.

Gv4140

Latin American Politics

Teacher Responsible: Dr. G. Philip, Room K106

(Secretary, Mrs. M. Clark, L207)

Course Intended Primarily for M.A. and M.Sc. (Comparative Government) or other M.Sc. courses in the Government Department.

Core Syllabus: The course is concerned with Latin American politics from several different perspectives. **Course Content:** The main Latin American countries (Brazil, Argentina, Chile, Peru, Mexico and Cuba) are studied in detail. The course also examines the comparative political impact of organised labour, the military, multinational corporations and the United States government. It looks at general trends such as military coups, democratisation and revolutions.

Pre-Requisites: Only the normal qualifications required for acceptance on M.A./M.Sc. programme.

Teaching Arrangements: Fifteen seminars Gv238, two hours in length. Students may also attend 15 lectures given under Gv3057.

Written Work: For M.A., 3 essays for 'minors', 4 for 'majors'. For M.Sc., written work optional.

Reading List: The main sources include:

R. Potash, *The Army and Politics in Argentina*; A. Stepan, *The Military in Power; changing patterns in Brazil*; A. Stepan (Ed.), *Authoritarian Brazil*; G. Philip, *The Military in South American Politics*; W. Le Feber, *Inevitable Revolutions*; G. Philip, "Military Authoritarianism in Latin America" *Political Studies* March 1984; G. Philip (Ed.), *Politics in Mexico*; J. Dominguez, *Cuba*; J. Linz and A. Stepan (Eds.), *The Breakdown of Democratic Regimes; Latin America*.

Examination Arrangements: The written examination takes place at the end of the Summer Term. Three questions must be answered out of a total of twelve. M.A. students must also write 3 or 4 essays.

Gv4160

Comparative Administrative Systems

Teacher Responsible: Professor G. W. Jones, Room L210 (Secretary, Miss Ann Boucher, K202)

Course Intended Primarily for postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Politics 6, Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other postgraduates and interested undergraduates may attend the lectures and, with the permission of the teacher in charge, any seminar.

Core Syllabus: The objective of the course is to provide an introduction to the structures, behaviour, and processes of public administration in a number of countries and to a range of theories about public administration and bureaucracy.

Course Content: The factors which influence the structure and working of public administration; historical, environmental, social, constitutional and political. The main features and principles of public service systems. The tasks of Government and their allocation to agencies; the status and functions of departments, public corporations, boards and local authorities. Administrative policy-making; delegation, and control; systems of devolution and decentralization. The social characteristics of civil servants, their recruitment, training and organization; types of civil servants and relationships between them. Central departments; coordination of governmental

activities; planning and budgeting; political direction and accountability; legislative-administrative relations; administrative discretion; administrative justice; administrative reform and re-organization. Theories of administration, bureaucracy, state and organisation: scientific management, classical organisation theory, human relations, systems theory, contingency theory, Marxist and Weberian theories, public choice, radical public administration, organisational pathologies, bureaucracy, democracy, ethics and social justice.

Teaching Arrangements:

Lectures: (i) Ten lectures will be given in the Michaelmas Term by **Professor G. W. Jones** on **British Government and Bureaucracy** (Gv156).

(ii) Ten lectures will be given in the Lent Term by **Professor J. B. Bourn** on **Policy and Administrative Skills in a Policy Setting** (Gv245).

(iii) Ten lectures will be given in the Lent Term on **Administrative Theories** (Gv216) by **Dr. D. B. O'Leary**.

(iv) Five lectures will be given in the Summer Term by **Professor C. Hood** on **Current Controversies in Public Administration** (Gv243).

Seminars: (i) Ten sessions will be given in the Michaelmas Term by **Professor G. W. Jones** on **Public Administration** (Gv222). This seminar will focus on comparative administrative structures and systems.

(ii) The **Public Administration Seminar** (Gv222) in the Lent Term with **Dr. O'Leary**, will consist of ten sessions on **Administrative Theories**.

(iii) Ten sessions will be given in the Lent Term by **Professor Jones** and **Mr. Dawson** on **The British Civil Service** (Gv224). In this seminar civil servants will talk about their work.

(iv) Five seminars will be given in the Summer Term by **Professor C. Hood** on **Issues in Comparative Public Administration and Public Policy**.

Written Work: Students are expected to produce written essays on topics assigned to them at the seminars and to submit essays regularly to their supervisors.

(v) Ten seminars will be given in the Lent Term by **Professor L. J. Sharpe** on **Themes in Policy Analysis** (Gv246).

Methods of Work: The syllabus is very broad. It covers a range of issues. Lectures and seminars cannot deal with every aspect. They are selective, intended to introduce, to stimulate and guide. Students are expected to spend a great deal of time on private reading, thinking and writing. They will be guided by their supervisor.

Reading: Students receive extensive reading lists from the teachers, who will guide them about the most introductory, general, relevant and essential works.

Reading List: D. Beetham, *Bureaucracy* (Open University Press, 1987); P. Dunleavy & B. O'Leary, *Theories of the State* (Macmillan, 1987); F. Heady, *Public Administration: A Comparative Perspective* (Marcel Dekker, 3rd edn., 1984); B. G. Peters, *The Politics of Bureaucracy: A Comparative Perspective* (Longman, 2nd edn., 1984); J. W. Fesler, *Public Administration: Theory and Practice* (Prentice-Hall Inc., 1980); F. F. Ridley (Ed.), *Government and Administration in Western Europe* (Martin Robertson,

1979); J. Greenwood & D. Wilson, *Public Administration in Britain* (Allen & Unwin, 1984); G. K. Fry, *The Changing Civil Service* (Allen & Unwin, 1985); H. Seidman and R. Gilmour, *Politics, Position and Power: The Dynamics of Federal Organization* (Oxford University Press, 4th edn., 1986); F. F. Ridley & J. Blondel, *Public Administration in France* (Routledge and Kegan Paul, 2nd edn., 1969); H. Hecló & A. Wildavsky, *The Private Government of Public Money* (Macmillan, 2nd edn., 1981); J. Bourn, *Management in Central and Local Government* (Pitman, 1979); P. Self, *Administrative Theories and Politics* (Allen and Unwin, 2nd edn., 1977); and *Political Theory of Modern Government* (1985); P. M. Jackson, *The Political Economy of Bureaucracy* (Philip Allan, 1982).

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at old examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature of the questions.

Gv4161

Public Policy and Planning

Teacher Responsible: Dr. P. J. Dunleavy, Room L302 (Secretary, L101)

Core Syllabus: This course examines the public policy formulation process and the main component influences involved. It then goes on to explore the difficulties and potentialities for improving policy making via policy analysis.

Course Content: Processes of public policy and implementation within the context of the character and functions of modern governments. Theories of the nature of the policy process in modern states, and of the roles of bureaucracies, professions, interest groups and private organizations in the formulation and implementation of public policies. Normative theories of policy-making and planning. Methods of policy analysis and evaluation including contributions from social sciences.

Pre-Requisites: The course is designed for post-graduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Politics in Public Administration and Public Policy. Other M.Sc. students, research students and interested undergraduates may attend the lectures. The seminar requires permission for outside attenders, but those wishing to take the paper are welcome.

Teaching Arrangements: Core teaching for this paper is provided by the following required lectures and seminars:

Gv211 **Public Policy and Planning:** Lectures (Dr. P. J. Dunleavy, Michaelmas Term)

Gv212 **Theories of the State and Policy Making:** Lectures (Dr. D. B. O'Leary and Dr. P. J. Dunleavy, Lent Term)

Gv213 **Public Policy Formulation:** Seminar (Dr. P. J. Dunleavy, Michaelmas Term)

Gv214 **Policy Analysis:** (Dr. P. J. Dunleavy and Professor B. Barry, Lent Term)

Gv244 **Issues in Comparative Public Administration and Public Policy** (Professor C. Hood, Summer Term)

A variety of other optional or introductory courses provide useful additional inputs, including:

Gv171 **Public Policy: Political and Economic Aspects** Lectures (Professor W. Letwin)

Gv215 **Data Analysis for Public Policy and Political Science:** Seminar (Dr. P. Dunleavy, Michaelmas and Lent Terms)

Gv159 **Urban Politics:** 10 Lectures (Dr. P. J. Dunleavy, Michaelmas Term)

Gv246 **Themes in Policy Analysis** (Professor L. J. Sharpe, 10 seminars, Lent Term).

Reading List:

Public Policy Formulation: E. S. Saras, *Privatisation*; C. Lindblom, *Politics and Markets*; B. Frey, *Modern Political Economy*; B. Barry, *Sociologists, Economists and Democracy*; J. O'Connor, *The Fiscal Crisis of the State*; G. T. Allison, *The Essence of Decision*; P. Self, *Administrative Theories and Politics*; H. Hecló & A. Wildavsky, *The Private Government of Public Money*. **Policy Analysis:** W. N. Dunn, *Public Policy Analysis: An Introduction*; R. Havemann & J. Margolis (Eds.), *Public Expenditure and Policy Analysis*; C. Lindblom & D. Cohen, *Useable Knowledge*; R. Goodin, *Political Theory and Public Policy*; D. Heald, *Public Expenditure*; C. Hood, *The Tools of Government*; C. Hood, *Administrative Analysis*.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at recent past examination papers (available in the library) to familiarize themselves with the style of the examination paper and the nature of the questions.

Gv4162

Comparative Local Government

Teacher Responsible: Professor G. W. Jones, Room L210 (Secretary, Miss Ann Boucher, K202)

Course Intended Primarily for postgraduate students mainly as an option for those reading for the degree M.Sc. Politics 6, Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other post-graduates and interested undergraduates may attend the lectures and, with the permission of the teacher in charge, any seminar.

Core Syllabus: The objectives of the course are: (i) to provide an introduction to the structure, operations and impact of local, and other sub-national, governments throughout the world, and (ii) to discuss the causes and consequences of major cross-national variations in urban politics and policies.

Course Content: A study of the local government systems of a number of countries, both developed and underdeveloped. A typology of local government systems. The organisation, functions and areas of local authorities; their councils, internal arrangements, executives and administration; the politics of local government, central-local relations and the finance of local government. Metropolitan and city government. The reform of local government.

Teaching Arrangements:

Lectures (i) Ten lectures will be given in the Michaelmas Term by Professor G. W. Jones on Aspects of **Comparative Local Government** (Gv157).

(ii) Ten lectures will be given in the Michaelmas Term by Dr. P. J. Dunleavy on **Urban Politics** (Gv159). (iii) Ten lectures will be given in the Lent Term by Dr. Michael Hebbert on **Urban and Regional Planning: Politics and Administration** (Gv217). The lecturers will distribute notes and bibliographies relevant for their lectures.

Seminars: (i) Ten sessions will be given in the Lent Term by Professor G. W. Jones on **Aspects of Comparative Local Government** (Gv158). (ii) Ten sessions will be given in the Michaelmas Term and Ten in the Lent Term by Dr. P. J. Dunleavy, Dr. M. Hebbert and Professor L. J. Sharpe on **Urban and Regional Planning: Politics and Administration** (Gv218).

Students may find useful the Geography Departments' lectures for Gy1919 **Urban Politics: A Geographical Perspective**.

Written Work: Students are expected to produce written essays on the issues assigned to them at the seminars. They may also submit essays to their supervisors, and Professor Jones will mark any essays from students on this course. Possible essay questions can be found on the list 'Topics to Ponder' available from Professor Jones and on recent past examination papers available from the Library. Professor Jones will also set questions on request from students.

Methods of Work: The syllabus is very broad. It covers a range of issues. The lectures and seminars will not be able to deal with every topic. They are selective, intended to introduce, to stimulate and to guide. Students are expected to spend a great deal of time on private reading, thinking and writing. Students should concentrate initially on mastering the local government systems of Britain, France and the U.S.A., and the salient features of local government in other countries. They should choose for more detailed study another country or group of countries. They should also select some of the key controversies or theoretical debates introduced in the course on which to concentrate.

Reading: Students receive extensive reading lists from the teachers, who will guide them about the most introductory, general, relevant and essential works.

Reading List:

Comparative Local Government: B. C. Smith, *Decentralization*; E. M. Harloff, *The Structure of Local Government in Europe*; M. Bowman and W. Hampton, *Local Democracies*; D. C. Rowat, *International Handbook on Local Government Reorganization*; K. J. Davey, *Financing Regional Government*; P. Mawhood, *Local Government in the Third World*; Committee on the Management of Local Government, Vol. IV, *Local Government Administration Abroad*; G. S. Blair, *American Local Government*; J. Lagroye & V. Wright, *Local Government in Britain and France*; A. B. Gunlicks, *Local Government in the German Federal System*; C. Ross, *Local Government in the Soviet Union*; J. Piekalkiewicz, *Communist Local Government*; W. A. Robson & D. E. Regan (Eds.), *Great Cities of the World*; A. H. Walsh, *The Urban Challenge to Government*; Layfield Committee on Local

Government Finance, Appendix 5, *Report on Foreign Visits*; R. A. Dahl & E. R. Tufté, *Size and Democracy*; J. W. Fesler, *Area and Administration*; A. Maass, *Area and Power*; L. J. Sharpe (Ed.), *Decentralist Trends in Western Democracies*; Y. Mény & V. Wright (Eds.), *Centre - Periphery Relations in Western Europe*; S. Tarrow et al., *Territorial Politics in Industrial Nations*; E. C. Page & M. J. Goldsmith (Eds.), *Central and Local Government Relations*.

Urban Politics: M. Castells, *City, Class and Power*; P. Dunleavy, *Urban Political Analysis*; J. Nelson, *Access to Power: Politics and the Urban Poor in Developing Nations*; J. O'Connor, *The Fiscal Crisis of the State*; N. Polsby, *Community Power and Political Theory*; P. Saunders, *Urban Politics*; J. Simmie, *Citizens in Conflict*; R. C. Fried & F. F. Rabinowitz, *Comparative Urban Politics*.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at recent past examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature of the questions.

Gv4163

Comparative Public Enterprise

Co-ordinating Staff Member - Visiting Professor: Professor H. W. Parris, Room L200 (Secretary, Miss Ann Boucher, K202)

Courses Intended Primarily for: M.Sc. Public Administration and Public Policy

Core Syllabus: (1) General

to contribute to the study of public administration and public policy by the examination of problems arising in a sector, namely public enterprise, situated on the border between government and business.

(2) Particular

(i) to identify the problems, political and administrative, inherent in public enterprise;
(ii) taking account of practice and thinking in different countries, to examine ways in which the problems of public enterprise are or might be, handled;
(iii) to work towards a general theory of public enterprise.

Course Content: The scope and functions of public enterprise in mixed economies. The principal forms of organisation of public enterprise notably the public corporation. The relations of public enterprises with the legislature, government, the courts, consumers, and other special interests. Why the control and accountability of public enterprises presents problems. The measurement of efficiency. Responses to these problems - corporate planning, performance criteria, efficiency and effectiveness auditing, institutional arrangements, privatisation.

The experience of planned economies.

Pre-Requisites and Co-Requisites: The course is designed for post-graduate students, mainly as an option for those reading for the degree M.Sc. Politics 6 - Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other postgraduates and interested undergraduates

may attend lectures and, with the permission of the teacher in charge, any seminars.

Teaching Arrangements:

Lectures (Gv220): Ten Lectures (ten in the Michaelmas Term) will be given by **Professor H. W. Parris** on **Comparative Public Enterprise**.

Seminars (Gv221): There will be ten seminars in the Lent Term on **Problems of Public Enterprise**.

Concept of the Course and Written Work: Because the course is short, the lectures focus on general principles and problems, with illustrations from international experience. Consequently, there is no detailed presentation of the organisation, history, performance, and problems of individual public enterprises, and no detailed presentation of the public enterprise sector in any particular country. Instead examples are given from a wide range of countries at various stages of economic development. Students, however, are expected to make themselves capable of illustrating principles and problems of public enterprise by referring to the organisation or experience of individual public enterprises in at least two different countries. The seminars focus on problems pointed to in the lectures. The aim of each seminar is to illustrate a problem in some depth by reference to a particular enterprise, or practice, or institution, generally, but not invariably, using the experience in the home country of the student presenting the seminar (provided the necessary information is available).

Documentation: An outline of the lectures and a reading list will be issued to each student who selects **Comparative Public Enterprise** as his or her optional subject. The core of the reading list appears below.

Reading List: Y. Aharoni, *The Evolution and Management of State Owned Enterprises* (Ballinger, Cambridge, Mass., 1986); Jean-Pierre Anastassopoulos et al., *Les Multinationals Publiques* (PUF, Paris, 1985); W. J. Baumol (Ed.), *Public and Private Enterprise in a Mixed Economy* (Macmillan, 1980); Horacio Boneo, *Governmental Control over Public Enterprises in Latin America* (International Centre for Public Enterprise, Ljubljana, 1983); R. H. Floyd, C. S. Gray & R. P. Short, *Public Enterprise in Mixed Economies* (International Monetary Fund, Washington DC, 1984); Y. Ghai (Ed.), *Law in the Political Economy of the Public Enterprise: An African Perspective* (International Legal Center, New York, 1977); Brian Hindley (Ed.), *State Investment Companies in Western Europe* (Macmillan, 1983); Leroy P. Jones (Ed.), *Public Enterprise in Less-developed Countries* (Cambridge University Press, Cambridge, 1982); H. W. Parris et al., *Public Enterprise in Western Europe*, (Croom Helm, 1986); V. V. Ramanadham (Ed.), *Public Enterprise and the Developing World* (Croom Helm, 1984); I. Sharkansky, *Whither the State? Politics and Public Enterprise in Three Countries* (Chatham House, Chatham, NJ, 1979); Raymond Vernon & Yair Aharoni (Eds.), *State-owned Enterprise in the Western Economies*, 1981.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions of which students must answer three within a period of three hours. Students are advised to look

at old examination papers (available in the Library) to familiarise themselves with the style of the examination paper and the nature of the questions.

Gv4164

Administration in Regional and Urban Planning

Teacher Responsible: Dr. P. J. Dunleavy, Room L302 (Secretary, L101)

Course Intended Primarily for M.Sc. in Region and Urban Planning, and M.Sc. Politics 6.

Core Syllabus: This course examines the political and policy processes involved in urban and regional planning focusing particularly on how the institutions and administrative technologies available contribute to or constrain the achievement of planning objectives. The social and political conflicts surrounding planning issues are explored.

Course Content: The place of urban regional planning within the policy and government processes of modern states. Planning within the structure, powers, and politics of local and regional governmental systems. Regional and urban planning in developed and developing countries, and in Federal and unitary states. The nature of urban and regional planning, and the connexions between central and local government, and between economic and physical planning. The distinctive issues of planning in big cities and urban regions, and in poor or developing regions. The organization and politics of planning, and the role of planning professions. Pluralist, neo-Marxist, and other theories of urban and regional planning.

Pre-Requisites: This course is designed primarily for post-graduate students. It is an optional paper for the M.Sc. Politics in Public Administration and Public Policy, and a compulsory paper for the M.Sc. in Regional and Urban Planning. Other M.Sc. students, research students and interested undergraduates are welcome at the lectures. The seminar series Gv218 requires permission for outside attenders, but those wishing to take the paper are welcome.

Teaching Arrangements: The core teaching for this course is provided by the following seminar and lectures:

Gv218 **Urban and Regional Planning: Politics and Administration**, Seminar (Dr. Dunleavy, Dr. Hebbert and Professor Sharpe, Michaelmas and Lent Terms)

Gv159 **Urban Politics:** 10 lectures (Dr. Dunleavy, Michaelmas Term)

Gv217 **Urban and Regional Planning: Politics and Administration** (Dr. Hebbert, Michaelmas Term)

A number of other courses provide very valuable supplementary coverage according to area of interest including:

Gv157 **Aspects of Comparative Local Government:** Lecture (Professor Jones, Michaelmas Term)

Gv158 **Aspects of Comparative Local Government:** Seminar (Professor Jones, Lent Term)

Gy417 **Social Theory and Urban and Regional Questions:** Seminar (Dr. Duncan and others, Michaelmas and Lent Terms)

Gv211 **Public Policy and Planning:** Lecture (Dr. Dunleavy, Michaelmas Term)

Gv212 **Theories of State and Policy-Making** (Dr.

Dunleavy & Dr. D. B. O'Leary, Lent Term)

Reading List:

Urban Policy Making: P. Dunleavy, *Urban Political Analysis*; P. J. O. Self, *Planning the Urban Region*; Open University, Course D202, *Urban Change and Conflict*, Blocks 4, 5, 6; H. Stretton, *Urban Planning in Rich and Poor Countries*; G. Kirk, *Planning in a Capitalist Society*.

Regional Policy and Planning: L. J. Sharpe, *Decentralist Trends in Western Democracies*; B. Hogwood & M. Keating, *Regional Government in England*; M. Derthick, *Between State and Nation: Regional Organization in the U.S.*; S. Tarrow et al, *Territorial Politics in Industrial Nations*.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at recent past examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature of the questions.

Gv4165

Public Policy in Italy and France

Teacher Responsible: Dr. H. Machin, Room L204 (Secretary, L207)

Course Intended Primarily for postgraduate students, mainly for those reading for the degree M.Sc. Politics (5), **Comparative Government**, M.Sc. Politics (7), **The Politics and Government of Western Europe**, M.Sc. Politics (6), **Public Administration and Public Policy**, and M.Sc. **European Studies**. Other postgraduates may also be authorised to participate in the seminars.

Core Syllabus: The aim of this course is to provide an introductory comparative analysis of the structures and processes of public policy-making and implementation in France and Italy. It includes case studies of specific policy areas at both national and local government levels and a critical survey of some of the main models of analysis.

Course Content: International and European constraints on national public policy decisions. The experience of state development in France and Italy. Economic resources and constraints. Associations and

policy processes. Interest, moral value, and professional representation. National political processes, law-making and rule-making. Regional and local government processes. Administrative structures and men. Banking and financial policy. Nationalised industry and its management. Agriculture, industrial location and regional imbalances. Two comparative case studies from the following: Education, Foreign Trade and Monetary Policy, Transport, Defence, Energy, Research and Technology. Legal and financial controls on policy. Technocratic and bureaucratic power, clientelism and corporatism.

Pre-Requisites: None.

Teaching Arrangements: Seminars: Gv242, 23 weekly Michaelmas, Lent and Summer Terms. Optional lectures for students with little knowledge of French or Italian Politics: Gv241 (Italy), 9 weekly, Michaelmas Term. Gv163 (France), 23 weekly, Michaelmas, Lent and Summer Terms. Optional seminars also recommended: Gv226, optional lectures; Gv211, Gv212.

Reading List: P. A. Allum, *Italy: Republic without Government?* (1973); W. G. Andrews & S. Hoffman, (Eds.), *The Fifth Republic at Twenty* (1981); S. Berger & M. Piore, *Dualism and Discontinuity in Industrial Societies* (1980); S. Berger (Ed.), *Organising Interests in Western Europe* (1981); S. Cassese, *Il sistema amministrativo italiano* (1983); P. G. Cerny & M. Schain, *Socialism, the State and Public Policy in France* (1985); M. Dogan (Ed.), *The Mandarins of Western Europe* (1975); K. Dyson, *The State Tradition in Western Europe* (1980); J. Hayward, *Governing France: the One and Indivisible Republic* (1983); P. Lange & S. Tarrow (Eds.), *Italy, in Transition: Conflict and Consensus* (1979); H. Machin & V. Wright (Eds.), *Economic Policy and Policy-Making under the Mitterrand Presidency 1981-1984* (1985); F. F. Ridley (Ed.), *Government and Administration in Western Europe* (1979); R. Scase (Ed.), *The State in Western Europe* (1981); E. N. Suleiman & R. Rose (Eds.), *Presidents and Prime Ministers* (1981); V. Wright, *The Government and Politics of France* (1983); V. Wright (Ed.), *Continuity and Change in France* (1984).

Examination Arrangements: One 3-hour written paper in June: 3 questions.

INDUSTRIAL RELATIONS

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>
Id100	Comparative Industrial Relations Dr. K. N. G. Bradley, Dr. D. W. Marsden, Ms. M. Sako, Professor K. E. Thurley and Dr. S. J. Wood	30/ML Id4201
Id101	Industrial Relations Theory Mr. S. Dunn, Dr. J. Kelly and Dr. S. J. Wood	16/ML Id101
Id102	British Industrial Relations Mr. S. Dunn, Dr. J. Kelly, Professor D. Metcalf, Professor K. E. Thurley and Dr. S. J. Wood	35/MLS Id4200
Id104	Industrial Relations Dr. J. Kelly and Mr. S. Dunn	24/MLS Id3220; Id4203
Id105	Selected Topics in Industrial Relations Dr. K. N. G. Bradley and Mr. S. Dunn	24/MLS Id3320
Id106	Sociology of Employment Dr. K. N. G. Bradley and Dr. S. R. Hill	23/MLS Id4202; Id4221
Id107	Organisational Theory and Behaviour Dr. S. J. Wood	25/MLS Id3221; Id4203; Id4204
Id108	Industrial Organisation: Theory and Behaviour Professor K. E. Thurley, Dr. D. E. Guest and Dr. R. Peccei	50/MLS Id4202
Id109	Macro-Economic Policy Making in the UK Dr. R. Richardson	10/M Id109
Id111	Labour Market Analysis Professor D. Metcalf	25/MLS Id3222; Id4224
Id112	Manpower Policy Dr. D. E. Guest, Dr. D. W. Marsden, Dr. R. Richardson and Ms. M. Sako	20/MLS Id4223
Id114	Industrial Psychology Dr. D. E. Guest and Dr. J. Kelly	24/MLS Id4202; Id4203; Id4220
Id115	Labour Law — Seminar Mr. R. C. Simpson	25/MLS Id115
Id118	Labour History — Seminar Professor B. C. Roberts	10/L Id4222

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>
Id119	Industrial Relations Research Forum — Seminar Professor K. E. Thurley	10/L Id119
Id153	Personnel Policy and Practice Dr. S. J. Wood	50/ML Id153 45/ML 25/L
Id180	Business Policy Dr. R. Peccei and Dr. D. E. Guest	20/ML Id180
Id109	Business Economics Dr. R. Richardson and Ms. M. Sako	20/ML Id181

Course Guides

Id109

Macro-Economic Policy Making in the U.K.

Teacher Responsible: Dr. R. Richardson, Room H711
Course Intended Primarily for M.Sc. in Industrial Relations and Diploma in Business Studies.

Course Content: An introduction to macro economic theory and policy, with particular reference to recent UK experience; there will be a special emphasis on the labour market aspect of macro economic behaviour.

Teaching Arrangements: Lectures (Id109), Michaelmas Term.

Reading List: C. Pratten, *Applied Macro-economics*; W. Keegan, *Mrs. Thatcher's Economic Experiment*.

Examination Arrangements: None.

Id119

Industrial Relations Research Forum (Seminar)

Teacher Responsible: Professor K. E. Thurley, Room H804

Course Intended Primarily for research students in Industrial Relations.

Teaching Arrangements: Seminars: (Id119), Lent Term.

Examination Arrangements: None.

Id153

Personnel Policy and Practice

Teachers Responsible: Dr. S. Wood, Room H802 and Professor K. E. Thurley, Room H804.

Course is compulsory and only available for the professional stream of the M.Sc. Industrial Relations and Personnel Management.

Core Syllabus: To introduce students to the practice of personnel management and the development of personnel strategies.

Teaching Arrangements:

(a) **Skills Workshop:** Ten all day sessions, Michaelmas Term.

(b) **Case Studies in Personnel Policy and Practice:** 15 three-hour sessions, beginning week six of the Michaelmas Term, and continuing to the end of the Lent Term.

(c) **Links Programme:** During the Lent Term each student is attached to an organisation which they visit one day a week (Wednesday); this is preceded by a lecture outlining the week's issues and followed by a seminar.

Reading List: D. Guest & T. Kenny, *A Textbook of Techniques and Strategies in Personnel Management*; G. G. Thomason, *A Textbook of Personnel Management*; K. Thurley & S. Wood (Eds.), *Industrial Relations and Management Strategy*.

Examination Arrangements: Students have to complete a workbook based on their link experience. Satisfactory completion of this and participation in the overall course is required for those seeking membership of the Institute of Personnel Management.

Business Policy

Id180

Teacher Responsible: Dr. R. Peccei, Room H714
Course Intended for students taking the Diploma in Business Studies.

Core Syllabus: The aim of the course is to define and examine some of the key external and internal policy decisions that must be taken to ensure the effective operation of an organisation. In choosing among a range of policy decisions, particular attention is given to the critical analysis of a number of ideas and approaches that are currently fashionable in the business literature.

Course Content: The organisation and its environment: the concept of strategy and of strategic management; the strategy formulation and implementation process; the analysis of corporate and business strategy in different contexts, including emerging and mature industries; the management of strategic change in business firms and in not-for-profit organisations.

Internal structure, systems and processes: approaches to the design of organisation structure; leadership and organisational culture; critical evaluation of Human Resource Management; approaches to organisational effectiveness.

Pre-Requisites: None.

Teaching Arrangements: There will be 20 2-hour sessions of lectures and case studies (Id108).

Reading List: The following list includes some introductory reading and some central texts. A full reading list will be provided at the start of the course. J. B. Quinn, *The Strategy Process — Concepts and Cases*; G. Johnson & K. Scholes, *Exploring Corporate Strategy*; A. Pettigrew, *Managing Strategic Change*; H. Mintzberg, *Structures in Firms*; T. Peters & R. Waterman, *In Search of Excellence*; E. Schein, *Organizational Culture and Leadership*; M. Beer et al., *Human Resource Management: A General Manager's Perceptions*, K. S. Cameron & D. A. Whetten, *Organizational Effectiveness*.

Examination Arrangements: The course will be examined through continuous assessment which may take the form of a project/essay of not more than 7,500 words.

Id181

Business Economics

Teacher Responsible: Dr. Ray Richardson, Room H711

Course Intended for students taking the Diploma in Business Studies.

Core Syllabus: This course seeks to provide an introduction to how economics can be applied to business enterprises; attention is paid to both domestic and international operations.

Course Content: The objectives of firms. Consumer demand; basic analysis and applications, including forecasting. Costs and production decisions, including investment appraisal and decision making under risk and uncertainty. Pricing practices and marketing. Market structures and business policy. Business economics and public policy.

Pre-Requisites: None.

Teaching Arrangements: There will be 25 1-hour lectures (Id181) and 25 1-hour accompanying classes (Id181a).

Reading List: A detailed reading list will be provided at the first lecture.

A possible text is L. Peppers & D. Bails, *Managerial Economics*, Prentice Hall, 1987.

Examination Arrangements: There is a 3-hour formal examination in the Summer Term based on the whole syllabus. Students must answer four from about 12 questions. Assessment is based exclusively on the exam paper.

Id3220

Industrial Relations

Teacher Responsible: Dr. J. Kelly, Room H712

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. 2nd or 3rd year; Diploma students.

Core Syllabus: The course aims to help students analyse the complex relationships between workers, trade unions, management and the State in advanced industrial societies. Although the course will focus on the British situation, reference may also be made to experience in other countries.

Course Content: The reasons for, and the forms of, workers' collective response to managerial decisions. The goals and methods of unions; patterns of industrial conflict and their explanation; the impact of unions on pay, productivity and the means of control. State activity and the reform of industrial relations machinery.

Pre-Requisites: A self-contained introductory course requiring no previous knowledge or experience; social, economic and political analysis on complementary courses will prove useful. Some B.Sc. (Econ.) students will go on to specialise in Industrial Relations; Diploma and General Course students will take the course as a single option.

Teaching Arrangements: The course comprises 25 weekly lectures (Id104) given by Dr. J. Kelly and Mr. S. Dunn, Sessional. Associated weekly classes will be timetabled for different groups of students (e.g. undergraduates; General Course; Diploma students) commencing in the second week of the first term. All students are expected to join in open class discussion and to submit two pieces of written work per term for their class teachers.

Reading List: The lecture course does not follow a single prescribed text. Class teachers will suggest appropriate readings but useful introductory books include: W. E. J. McCarthy, *Trade Unions* (2nd edn.); C. Crouch, *The Politics of Industrial Relations*; A. Flanders, *Management and Unions*; J. MacInnes, *Thatcherism at Work*.

Examination Arrangements: Assessment is based on student performance in a three hour unseen examination in the Summer Term. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and classes.

Id3221

Id4203

Organisational Theory and Behaviour

Teacher Responsible: Dr. S. Wood, Room H802

Course Intended Primarily for students of B.Sc. Management Sciences; Diploma in Management Sciences; Diploma in Business Studies; B.Sc. Econ. in Industrial Relations; M.Sc. Accounting and Finance; M.Sc. Analysis, Design and Management of Information Systems; M.Sc. Voluntary Sector Organisation.

Core Syllabus:

(a) To introduce all students to social science theory and research into organisational problems.

(b) To discuss alternative approaches and proposed solutions to such problems.

(c) To facilitate critical evaluation of organisational policies and prescriptions through the examination of cases of attempted changes of organisation structure and behaviour.

Course Content: Organisation problems: work motivation; reward systems; organisational effectiveness and decision-making; management authority; management control systems; management/worker conflict; intra-organisational conflict; organisational design; resistance to change; external constraints; organisational change.

Approaches to planning change: scientific management; human relations; self-actualisation; socio-technical organisation re-design; contingency theory; industrial relations reform; industrial democracy; Japanese management; training and organisational development. Change strategies and the evaluation and assessment of organisational policies.

Pre-Requisites: No prior knowledge of organisation theory or practical experience is necessary.

Teaching Arrangements: In the first two terms the students attend one lecture course (Id107) and one seminar. In the summer term they attend a two hour session which will be case study based with outside speakers.

Reading List: A fuller reading list will be provided at the start of the course.

W. Bennis, et al, *The Planning of Change* (3rd edn.); J. Child, *Organisations*; C. Clegg et al., *Case Studies in Organizational Studies*; S. Dawson, *Analysing Institutions*; C. Handy, *Understanding Organizations*; E. Huse & T. Cummings, *Organizational Development and Change*; E. A. Gerloff, *Organizational Theory and Design*; C. Perrow, *Complex Organizations*; D. Pugh et al., *Writers on Organisation*; M. Rose, *Industrial Behaviour*; G. Salaman, *Work Organization*; V. Vroom & E. Deci, *Management and Motivation*; J. Schermerhorn, *Managing Organizational Behaviour*; T. Watson, *Management, Organisation and Employment Strategy*.

Written Work: In the first two terms each student will prepare two seminar papers.

Examination Arrangements: One three-hour examination paper with approximately twelve questions, four questions to be answered by Undergraduates and Diploma students; three questions by M.Sc. students. Separate papers are set for undergraduate and M.Sc. students.

Id3222

Economics of the Labour Market**Teacher Responsible:** Professor D. Metcalf, Room H707**Course Intended Primarily for** B.Sc. (Econ.) Part II (Industrial Relations) and M.Sc. Industrial Relations. **Core Syllabus:** The course emphasises those aspects of labour economics which are most relevant for students of Industrial Relations.**Course Content:** The first part of the course deals (approximately 6 lectures) with Employment. The topics discussed include: unemployment, labour market flexibility, jobs and pay, subsidies and worksharing. The second part (approximately 6 lectures) deals with the structure of pay by occupation and industry, discrimination against women and blacks, and low pay. The third part of the course (approximately 12 lectures) is an economic analysis of trade unions including: the structure of collective bargaining, union goals, union density, closed shop, strike activity, union impact on relative pay, productivity, output, inflation and income distribution. **Pre-Requisites:** The lectures assume some modest undergraduate training in economics and statistics, but students without such background can make up the deficiency during the course.**Teaching Arrangements:** There will be 25 lectures and 25 classes. The lectures will be the same as those for the course **Labour Market Analysis** (Id111) but there will be separate classes for undergraduates.**Reading List:** R. Layard, *How to Beat Unemployment*, Oxford University Press, 1986; G. Bain (Ed.), *Industrial Relations in Britain*, Blackwells, 1983; W. McCarthy (Ed.), *Trade Unions*, Penguin, 1985.

A detailed reading list will be given at the beginning of the course.

Examination Arrangements: One 3 hour examination paper, 4 questions to be answered from approximately 10 questions.

Id3320

Selected Topics in Industrial Relations**Teachers Responsible:** Dr. K. Bradley, Room H803 and Mr. S. Dunn, Room H709**Course Intended Primarily for** B.Sc. (Econ.) Part II (Industrial Relations) 3rd year.**Core Syllabus:** The aim of this course is to explore in depth some central problems and issues in contemporary industrial relations.**Course Content:** The selection of topics changes from year to year, depending on current research and issues. Broadly, the course examines the relationship between management, trade unions and the state in a rapidly changing economic and technological environment. This includes adding a comparative dimension to the largely British-based Id3220.**Pre-Requisites:** A general knowledge of the social sciences including modern history. A general interest in and knowledge of institutions and processes in the contemporary British industrial relations system, through study or experience.**Teaching Arrangements:** Twelve two hour seminars (Id105). Students will be expected to read assigned

texts and be prepared to discuss their significance. Each student will be expected to complete two essays over the session.

Reading List: R. Undy *et al*, *Change in Trade Unions*; G. Bain (Ed.), *Industrial Relations in Britain*; S. Tolliday & J. Zeitlin (Ed.), *Shop Floor Industrial Relations and the State*; K. Bradley & A. Gelb, *Worker Capitalism: The New Industrial Relations*; P. Fosh & C. Littler, *Industrial Relations and the Law in the 1980s*; E. Batstone, *Working Order*; P. Edwards & H. Scullion, *The Social Organisation of Industrial Conflict*; B. C. Roberts (Ed.), *Towards Industrial Democracy*; *British Journal of Industrial Relations*; *Employment Gazette*; *Industrial Relations Journal*.**Examination Arrangements:** Assessment will be on the basis of a three hour unseen examination and written work presented during the course.

Id4200

British Industrial Relations**Teachers Responsible:** Professor D. Metcalf, Room H707, Dr. J. Kelly, Room H712, Professor K. E. Thurley, Room H804, Mr. S. Dunn, Room H709, Dr. S. Wood, Room H802**Course Intended Primarily for** M.Sc. students.**Core Syllabus:** The aim of the course is to analyse the institutions and processes which are crucial to the working of British industrial relations and the personnel function at the national, enterprise, and work-place levels.**Course Content:** The first term will cover the main features of the British industrial relations system. In the second and third terms students choose one of three options:

- (i) State and Public Policy
- (ii) Labour Movements
- (iii) Personnel Management (Professional stream only).

Pre-Requisites: A general knowledge of the social sciences and/or experience in and knowledge of the British system of industrial relations.**Teaching Arrangements:** Ten lectures (Id102) and ten classes of one and a half hours in the Michaelmas Term. Separate courses of lectures and classes will be given in the Lent and Summer Terms for each specialisation.Attendance at the **Labour and Management Problems Seminar** is also required. Students will be expected to complete 4 essays during the course. These will decide their grade.**Reading List:** G. Bain (Ed.), *Industrial Relations in Britain*, Blackwells, 1983.

A full reading list will be provided at the start of the course.

Examination Arrangements: Continuous assessment.

Id4201

Comparative Industrial Relations**Teacher Responsible:** Dr. K. Bradley, Room H803, Dr. D. Marsden, Room H801 and Ms. M. Sako, Room H713, Professor K. E. Thurley, Room H804 and Dr. S. J. Wood, Room H802**Course Intended Primarily for** M.Sc. Students.**Core Syllabus:** The aim of the course is to provide an introduction to the industrial relations system of a small number of advanced industrial countries, including the

UK, USA, Japan, West Germany and France. This is intended to provide the basis for a comparative analysis of industrial relations problems and processes, which is begun in the lectures on comparative systems, and taken into greater depth in seminars.

Course Content: The comparative element covers the development and organisation of industrial relations at the industry and plant level in the USA, Japan, Sweden, West Germany, France and Italy, and the role of the International Labour Organisation. The course deals with analysis of industrial relations systems, the development of management and trade union and government policies in industrial relations, the theory of collective bargaining and related issues in employment relations.

This course is designed with the non specialist in mind and no prior knowledge of Industrial Relations is necessary.

Students are expected to: attend lectures and seminars; play significant part in discussions; make presentations in seminar sessions; write three essays — approximately 2,000 words in length — during the year.

Pre-Requisites: The course is a core course on the M.Sc. in Industrial Relations. It is also open to Research Fee students, and where appropriate, other M.Sc. students. No previous knowledge of any particular country is required.**Teaching Arrangements:** The course extends over 25 weeks. In the Michaelmas Term teaching will be three hours per week — one weekly lecture (Id100) and one seminar (Id100) of two hours.

Lectures will cover such things as:

- The Current State of Industrial Relations in Britain
- The Origins of British Industrial Relations
- Factors Influencing the Development of British Labour Organisations
- Towards a New British Industrial Relations

- The Current State of Labour Relations in the United States
- Origins of American Labour Organisations
- Environmental Factors affecting the US Labour Movement

- Business Unionism; The Acceptable Face of American Unions
- The Influence of Japanese Labour Relations
- Japanese Pragmatism and its System of Industrial Relations.

The Lent Term will consist of seminars only. These will be for two hours and organised around three specialist areas: Britain and the United States: European Industrial Relations: Japan and East Asia. During the Lent Term there is a ten-week 1½-hour seminar (**Current Developments in International Industrial Relations**) which covers countries not covered in the main part of the course. Visiting academics will present papers. (This seminar is compulsory to students taking Id100, but is available to all other M.Sc. students)

For the third term students will remain in their specialist groups. These will focus on issues raised by the comparative method in industrial relations.

Written Work: Students may be required to present one essay of up to 2,000 words by the end of each term. In addition, students will be expected to prepare at least one seminar paper during each term.**Reading List:** P. B. Doeringer *et al*, *Industrial Relations in International Perspective*; I. Kochan, *Industrial Relations and Collective Bargaining*; J. T. Dunlop, *Industrial Relations Systems*; A. Fox, *Beyond Contract*; G. Bain (Ed.), *British Industrial Relations*; C. Crouch, *Trade Unions: The Logic of Collective Action*; P. Lange *et al*, *Unions, Change and Crisis: French and Italian Union Strategy and the Political Economy*; P. Gourevitch *et al*, *Unions and Economic Crisis: Britain, West Germany and Sweden*.**Examination Arrangements:** Seen 3 hour examination in Summer Term.

Id4202

Industrial Organization: Theory and Behaviour**Teacher Responsible:** Dr. D. Guest, Room H710**Course Intended Primarily for** Students taking the M.Sc. in Industrial Relations and Personnel Management.**Core Syllabus:** This is an inter-disciplinary course which aims to define and examine some of the central problems of organizations and to demonstrate how the application of the social sciences can assist in their analysis and solution. The major focus is on the issue of organizational change, and is concerned with the need for change, the content of change, methods of change and evaluation of change.**Course Content:** Major approaches to organizational change: scientific management; human relations; socio-technical and self-actualisation approaches to the redesign of work; organization development; contingency theory; industrial relations; worker participation.

The nature of bureaucracy; problems of bureaucracy and change. Theory and methods of diagnosis in organizations; the concept of strategy; strategic planning; strategies of change; models and frameworks for analysing change; theory and methods for evaluation of change.

Pre-Requisites: A background in the social sciences is necessary. Previous work experience is a considerable advantage.**Teaching Arrangements:** The course lasts for 25 weeks. The teaching is highly participative and includes lectures (Id106, Id108, Id114) and classes (mainly in the first term), group working (throughout the year), and case studies (in the Lent and Summer Terms).

Formal teaching occurs on Fridays 12.00–1.00 and 2.00–3.30. In practice, these hours will sometimes be extended and students are advised to allocate the time from 12.00–4.00 to the course. Working groups may also wish to meet at other times during the week. Students are also encouraged to attend lectures on:

- Industrial Sociology** (Id106) (teacher responsible, Dr. S. Hill);
- Industrial Psychology** (Id114) (teacher responsible, Dr. D. Guest).

The teaching is handled mainly by David Guest, Riccardo Pececi and Keith Thurley. A range of visitors from outside LSE will present cases.

Written Work: Students are required to write three essays during the year. Students will be expected to play an active part in group discussions, analysis of cases and presentation of feedback. The course is

demanding of students and depends for its success partly upon their commitment and willingness to participate fully.

Reading List: The following list includes some introductory reading and some central texts. A fuller reading list will be provided at the start of the course. W. Bennis, *et al*, *The Planning of Change* (4th edn.); M. Crozier, *The Bureaucratic Phenomenon*; W. L. French & C. H. Bell, *Organization Development*; J. Child, *Organisations*; C. Handy, *Understanding Organizations*; C. Perrow, *Complex Organizations*; T. J. Peters & R. H. Waterman, *In Search of Excellence*; T. Nichols, *The British Worker Question*; C. Sofer, *Organizations in Theory and Practice*; K. Thurley & H. Wirdeus, *Supervision: A re-appraisal*; V. Vroom & E. Deci, *Management and Motivation*; T. J. Watson, *Sociology, Work and Industry*; H. Mintzberg, *The Nature of Managerial Work*; H. Mintzberg, *Structure in Fives*.

Examination Arrangements: There will be a three hour formal examination in the Summer Term. Candidates must tackle three from a choice of twelve questions.

Id4203

Industrial Organization

See *Organization Theory and Behaviour* Id3221

Id4204

Introduction to Organisational Analysis

Teacher Responsible: Dr. S. Wood, Room H802

Course Intended Only for M.Sc. Operations Research students and M.Sc. Analysis, Design and Management of Information Systems.

Core Syllabus: To facilitate critical evaluation of organisational policies and prescriptions through the examination of approaches to planned organisational change.

Course Content: Approaches to planning change; Changing organisations; scientific management; human relations; self-actualisation; socio-technical organisation re-design; contingency theory; industrial relations reform; industrial democracy; Theory and Japanese management; training and organisational development. Change strategies and the evaluation and assessment of organisational policies.

Pre-Requisites: Prior knowledge of organisation theory or practical experience is strongly advised.

Teaching Arrangements: Students attend one lecture course (Id107) and classes in the Lent Term.

Reading List: C. Handy, *Understanding Organizations*; E. Huse & T. Cummings, *Organizational Development and Change*; M. Rose, *Industrial Behaviour*.

Examination Arrangements: One three-hour examination paper with 12 questions, three questions to be answered.

Id4220

Industrial Psychology

Teacher Responsible: Dr. D. Guest, Room H710

Core Syllabus: The aims of the course are to provide a psychological framework for the analysis and understanding of the behaviour of individuals as

workers and as members of work groups; to demonstrate the value of psychology and of a psychological perspective in understanding human behaviour at work; and to examine a number of topics and issues in industrial relations and organizational behaviour where psychology has a particular contribution to make.

Course Content: Motivation at work; job satisfaction, pay, incentives and rewards; work values, power and the need for achievement. Stress, boredom and monotony at work; absenteeism and labour turnover; the psychology of unemployment.

Psychology and industrial relations; trade union roles and involvement; bargaining; industrial conflict; conflict resolution. Quality of working life, working conditions and arrangements, work and non-work; job design; participation, leadership and group behaviour; organization development and change; organizational change; concepts of health and well-being.

Pre-Requisites: The course is designed for students on the M.Sc. in Industrial Relations and Personnel Management. Some students on the M.Sc. in Social Psychology, subject to the permission of their tutor, may also take the course. Some background in psychology is desirable. Students without such a background may take the course, but may find certain sections difficult.

Teaching Arrangements: The course is taught by David Guest and John Kelly.

Lectures: 24 lectures (Id114) – 9 in the Michaelmas, 10 in the Lent and 5 in the Summer Term.

Classes: 24 classes.

Students are expected to prepare and present papers as a basis for class discussion. Other members of the class will be expected to do some specified preparatory reading each week.

Written Work: Three essays on a subject in the field of Industrial Psychology. These essays are set and marked by David Guest and John Kelly.

Reading List: The following reading list contains some of the main volumes and some easily accessible introductory volumes. A full reading list will be issued at the start of the course.

C. Cooper & R. Payne, *Stress At Work*, Wiley, (1978); L. Davis & A. Cherns, *The Quality of Working Life*, Vol. 1, Free Press (1975); M. Gruneberg & T. Wall, *Social Psychology and Organizational Behaviour*, Wiley, (1984); M. Jahoda, *Employment and Unemployment: A Social-Psychological Analysis*, CUP, (1982); J. R. Hackman & G. R. Oldham, *Work Redesign*, Addison-Wesley, (1980); D. Katz & R. L. Kahn, *The Social Psychology of Organizations*, Wiley, (1978); I. Morley & G. Stephenson, *The Social Psychology of Bargaining*, George Allen & Unwin, (1977); P. B. Smith, *Groups Within Organizations*, Harper & Row, (1973); G. Stephenson & C. J. Brotherton, *Industrial Relations A Social-Psychological Approach*, Wiley, (1979); R. M. Steers & L. W. Porter, *Motivation and Work Behaviour*, McGraw-Hill, (1987); V. Vroom & E. Deci, *Management and Motivation*, Penguin, (1970); P. B. Warr, *Psychology at Work*, Penguin (1987).

Examination Arrangements: There is a formal three-hour examination in the Summer Term. Candidates should answer three questions out of a choice of twelve.

Id4221

Sociology of Employment

Teacher Responsible: Dr. S. R. Hill, Room A454A (Secretary, Mrs. M. Savage, A453, Ext. 2308)

Course Intended Primarily for graduate students in the departments of Industrial Relations and Sociology.

Core Syllabus: Coverage of recent industrial sociology at an advanced level, with an emphasis on the labour process and issues of political economy, linking with contemporary debates in Sociology and Industrial Relations.

Course Content: Competing interests at work. The development of the managerial function. Managerial structure and goals. Bureaucracy and organizational theory. The Japanese corporation. Self-management. Industrial democracy. Work behaviour and job satisfaction. The deskilling debate. Labour market segmentation. Women in employment. The institutionalization of industrial conflict. Trade union representativeness and effectiveness. The structure of the working and middle classes. Ideology and consciousness. The collective organization of non-manual employees. The state, political parties and the economy.

Pre-Requisites: Students should have a degree in Sociology or a joint degree with a sizeable component of Sociology; other students will be admitted at the discretion of the teaching staff.

Teaching Arrangements: There will be 20 lectures (Id106) given by Dr. S. R. Hill of the Sociology Department and Dr. K. Bradley of Industrial Relations, and 23 seminars supervised by the same teachers. The lectures are intended broadly to survey the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue a topic or some specific aspects in more detail.

Written Work: Each student is expected to present at least one seminar paper and, depending on the number of people attending, may be asked to present two; seminar presentations are not normally read by the teachers and students can make their presentations from notes if they wish.

Reading List: The recommended textbook is S. Hill, *Competition and Control at Work*. Other books of a general nature that cover substantial parts of the syllabus are:

H. Braverman, *Labor and Monopoly Capital*; C. Crouch, *Trade Unions: The Logic of Collective Action*; R. Edwards, *Contested Terrain*; A. Giddens & G. Mackenzie (Eds.), *Social Class and the Division of Labour*; D. M. Gordon *et al*, *Segmented Work, Divided Workers*; S. Wood (Ed.), *The Degradation of Work?*

The major additional references for individual topics on the syllabus, arranged chronologically by topic are:

A. Fox, *Beyond Contract*, Chaps. 6 and 7; C. Littler, *The Development of the Labour Process*, J. Scott, *Corporations, Classes and Capitalism*, Chaps. 2–4; M. Crozier, *The Bureaucratic Phenomenon*, Part 3; R. Dore, *British Factory – Japanese Factory*; K. Bradley & A. Gelb, *Worker Capitalism: The New Industrial Relations*; J. Thornley, *Workers' Co-operatives*; M. Poole, *Workers' Participation in Industry*; J.

Goldthorpe *et al*, *The Affluent Worker*, Vol. 1; A. Zimbalist, *Case Studies on the Labor Process*; I. Berg (Ed.), *Sociological Perspectives on Labor Markets*, Chaps. 4 and 5; A. Amsden (Ed.), *The Economics of Women and Work*; J. West (Ed.), *Work, Women and the Labour Market*; W. Korpi & M. Shalev, 'Strikes, industrial relations and class conflict', *British Journal of Sociology*, 1979; A. Carew, *Democracy and Government in European Trade Unions*, Chaps. 8 and 9; A. Giddens, *The Class Structure of the Advanced Societies*; N. Abercrombie *et al*, *The Dominant Ideology Thesis*; G. Bain, *The Growth of White-Collar Unionism*; F. Parkin, *Marxism and Class Theory*, Part 2.

A more comprehensive bibliography will be available to students taking this course.

Examination Arrangements: A three-hour written examination in the Summer Term, students choosing three out of twelve questions.

Id4222

Labour History

See *British Labour History* EH2700

Id4223

Manpower Policy

Teacher Responsible: Dr. R. Richardson, Room H711

Course Intended Primarily for M.Sc. Industrial Relations and Personnel Management.

Core Syllabus: The course considers the policies that organisations adopt in order to deal with a range of manpower problems.

Course Content: Problems of specifying the objectives, both underlying and operational, of manpower policies. The problems surrounding issues such as recruitment and selection, training and development, appraisal, securing commitment, control and incentive systems. Strategies of manpower policy. The role of the personnel manager. Internal labour markets and labour market segmentation. Manpower planning models, personnel information systems and human asset accounting.

Teaching Arrangements: There are 40 lectures (Id112) given by Dr. David Guest, Dr. David Marsden and Dr. Ray Richardson and 20 classes.

Reading List: There is no text book covering the range of material presented. However students might like to read R. Mowday *et al*, *Employee – Organization Linkages*, Academic Press.

Examination Arrangements: Assessment in the paper is determined by performance in a three hour exam in which the candidate is expected to answer three from approximately nine questions.

Id4224

Labour Market Analysis

Teacher Responsible: Professor David Metcalf, Room H707

Course Intended Primarily for M.Sc. Industrial Relations and Personnel Management.

Core Syllabus: The course emphasises those aspects of labour economics which are most relevant for industrial relations.

Course Content: The first part of the course deals (approximately 6 lectures) with employment. The topics discussed include: unemployment, labour market flexibility, jobs and pay, subsidies and worksharing. The second part (approximately 6 lectures) deals with the structure of pay by occupation and industry, discrimination against women and blacks, and low pay. The third part of the course (approximately 12 lectures) is an economic analysis of trade unions including: the structure of collective bargaining, union goals, union density, closed shop, strike activity, union impact on relative pay, productivity, output, inflation and income distribution.

Pre-Requisites: Course assumes some modest familiarity with undergraduate economics and statistical methods, but this is not essential. Students are also advised to attend the lectures on **Macro-Economic Policy Making in the U.K.**

Teaching Arrangements: There will be 25 lectures and 25 classes. Students will be expected to do 3 pieces of short written work.

Reading List: R. Layard, *How to Beat Unemployment*, Oxford University Press, 1986; G. Bain (Ed.), *Industrial Relations in Britain*, Blackwells, 1983; W. McCarthy (Ed.), *Trade Unions*, Penguin, 1985. A detailed reading list will be given at the beginning of the course.

Examination Arrangements: One 3 hour examination paper, 3 questions to be answered from approximately 10 questions.

Id4399

M.Sc. Project Report

Teacher Responsible: Dr. S. Wood, Room H802

Course Intended Primarily for M.Sc. in Industrial Relations and Personnel Management.

Students taking the 'professional' stream have to do a project report. For other students it is an option which can be taken instead of a fourth paper.

Core Syllabus: The project is to:

(i) examine a problem or topic through the literature and provide a rigorous analysis of that problem or topic; and/or

(ii) examine a problem or topic through some small scale empirical research or by using information derived from secondary sources; and

(iii) show ability to relate the specific to the general and the capacity to sustain a reasoned argument and draw conclusions.

Selection of Topic: Students are encouraged to identify a topic from within the broad field of industrial relations and personnel management and to discuss it in the first instance with their personal tutor. When a potentially feasible topic area has been identified, it should be registered with the course secretary, but not later than the end of the Michaelmas Term. Teams of students may work on a particular project. Students taking the 'professional' stream will be expected to undertake projects involving empirical work in organisations, and to work in teams.

Arrangements for Supervision: Students will be allocated to the specialist teacher whose interest are most relevant to the topic. However account will also be taken of the need to equalise supervisory loads. Students will be allocated to supervisors at the beginning of the Lent Term. The role of the supervisor is to provide guidance in refining, focusing and ensuring the feasibility of the dissertation. Students are expected to hand in a draft of their project by the end of the Easter vacation; supervisors will give feedback by the end of the second week of the Summer Term.

Examination Arrangements: Two typewritten copies of the dissertation should be handed in to the course secretary, and recorded as received, not later than August 31st. The report should not exceed 10,000 words in length. The report is considered for examination purposes to be the equivalent of one examination paper.

INTERNATIONAL HISTORY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
Hy100	The History of European Ideas since 1700 Dr. A. C. Howe and others	25/MLS Hy3406
Hy101	Political History, 1789-1941 Dr. D. McKay	25/MLS Hy3400;
Hy101	European History, 1789-1945 Dr. A. Sked	Hy3462
Hy102	World History since 1890 Dr. J. Young	25/MLS Hy3403
Hy110	Introduction to British and European History	6/M
Hy111	British History to the End of the 14th Century Mr. J. Gillingham	28/MLS Hy3420
Hy112	British History from the Beginning of the 15th to the Middle of the 18th Century Dr. D. Starkey	30/MLS Hy3426; Hy3423; Hy3429
Hy112b	English History, 1399-1603 Dr. D. Starkey	Hy3423
Hy112c	British History, 1603-1760 Dr. D. Starkey	Hy3429
Hy113	British History from the Middle of the 18th Century Dr. A. C. Howe	25/MLS Hy3435; Hy3432
Hy115	European History 400-1200 Mr. J. Gillingham	28/MLS Hy3450
Hy116	European History 1200-1500 (Not available 1988-89) Mr. J. Gillingham	28/MLS Hy3453
Hy118a	European History 1500-1800 Dr. D. McKay and Dr. M. Rodriguez-Salgado	Hy3456
Hy118b	European History c.1600-1789 Dr. D. McKay and Dr. M. Rodriguez-Salgado	Hy3459
Hy119	European History since 1800 Dr. J. Hartley	25/MLS Hy3465

Lecture/ Seminar Number		Course Guide Number	
Hy121	World History from the end of the Nineteenth Century (Intercollegiate Class) Dr. A. B. Polonsky	30/MLS	Hy3511
Hy125	International History, 1494-1815 Dr. D. McKay and Dr. M. Rodriguez-Salgado	25/MLS	Hy3500; Hy3459; Hy3456
Hy126	International History, 1815-1914 Dr. A. Sked, Dr. M. Burleigh, Dr. J. Hartley and Professor I. H. Nish	25/MLS	Hy3503
Hy128	International History since 1914: Dr. R. Boyce and others	35/MLS	Hy3506
Hy130	Diplomatic History, 1814-1957 (Intercollegiate Class) Dr. J. Hartley and Dr. M. Burleigh	25/MLS	Hy3510
Hy133	The History of Russia, 1682-1917 — Class Dr. J. Hartley	25/MLS	Hy3545
Hy134	War and Society 1600-1815 Dr. D. McKay	25/MLS	Hy3520
Hy136	Rebellion and International Strife: Philip II and the North c.1559-1598 Dr. M. Rodriguez-Salgado	24/MLS	Hy3566
Hy137	British-American-Russian Relations, 1815-1914 Professor I. H. Nish and others	25/MLS	Hy3526
Hy138	International Socialism and the Problem of War Dr. R. Boyce	20/ML	Hy3532
Hy140	Fascism and National Socialism in International Politics, 1919-1945 Dr. A. B. Polonsky	12/ML	Hy3538
Hy142	The Re-Shaping of Europe, 1943-57 Dr. R. J. Bullen and Dr. J. Young	12/ML	Hy3540
Hy143	The Habsburg Monarchy and the Revolutions of 1848 Dr. A. Sked	20/ML	Hy3550
Hy146	The Great Powers and the Balkans 1908-1914 Dr. A. B. Polonsky	20/ML	Hy3556
Hy147	The Russian Revolutions and Europe Dr. J. Hartley	20/ML	Hy3559
Hy148	The Manchurian Crisis, 1931-33 Professor I. H. Nish	20/MLS	Hy3562
Hy149	Munich and the Road to War Dr. R. Boyce	20/ML	Hy3568
Hy150	Henry Kissinger and the Crisis of American Foreign Policy, 1969-1975 Dr. J. Young	22/ML	Hy3569

Lecture/ Seminar Number		Course Guide Number	
Hy154	Palmerston, the Cabinet and European Policy of Great Britain, 1846-51 <i>(Not available 1988-89)</i> (Intercollegiate Seminar) Professor K. Bourne	30/MLS	Hy3580
Hy155	Japan and the Far Eastern Crisis 1930-41 (Intercollegiate Seminar) Professor I. H. Nish and Dr. Sims (SOAS)	30/MLS	Hy3583
Hy156	The Great Powers 1945-1954 (Intercollegiate Seminar) Dr. A. B. Polonsky and Dr. J. Young	30/MLS	Hy3586
Hy157	The Angevin Empire Mr. J. Gillingham	15/MLS	Hy4408
Hy163	International History 1815-1870 Dr A. Sked	22/MLS	Hy4409
Hy164	International History 1870-1914 Dr. R. J. Bullen and Professor I. H. Nish	25/MLS	Hy4412
Hy165	International History 1914-1946 Dr. R. Boyce and Dr. D. Stevenson	25/MLS	Hy4415
Hy166	British History, 1814-1914 Dr. A. C. Howe	20/ML	Hy4416
Hy171	Diplomatic Theory and Practice 1815-1914 Dr. J. Hartley	22/MLS	Hy4428
Hy172	Diplomatic Theory and Practice 1914-1946 Professor D. C. Watt		Hy4431
Hy173	British Foreign Policy, 1814-1914 <i>(Not available 1988-89)</i> Professor K. Bourne	20/ML	Hy4486
Hy174	British Foreign Policy Since 1914 Dr. M. J. Dockrill	20/ML	Hy4487
Hy186	The Polish Question in International Relations, 1815-1864 Dr. A. B. Polonsky	25/MLS	Hy4465
Hy187	The Mehemet Ali Crises, 1833-1841 <i>(Not available 1988-89)</i>		Hy4475
Hy188	Anglo-American Relations, 1815-1872 <i>(Not available 1988-89)</i> Professor K. Bourne	22/MLS	Hy4470
Hy189	The Habsburg Monarchy, 1815-1851 With Special Reference to the Revolutions of 1848 Dr. A. Sked	25/MLS	Hy4481
Hy190	Cobden, Free Trade and Europe, 1846-1882 Dr. A. Howe	15/LS	Hy4482

Lecture/ Seminar Number		Course Guide Number	
Hy193	The Powers and the West Pacific, 1911-1941 Professor I. H. Nish	24/MLS	Hy4490
Hy194	The Coming of War, 1911-1914 (Not available 1988-89) Dr. D. Stevenson	15/ML	Hy4485
Hy195	The Comintern and Its Enemies, 1919-1943 Dr. R. Boyce	20/ML	Hy4510
Hy196	The Peace Settlement of 1919-1921 (Not available 1988-89)		Hy4495
Hy197	The Foreign Policy of the Weimar Republic, 1919-1933 (Not available 1988-89)		Hy4500
Hy198	The Military Policies of the Great Powers, 1919-1939 Professor D. C. Watt		Hy4505
Hy202	The Period of Appeasement, 1937-1939 Professor D. C. Watt		Hy4515
Hy203	The European Settlement, 1944-1946 (Not available 1988-89) Professor D. C. Watt		Hy4520
Hy204	Great Britain and Her Western Allies Dr. R. J. Bullen	25/MLS	Hy4483
Hy205	The Suez Crisis: Origins and Impact, 1945-1962 Dr. C. J. Kent	20/ML	Hy4484
Hy225	International History of East Asia from 1900 Professor I. H. Nish		Hy4525
Hy231	Anarchism, Movements and Ideas from the 1860s to 1918 Dr. A. B. Polonsky	30/MLS	Hy4575
Hy241	European History since 1945 Dr. A. Sked	25/MLS	Hy4540
Hy250	British History, 1500-1650 - Research Seminars Dr. D. Starkey		Hy250
Hy251	European History, 1500-1800 - Research Seminars Dr. M. Rodriguez-Salgado		Hy251
Hy252	Earlier Middle Ages - Research Seminars Mr. J. Gillingham		Hy252
Hy254	International History, 1814-1919 - Research Seminars Dr. R. J. Bullen and Dr. A. Sked	14/MLS	Hy254
Hy255	International History since 1919 - Research Seminars Professor D. C. Watt and Dr. A. Polonsky	14/MLS	Hy255

Course Guides

For B.A. History courses, which are taught and examined on an inter-collegiate basis, students should also consult the White Pamphlet. The study guide entry indicates how the subject is taught at LSE.

Hy3400**Political History 1789-1941**

Teacher Responsible: Dr. D. McKay, Room E405 (Secretary, Mrs. P. Christopher, E403)

Course Intended Primarily for B.Sc. (Econ.) Part I; B.A. History and B.Sc. (Econ.) Part II students.

Core Syllabus: A general survey of European History in the period with some attention to developments outside Europe.

Course Content: The course begins with the origins of the French Revolution and proceeds through the Revolutionary and Napoleonic era in European history, to Europe in the age of Metternich, 1848 Revolutions, the era of Bismarck and Napoleon III, the causes and consequences of the First World War, Fascism and National Socialism, the Soviet Union after 1917, the outbreak of the Second World War, and the war itself till 1941. The national histories of most countries in the period are covered as is the history of European imperialism.

Pre-Requisites: None: this is a general, introductory course.

Teaching Arrangements: 25 weekly lectures (Hy101) Sessional; also one class (Hy101a) per week in conjunction with the lecture course. Students are expected to give at least two class papers per year and to participate in class discussions. They will also be expected to submit at least 3 essays in the course of the year.

Reading List: A full list will be given out at the beginning of the first term. Essential reading matter, however, would include the following: J. McManners, *Lectures on European History 1789-1914*; J. B. Joll, *Europe Since 1870*; A. Sked (Ed.), *Europe's Balance of Power 1815-1848*; J. Roberts, *Europe 1880-1945*; A. J. P. Taylor, *The Struggle for Mastery in Europe 1848-1918*; G. Rudé, *Revolutionary Europe 1789-1815*.

Examination Arrangements: There is a formal three-hour examination at the end of the year in which candidates are required to answer four questions out of about twenty.

Hy3403**World History Since 1890**

Teacher Responsible: Dr. J. Young, Room E492 (Secretary, Mrs. V. Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part I. Also offered at Part II.

Core Syllabus: A general introductory survey of world politics in the twentieth century.

Course Content: An introductory political survey of the twentieth century. The origins and consequences of two world wars, the emergence of the United States as a world power, the international communist movement, the breakdown of the European colonial empires and the growth of independence movements in Asia and Africa will be discussed and internal and regional problems of newly independent as well as of old established states considered in the wider context of international relations since the beginning of the century.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Hy102), Sessional. 24 classes (Hy102a), Sessional.

Reading List: A useful introduction is provided by: G. Barraclough, *An Introduction to Contemporary History* (1982); P. Calvocoressi, *World Politics Since 1945* (1982); F. Gilbert, *The End of the European Era, 1890 to the present* (1970); J. A. S. Grenville, *A World History of the Twentieth Century*; J. B. Joll, *Europe Since 1870* (1973); D. C. Watt, F. Spencer & N. Brown, *A History of the World in the Twentieth Century* (1967).

Written Work: Students will be asked to prepare papers for discussion in class and to write two essays in each of the first two terms.

Examination Arrangements: There will be a formal three-hour examination at the end of the Summer Term. Students are expected to answer four questions, chosen from a list of over 20 questions arranged in chronological order.

Hy3406**The History of European Ideas Since 1700**

Teacher Responsible: Dr. A. C. Howe, Room E507 (Secretary, E407)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.A. History.

Core Syllabus: A survey of European intellectual history from 1700 to the present.

Course Content: This paper places the development of general social thought and political ideologies within the broad context of European history. Among the issues examined are the spread of Enlightenment ideas and their relation to eighteenth century government; the intellectual causes and consequences of the French revolution; the advent of modern conservatism and liberalism; sources of nationalism; the rise of anti-capitalist movements in particular socialism and anarchism; positivism and the challenge of the irrational towards the end of the nineteenth century; and the dynamic links between social Darwinism, racism, imperialism, revolutionary syndicalism and fascism in the twentieth century. Stress is laid upon the individuals whose intellectual contributions shaped the various modern movements: their lives, their seminal ideas, and the means by which their influence was exerted.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures, by Dr. D. Starkey, Dr. A. C. Howe and Dr. R. Boyce (Hy100). 25 weekly classes (Hy100a).

Written Work: Each student is required to write at least

four essays during the year, as well as contributing occasional short oral presentations to the class.

Reading List: There is no specific required reading, (and no one book adequately covers the syllabus), but students will be expected to read a selection of primary and secondary literature, as recommended at the start of the year for each meeting of the class.

Among the secondary works recommended are: Norman Hampson, *The Enlightenment*; Peter Gay, *The Enlightenment: An Interpretation* (2 Vols.); Leonard Krieger, *Kings and Philosophers, 1689-1789*; Alfred Cobban, *Edmund Burke and the Revolt Against the Eighteenth Century*; Charles Taylor, *Hegel and Modern Society*; Maurice Mandelbaum, *History, Man and Reason*; Jacob Talmon, *Romanticism and Revolt: Europe 1815-1848*; Elie Kedourie, *Nationalism*; Hans Kohn, *Prophets and Peoples: Studies in 19th Century Nationalism*; Leszek Kolakowski, *Main Currents of Marxism* (3 Vols.); Leszek Kolakowski, *Positivist Philosophy: From Hume to the Vienna Circle*; Philip Appleman (Ed.), *Darwin*; Walter Kaufmann, *Nietzsche*; Fritz Stern, *The Politics of Cultural Despair*; H. S. Hughes, *Consciousness and Society: The Reorientation of European Social Thought, 1890-1914*; James Joll, *The Anarchists; The Second International*; Michael Biddiss, *The Age of the Masses*; F. H. Hinsley, *Power and the Pursuit of Peace*; G. L. Mosse, *Toward the Final Solution: A History of European Racism*; H. S. Hughes, *The Obstructed Path*.

Examination Arrangements: Towards the end of the Summer Term there is a three-hour examination based on the full syllabus i.e. not merely on topics 'covered' in lectures and classes. Candidates will, however, be offered a wide choice of questions, from which they must answer four. The paper is divided into two parts, the questions in the first part being devoted to the period up to approximately 1815, the questions in the second part devoted to the subsequent period. Students must answer at least one question from each part.

Hy3420

British History Down To The End of the Fourteenth Century

Teacher Responsible: John Gillingham, Room E494 (Secretary, E407).

Course Intended Primarily for B.A. History, 1st, 2nd or 3rd years.

Core Syllabus: An outline course of mostly English History from the departure of the Romans (c. 400 A.D.) to the deposition of Richard II (1399).

Course Content: Stress is placed on long-term themes as well as on short-term issues. All aspects - political, social, economic, religious, cultural - are considered as well as relations between England and Wales, Scotland, Ireland and France. The range of topics includes: kingship and the construction of a unity system of law and administration; the question of the rise and decline of 'feudalism'; the rural world of landlords and peasants; the growth of towns and overseas trade; conversion to Christianity and the resulting forms of church organization and religious outlook, from monasticism to the beginnings of nonconformity; the emergence of parliament as the vehicle of a developing sense of political community.

Pre-Requisites: A willingness to undertake a considerable amount of private reading and to talk about the subject.

Teaching Arrangements: One lecture Hy111, and one class Hy111(e) a week for 28 weeks. The introductory lecture course (Hy110) is also relevant.

Written Work: Each student is required to write two essays a term.

Reading List: No one book adequately covers the entire syllabus. Students are advised to buy:

P. H. Sawyer, *From Roman Britain to Norman England*; M. Clanchy, *England and its Rulers 1066-1272*; M. Keen, *England in the Later Middle Ages*.

Detailed reading lists will be circulated at each class, but other outline books include: J. Campbell, *The Anglo-Saxons*; P. H. Blair, *An Introduction to Anglo-Saxon England*; F. W. Maitland, *Domesday Book and Beyond*; C. N. L. Brooke, *The Saxon and Norman Kings*; F. Barlow, *The Feudal Kingdom of England*; G. W. Barrow, *Feudal Britain*; E. King, *England 1175-1425*; J. L. Bolton, *The Medieval English Economy*; M. Prestwich, *The Three Edwards*.

Examination Arrangements: Towards the end of the Summer Term there is a three-hour formal examination based on the full syllabus, i.e. not merely on topics 'covered' in lectures and classes. Candidates will, however, be given a wide choice of questions, c.30, from which they answer *only four*. The paper is divided into two sections, the questions in Section A being markedly more general than those in Section B. Candidates must tackle *at least one* from each section.

Hy3423

English History, 1399-1603

Teacher Responsible: Dr. David Starkey, Room E408 (Secretary, E407)

Course Intended Primarily for B.Sc. (Econ.) Part II and B.A./B.Sc. c.u. main field Geog.

Core Syllabus: An introduction to the 'new' political history of England in the years of the Wars of the Roses, and the Renaissance and Reformation. It draws heavily on social and cultural history and deals with the informal realities of power as much as the formal machinery of government.

Course Content: 'A peculiar people': England and Continental Europe; Lancastrian government and its breakdown: defeat abroad or the mismanagement of bastard feudalism at home?; York and Tudor; the restoration of government and the relationship of politics and administration; Henry VII: a one-man band; Henry VIII: great ministers, factions and the dominance of the court; the Renaissance as cultural colonization; Reformation and rebellion: popular protest or backstairs intrigue?; the mid-Tudor years: continuity or crisis?; Parliament: 'government and opposition' or factional disputes?; Elizabethan puritanism: minority or mainstream?

Pre-Requisites: No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for.

Teaching Arrangements: The course is taught by both lectures and classes. There are 30 lectures (Hy112), weekly in the Michaelmas and Lent Terms and twice-

a-week in the first 5 weeks of the Summer Term. The lectures cover the whole period 1399-1760 so only the first half or so of the lectures is directly relevant. However students would be well advised to attend the entire course to round out their knowledge. Classes (Hy112b) are weekly, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term. A handout is issued at the beginning of the course. This gives the main topics covered in lectures and classes; detailed bibliographies which are designed to suggest methods of approach as well as merely to list books; and suggested essay topics.

Written Work: 6 essays to be chosen largely but not exclusively from the topics listed in the course handout, will be required: 2 in the Michaelmas Term; 3 in the Lent Term and 1 in the Summer Term. The essays will normally be returned and discussed during tutorial hours. On the other hand, class papers as such are not usually employed; instead general participation is required and will be secured if need be by Socratic questioning!

Reading List: No one book covers the entire syllabus but the following textbooks are useful and should be bought:

J. R. Lander, *Conflict and Stability*; S. Medcalf, *The Later Middle Ages*; C. Russell, *The Crisis of Parliaments*; G. R. Elton, *Reform and Reformation*; D. Starkey (Ed.), *The English Court*.

More detailed coverage of particular aspects will be found in: B. P. Wolffe, *Henry VI*; C. D. Ross, *Edward IV*; B. P. Wolffe, *The Crown Lands*; C. Coleman and D. Starkey (Eds.), *Revolution Reassessed*; A. Wagner, *English Genealogy*; C. D. Ross, *Richard III*; S. B. Chrimes, *Henry VII*; J. J. Scarisbrick, *Henry VIII*; D. Starkey, *The Reign of Henry VIII*; A. G. Dickens, *The English Reformation*; M. Girouard, *Life in the English Country House*; K. Charlton, *Education in Renaissance England*; A. Fletcher, *Tudor Rebellions*; J. Loach & R. Tittler, *The Mid-Tudor Polity*; P. Collinson, *The Elizabethan Puritan Movement*; C. Haigh (Ed.), *The Reign of Elizabeth I*.

It must be emphasized that this list merely illustrates something of the variety of the course, it is *NOT* a substitute for the full bibliography in the course handout.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper normally contains 14 questions, of which 4 must be answered. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown in the answers as well as to the range of factual knowledge displayed.

Hy3426

British History from the Beginning of the Fifteenth Century to the Middle of the Eighteenth Century

Teacher Responsible: Dr. David Starkey, Room E408 (Secretary, E407)

Course Intended Primarily for B.A. History.

Core Syllabus: An introduction to the political history of England from the Wars of the Roses to the Whig

Ascendancy. It draws heavily on social and cultural history; deals with the informal realities of power as much as the formal machinery of government, and tries to familiarize students with the full range of arguments deployed in one of the most hotly-debated areas of English history.

Course Content: The Wars of the Roses: bastard feudalism and foreign policy; the 'New Monarchy'; Henry VIII: court and faction; Renaissance, Reformation and rebellion; the mid-Tudor years; Parliament; Puritans and Arminians; James I: favourites and reform; localism and political consciousness; 1639-42: the breakdown of government and the outbreak of war; the new Model Army; radicalism and the Rump; the Protectorate; Restoration and religion; parties and Parliament; war and finance; corruption and political stability.

Pre-Requisites: No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for.

Teaching Arrangements: The course is taught by both lectures and classes. There are 30 lectures (Hy112), weekly in the Michaelmas and Lent Terms, and twice-a-week in the first 5 weeks of the Summer Term. Classes (Hy112a) are weekly, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term. A handout is issued at the beginning of the course. This gives the main topics to be covered in lectures and classes; detailed bibliographies that are designed to suggest methods of approach as well as merely to list books; and suggested essay topics. There is an introductory lecture course Hy110.

Written Work: 6 essays, to be chosen largely from the topics listed in the course handout, will be required: 2 in the Michaelmas Term; 3 in the Lent Term and 1 in the Summer Term. The essays will normally be returned and discussed during tutorial hours. On the other hand, class papers as such are not usually employed; instead general participation is required and will be secured if need be by Socratic questioning!

Reading List: No one book covers the entire syllabus but the following textbooks are useful and should be bought:

J. R. Lander, *Conflict and Stability*; G. R. Elton, *Reform and Reformation*; B. Coward, *The Stuart Age*. More detailed coverage of particular aspects will be found in:

J. R. Lander, *Government and Community*; C. Coleman and D. Starkey (Eds.), *Revolution Reassessed*; J. J. Scarisbrick, *Henry VIII*; D. Starkey, *The Reign of Henry VIII*; C. Cross, *Church and People*; M. Girouard, *Life in the English Country House*; A. Fletcher, *Tudor Rebellions*; K. Sharpe (Ed.), *Faction and Parliament*; A. Fletcher, *The Outbreak of the English Civil War*; C. Hill, *The World Turned Upside Down*; J. R. Jones, *The Restored Monarchy*; J. H. Plumb, *The Growth of Political Stability in England*; David Starkey (Ed.), *The English Court*.

It must be emphasised that this list merely illustrates something of the variety of the available reading: it is *NOT* a substitute for the full bibliography in the course handout.

Examination Arrangements: There will be a formal three-hour examination in the Summer Term, usually of the student's final year. The examination contains

about 35 questions and is divided into three sections. Four questions must be answered, drawn from at least two sections. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown as well as to the range of factual knowledge displayed.

Hy3429**British History, 1603-1760**

Teacher Responsible: Dr. David Starkey, Room E408 (Secretary, E407)

Course Intended Primarily for B.Sc. (Econ.) Part II, B.Sc. c.u. main field Geog.

Core Syllabus: An introduction to the 'new' political history of England in the years of the Civil War, the Restoration and the Whig Ascendancy. It deals with a society moving from stability to crisis and back again, and tests and debates the enormous range of explanations which have been offered.

Course Content: Politics under James I: the rule of favourites and the role of reform; religion: 'revolutionary' Arminians and 'conservative' Puritans?; localism and political consciousness; 1639-42: the breakdown of government and the outbreak of war; the New Model Army; Radicalism and the Rump; the Protectorate; Restoration and religion; parties and Parliament; war and finance; corruption and political stability.

Pre-Requisites: No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for.

Teaching Arrangements: The course is taught by both lectures (Hy112) and classes (Hy112c). There are 30 lectures, weekly in the Michaelmas and Lent Terms and twice-a-week in the first 5 weeks of the Summer Term. The lectures cover the whole period 1399-1760 so only the second half or so of the lectures is directly relevant. However students would be well advised to attend the entire course to round out their knowledge. Classes are weekly, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term. Up to 1660, the classes are taken by Dr. Starkey, after 1661, by Mrs. Anthea Bennett. A handout is issued at the beginning of the course. This gives the main topics to be covered in lectures and classes; detailed bibliographies which are designed to suggest methods of approach as well as merely to list books; and suggested essay topics.

Written Work: 6 essays, to be chosen largely but not exclusively from the topics listed in the course handout, will be required.

Reading List: No one book covers the entire syllabus but the following textbook is useful and should be bought:

B. Coward, *The Stuart Age*.

More detailed coverage of particular aspects will be found in: G. P. V. Akrigg, *Jacobean Pageant, or the Court of James I*; K. Sharpe (Ed.), *Faction and Parliament*; A. J. Fletcher, *The Outbreak of the English Civil War*; J. B. Morrill, *The Revolt of the Provinces*; M. Kishlansky, *The Rise of the New Model Army*; C. Hill, *The World Turned Upside Down: God's Englishman*; J. R. Jones (Ed.), *The Restored Monarchy*; P. M. G. Dickson, *The Financial Revolution*; J. H. Plumb, *The Growth of Political*

Stability in England; D. Starkey (Ed.), *The English Court*.

It must be emphasized that this list merely illustrates something of the variety of the available reading; it is NOT a substitute for the full bibliography in the course handout.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper normally contains 14 questions, of which four must be answered. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown as well as to the range of factual knowledge displayed.

Hy3432**British History 1760-1914**

Teacher Responsible: Dr. A. C. Howe, Room E507 (Secretary, E407)

Course Intended Primarily for B.Sc. (Econ.) Part II second or third year; B.A./B.Sc. c.u. main field Geography; M.A. Later Modern British History.

Core Syllabus: The course surveys the history of the British Isles between the accession of George III and the outbreak of the First World War. Approximately half the course is concerned with the evolution of British governmental institutions, with parliamentary politics at Westminster, and with political movements in the country at large. Attention is also given, however, to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relations.

Course Content: Politics in the age of George III, oligarchic and popular; movements of popular protest, radicalism and parliamentary reform; the impact of industrialisation and the origins of British economic decline; the changing social basis of political power; the development of political power; the development of political parties and their ideologies; the emergence of Labour; the Irish Question; Britain's imperial and foreign policy; related themes in religions, social, urban, cultural and women's history.

Pre-Requisites: No special qualifications are required. Students wishing to follow the course, however, are advised to acquire an outline knowledge of the period in advance by consulting the works listed in section (a) of the reading list below.

Teaching Arrangements: Teaching is by a combination of lectures, classes and (most important) individual study and written work. The principal lecture course is Hy113.

Students may also wish to attend the lectures given by Dr. Hunt in the Economic History Department on the **Economic and Social History of Britain from 1815** (EH103) and by Mrs. Bennett in the Government Department on the **History of British Politics from the Seventeenth to the Twentieth Century** (Gv151).

Weekly classes (Hy113b) will be given during the Michaelmas and Lent Terms and during the first five weeks of the Summer Term. Attendance at these classes is a course requirement.

Written Work: Students will be expected to produce five essays during the year, for marking by and

discussion with their class teacher. They should also be prepared to give short class papers. It should be stressed that it is primarily on this written work and on private reading that students' preparedness for the examination will depend.

Reading List: The following list contains recommended introductory surveys and some more specialized and interpretative works. All of these titles are available in paperback editions and are sufficiently useful to be worth buying, although students may consult them in the Library.

(a) **Introductory Surveys:** I. R. Christie, *Wars and Revolutions: Britain, 1760-1815* (Arnold); A. Briggs, *The Age of Improvement* (Longman); E. J. Feuchtwanger, *Democracy and Empire: Britain 1865-1914*; N. Gash, *Aristocracy and People: Britain, 1815-1865* (Arnold); R. T. Shannon, *The Crisis of Imperialism, 1865-1915* (Granada).

(b) **More Specialized:** M. Bentley, *The Climax of Liberal Politics* (Arnold); J. Cannon, *Parliamentary Reform, 1640-1832* (Cambridge University Press); J. C. D. Clark, *English Society, 1688-1832* (Cambridge University Press); R. Floud & D. McCloskey (Eds.), *The Economic History of Britain Since 1700* (Cambridge University Press); A. D. Gilbert, *Religion and Society in Industrial England: Church, Chapel and Social Change, 1760-1914* (Longman); B. W. Hill, *British Parliamentary Parties, 1742-1832* (George Allen & Unwin); E. J. Hobsbawm, *Industry and Empire: An Economic History of Britain Since 1750* (Pelican); E. H. Hunt, *British Labour History, 1815-1914* (Weidenfeld); P. M. Kennedy, *The Realities Behind Diplomacy: Background Influence On British External Policy, 1865-1980* (Fontana); F. S. L. Lyons, *Ireland Since the Famine* (Fontana); F. O'Gorman, *The Emergence of a Two-Party System, 1760-1832* (Arnold); H. J. Perkin, *The Origins of Modern English Society, 1780-1880* (Routledge); B. Porter, *The Lion's Share: A Short History of British Imperialism, 1850-1970* (Longman); M. Pugh, *The Making of Modern British Politics, 1867-1939* (Blackwell); E. P. Thompson, *The Making of the English Working Class* (Pelican); R. Williams, *Culture and Society, 1780-1950* (Pelican).

Examination Arrangements: The course is examined by a three-hour question paper in the Summer Term. Candidates are expected to answer four questions.

Hy3435**British History from the Middle of the Eighteenth Century**

Teacher Responsible: Dr. A. C. Howe, Room E507 (Secretary, E407)

Course Intended Primarily for B.A. History.

Copies of detailed reading lists, class schedules, and past examination papers may be obtained from Dr. Howe.

Course Content: Politics in the age of George III; movements of popular protest, radicalism and parliamentary reform; the impact of industrialisation and the origins of British economic decline; the changing social basis of political power; the development of political parties and their ideologies; the emergence of Labour; Anglo-Irish relations;

Britain's imperial and foreign policy; the causes and consequences of British participation in two World Wars; related themes in religion, social, urban, cultural and women's history.

Pre-Requisites: No special qualifications are required. Students wishing to follow the course are advised, however, if they do not possess an outline knowledge of the period, to acquire one in advance by consulting the works listed in section (a) of the reading list below.

Teaching Arrangements: The principal lecture course (Hy113) will be given by Dr. Howe and Dr. Stevenson. Students may also wish to attend the following lectures given in the Economic History and the Government Departments: EH101 **Modern British Society in Historical Perspective** (Professor Barker and others) EH103 **Economic and Social History of Britain from 1815** (Dr. Hunt)

Gv151 **History of British Politics from the Seventeenth to the Twentieth Century** (Mrs. Bennett).

Gv152 **History of British Politics in the Twentieth Century** (Mr. Beattie and Mr. Barnes)

Weekly classes (Hy113a) will be held during the Michaelmas and Lent Terms and during the first seven weeks of the Summer Term. Attendance at these classes is a course requirement.

Written Work: Students will be expected to produce a minimum of six essays during the year, and should also be prepared to give class papers. It should be stressed that it is primarily on this written work and on private reading that students' preparedness for the examination will depend.

Reading List: The following list contains recommended introductory surveys and some more specialized works. Most of these titles are available in paperback editions:

(a) **Introductory Surveys:** I. R. Christie, *Wars and Revolutions: Britain, 1760-1815* (Arnold); A. Briggs, *The Age of Improvement* (Longman); N. Gash, *Aristocracy and People: Britain 1815-1865* (Arnold); R. T. Shannon, *The Crisis of Imperialism, 1865-1915* (Granada); E. J. Feuchtwanger, *Democracy and Empire: Britain, 1865-1915* (Arnold); A. J. P. Taylor, *English Working History, 1914-1945* (Pelican); M. Beloff, *Wars and Welfare: Britain, 1914-1945* (Arnold); A. Sked & C. P. Cook *Post-War Britain: A Political History* (Pelican); A. Marwick, *British Society since 1945* (Pelican).

(b) **More Specialized:** M. Bentley, *The Climax of Liberal Politics* (Arnold); R. Blake, *The Decline of Power: Britain, 1914-1964* (Granada); J. Cannon, *Parliamentary Reform, 1640-1832* (Cambridge University Press); J. C. D. Clark, *English Society, 1688-1832* (Cambridge University Press); R. Floud & D. McCloskey (Eds.), *The Economic History of Britain Since 1700*, 2 Vols. (Cambridge University Press); A. D. Gilbert, *Religion and Society in Industrial England: Church, Chapel and Social Change, 1760-1914* (Longman); B. W. Hill, *British Parliamentary Parties, 1742-1832* (George Allen & Unwin); E. J. Hobsbawm, *Industry and Empire: An Economic History of Britain Since 1750* (Pelican); E. H. Hunt, *British Labour History, 1815-1914* (Weidenfeld); P. M. Kennedy, *The Realities Behind Diplomacy: Background Influences on British External Policy, 1865-1980* (Fontana); F.

S. L. Lyons, *Ireland Since the Famine* (Fontana); W. N. Medlicott, *Contemporary England, 1914-1964* (Longman); K. Middlemas, *Politics in Industrial Society: The Experience of the British System Since 1911* (Deutsch); F. O'Gorman, *The Emergence of a Two-Party System, 1760-1832* (Arnold); H. J. Perkin, *The Origins of Modern English Society, 1780-1880* (Routledge); B. Porter, *The Lion's Share: A Short History of British Imperialism, 1850-1970* (Longman); B. Porter, *Britain, Europe and the World, 1850-1986* (George Allen & Unwin); M. Pugh, *The Making of Modern British Politics, 1867-1939* (Blackwell); E. P. Thompson, *The Making of the English Working Class* (Pelican); R. Williams, *Culture and Society, 1780-1950* (Pelican).

Examination Arrangements: The course is examined by a University of London paper sat normally at the end of the third year. This is a three-hour written paper, from which candidates are expected to answer four questions, taken from at least two out of three chronological sections.

Students taking the course in their first or second year are required to take a sessional examination at the end of the year.

Hy3450

European History, 400-1200

Teacher Responsible: John Gillingham, Room E494 (Secretary, E407)

Course Intended Primarily for B.A. History, 1st, 2nd or 3rd years.

Core Syllabus: An outline course of European History (excluding Britain) from the decline of the Roman Empire in the West to the Crusades.

Course Content: This paper encompasses the history of the late Roman and Byzantine Empires, the eastern and western churches, the barbarian kingdoms and their successor states; also Islam when and where it impinges on Europe. It involves the study of religious, social, economic and cultural as well as political developments throughout the whole of the Latin and Greek world.

Pre-Requisites: No foreign languages are required; instead a willingness to undertake a considerable amount of private reading and to talk about the subject.

Teaching Arrangements: 28 weekly lectures at Senate House given by historians drawn from all the colleges of the University. 28 weekly classes. (Hy115).

Written Work: Each student is required to write two essays a term.

Reading List: No one book adequately covers the entire syllabus. Students are advised to buy: J. M. Wallace-Hadrill, *The Barbarian West*; C. N. L. Brooke, *Europe in the Central Middle Ages*; R. W. Southern, *Western Society and the Church in the Middle Ages*.

Detailed reading lists will be circulated at each class but other valuable surveys include: A. H. M. Jones, *The Decline of the Ancient World*; P. Brown, *The World of Late Antiquity*; R. W. Southern, *The Making of the Middle Ages*; J. Herrin, *The Formation of Christendom*; M. Bloch, *Feudal Society*; H. E. Mayer, *The Crusades*; G. Duby, *The Early Growth of the European Economy*; P. Anderson, *Passages from*

Antiquity to Feudalism; G. Barraclough, *The Medieval Papacy*.

Examination Arrangements: Towards the end of the Summer Term there is a three-hour formal examination based on the full syllabus, i.e. not merely on topics 'covered' in lectures and classes. Candidates will, however, be given a wide choice of questions, c.30, from which they answer only four.

Hy3453

European History, 1200-1500

(Not available 1988-89)

Teacher Responsible: John Gillingham, Room E494 (Secretary, E407)

Course Intended Primarily for B.A. History, 1st, 2nd or 3rd years.

Core Syllabus: An outline course of European History (excluding Britain) from the capture of Constantinople (1204) to the discovery of America.

Course Content: The range of themes includes: the demise of the Byzantine Empire and the Crusader States; the emergence of widely different political systems in the West, particularly in France, Germany and Italy; the problems of the church-schism and heresy; the origins of universities and the Renaissance; economic crisis (Black Death) and recovery, the growth of commerce and banking; the impact of technological change - guns, clocks, printing presses and improved ship design.

Pre-Requisites: No foreign languages are required; instead a willingness to undertake a considerable amount of private reading and to talk about the subject.

Teaching Arrangements: 28 weekly lectures at Senate House given by historians drawn from all the colleges of the University. 28 weekly classes (Hy116).

Written Work: Each student is required to write two essays a term.

Reading List: No one book adequately covers the entire syllabus. Students are advised to buy: D. Waley, *Later Medieval Europe*; J. H. Mundy, *Europe in the High Middle Ages 1150-1309*; G. Holmes, *Europe: Hierarchy and Revolt 1320-1450*; R. W. Southern, *Western Society and the Church in the Middle Ages*.

Detailed reading lists will be circulated at each class, but other valuable surveys include: D. Hay, *Europe in the 14th and 15th Centuries*; J. R. Hale, *Renaissance Europe 1480-1520*; G. Duby, *Rural Economy and Country Life in the Medieval West*; G. Barraclough, *The Medieval Papacy*; E. Perroy, *The Hundred Years War*; J. K. Hyde, *Society and Politics in Medieval Italy*; R. Vaughan, *Valois Burgundy*.

Examination Arrangements: Towards the end of the Summer Term there is a 3 hour formal examination based on the full syllabus, i.e. not merely on topics 'covered' in lectures and classes. Candidates will, however, be given a wide choice of questions, c.30, from which they answer only four.

Hy3456

European History, 1500-1800

Teacher Responsible: Dr. Derek McKay, Room E405 (Secretary, Mrs. P. Christopher, E403)

Course Intended Primarily for B.A. History.

Core Syllabus: The course is intended to introduce students to the history of Europe in the early-modern period.

Course Content: General history of Europe, covering political, social, economic, diplomatic and cultural aspects. Students must consult past papers, because this is a course taken by all the colleges in the University and is set for all the colleges by University examiners.

Pre-Requisites: The requirements laid down for entry into the B.A. History course.

Teaching Arrangements: A lecture course and class given at the School are relevant, but it must be stressed that the lecture course given at Senate House is vitally important. This lecture course is given every two years (1988-9, 1990-1) and students would be advised not to take the course in years when there are no Senate House lectures.

Lectures: Hy125 *International History, 1494-1815*, 25 lectures, Sessional; given by Dr. D. McKay and Dr. M. Rodriguez-Salgado. These lectures are relevant to the international relations aspects of the course.

European History, 1500-1800, 23 lectures, Sessional (alternate years). Given by various lecturers at Senate House.

Classes: Hy118(a) *European History, 1500-1800*, 25 classes, Sessional; given by Dr. D. McKay and Dr. M. Rodriguez-Salgado. Students are required to present at least one (usually two) papers a session and to write at least 2 short essays a term.

Reading List: The University examiners continually stress that students who limit their reading to textbooks will fail. Extensive reading lists are provided at the beginning of the course.

Examination Arrangements: There is a three-hour formal university examination in the Summer Term. It can be taken in the student's second or final year. Students not taking the formal University examination will be required to take a departmental exam in the Summer Term. The paper consists of about thirty questions, four of which are to be answered. The University examiners issue comments about the previous year's scripts every year.

Hy3459

European History, c. 1600-1789

Teacher Responsible: Dr. Derek McKay, Room E405 (Secretary, Mrs. P. Christopher, Room E403)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. c.u. main field French Studies 1st year.

Core Syllabus: The aim of the course is to introduce students to European history in the age of absolutism.

Course Content: A study of European politics in the age of absolutism. Special attention will be given to wars, revolutions, economic, social and intellectual developments, and relations between the states.

Pre-Requisites: None. All students admitted to School degrees should have the necessary analytical skills.

Teaching Arrangements: The course is taught primarily by a class, although part of a lecture course is useful.

Lectures: Hy125 *International History, 1494-1815*, 25 lectures, Sessional; given by Dr. D. McKay and Dr.

M. Rodriguez-Salgado. Students will be told in class which parts of the lecture course are relevant.

Classes: Hy118(b) *European History, c. 1600-1789*, 25, Sessional; given by Dr. D. McKay and Dr. M. Rodriguez-Salgado. Students are required to present at least one (usually two) class papers during the session and to write at least two short essays a term.

Reading List: A full reading list will be given at the beginning of the course. As with all history courses, it must be stressed that no student can hope to pass by using text books alone, and that the following are merely introductions:

D. H. Pennington, *Seventeenth-Century Europe* (Longman); H. Kamen, *European Society, 1500-1700* (Hutchinson); W. Doyle, *The Old European Order, 1660-1800* (Oxford University Press).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains 16 questions, four of which are to be answered.

Hy3462

European History 1789-1945

Teacher Responsible: Dr. A. Sked, Room E503 (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. History Students.

Core Syllabus: A general survey of European history in the period with some attention to developments outside Europe.

Course Content: The course begins with the origins of the French Revolution and proceeds through the revolutionary and Napoleonic era in European history, to Europe in the age of Metternich, and the 1848 Revolutions, the era of Bismarck and Napoleon III, the causes and consequences of the First World War, Fascism and National Socialism, the Soviet Union after 1917, the outbreak of the Second World War and the War itself. The national histories of most countries in the period are covered as is the history of European imperialism.

Pre-Requisites: None; this is a survey course.

Teaching Arrangements: One class per week (Hy101b) each term until half-way through the Summer Term. Students will be required to give at least two class papers and submit at least three essays. They will also be expected to participate in class discussions and to attend the lecture course (Hy101) *Political History, 1789-1941*.

Reading List: A full list will be given out at the beginning of the Michaelmas Term but essential reading matter includes:

G. Rudé, *Revolutionary Europe 1787-1815*; J. McManners, *Lectures on European History 1789-1914*; M. S. Anderson, *The Ascendancy of Europe, 1815-1914*; J. B. Joll, *Europe Since 1870*; A. Sked (Ed.), *Europe's Balance of Power 1815-1848*; J. Roberts, *Europe 1880-1945*; A. J. P. Taylor, *The Struggle for Mastery in Europe 1848-1918*.

Examination Arrangements: There is a formal three-hour exam at the end of the year in which candidates are required to answer four questions out of about 20.

Hy3465**European History Since 1800**

Teacher Responsible: Dr. Janet Hartley, Room E489 (Secretary, E402)

Core Syllabus: An introductory and outline course of modern European history from Napoleon to the present day within the London University intercollegiate B.A. (History) degree.

Course Content: Principal themes of the course include the internal development of the leading continental states; the domestic and international repercussions of European industrialisation; the spread of liberal and democratic government in nineteenth-century Europe and the totalitarian challenges to it in the twentieth; and the forces making for war and peace in European international relations. Past examination papers should be consulted for the range of topics on which questions are set.

Pre-Requisites: There are no formal pre-requisites and it is not necessarily an advantage to have studied this period of history at 'A' level. A reading knowledge of a modern European language is very useful but in no way essential. Students wishing to follow the course are advised, if they do not possess an outline knowledge of the period, to read in advance one or more of the books suggested in the reading list below.

Teaching Arrangements: Lectures (Hy119):

Students are advised to consult the *White Pamphlet*, issued to all B.A. (History) students every year, which contains details of the arrangements of the lectures given at the University of London Senate House. These lectures are given at a weekly series in alternate years (1987-88, 1989-90). In addition the following lectures are available in the L.S.E.

Political History 1789-1941 (Hy101)

International History 1815-1914 (Hy126)

International History since 1914 (Hy128 and Hy129)
Fascism and National Socialism in International Politics, 1919-1945 (Hy140)

The Reshaping of Europe, 1943-1957 (Hy142)

European History since 1945 (Hy241)

Classes: Weekly classes begin in the third week of the Michaelmas Term and continue until the seventh week of the Summer Term. Attendance at these classes is a course requirement.

Written Work: Students will be expected to write six essays during the year, and give class presentations as requested. It is primarily on this written work and on private reading that the students' preparedness for the examination will depend.

Reading List: The only introductory work covering the period as a whole is D. Thomson, *Europe since Napoleon* (Pelican). Other general surveys available in paperback (and worth buying) include: G. Rudé, *Revolutionary Europe, 1789-1815* (Fontana); M. S. Anderson, *The Ascendancy of Europe, 1815-1914* (Longman); J. M. Roberts, *Europe 1880-1945* (Longman); J. Joll, *Europe since 1870* (Pelican); W. Laqueur, *Europe since Hitler* (Pelican). Books on more specialised themes include: C. M. Cipolla (Ed.), *The Fontana Economic History of Europe*; M. D. Biddiss, *The Age of the Masses* (Pelican); G. Lichtheim, *A Short History of Socialism* (Fontana); F. H. Hinsley, *Power and the Pursuit of Peace* (Cambridge); H. F. A.

Strachan, *European Armies and the Conduct of War* (Allen and Unwin).

Examination Arrangements: Students taking the course in their first or second year are required to take a sessional examination at the end of the year. Second-year students are advised that essay marks and the sessional examination result contribute towards their college assessment. Second-year students may take the University finals paper in advance, in which case they will be exempted from the sessional examination.

The final examination (normally taken at the end of the third year) is set by the university examiners. Candidates have three hours in which to answer any four out of a usual total of approximately 35 questions. The university examiners publish an annual report on the final examinations, which contains advice for candidates entering in future years. Copies of this report are available from the Departmental Tutor for B.A. (History) students.

Hy3500**International History, 1494-1815**

Teacher Responsible: Dr. Derek McKay, Room E405 (Secretary, Mrs. P. Christopher, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. History (students taking the paper European History, 1500-1800).

Core Syllabus: The aim of the course is to introduce students to the history of the relations between the main European powers in the early-modern period.

Course Content: Political and diplomatic history, mainly of the European Great Powers, with some reference to the evolution of the diplomatic practice. (In effect this means the diplomatic relations and wars between the main European powers.)

Pre-Requisites: None. All students admitted to School degrees should have the necessary analytical skills.

Teaching Arrangements: There is a lecture course, accompanied by a class, as follows:

Lectures: Hy125 **International History, 1494-1815**, 25 lectures, Sessional; given by Dr. D. McKay and Dr. M. Rodriguez-Salgado.

Classes: Hy125(a) **International History, 1494-1815**, 25 classes, Sessional.

Written Work: Students are required to present at least one class paper during the session and to write at least two short essays a term. The work will be set and marked by the class teacher.

Reading List: A full reading list will be given out at the beginning of the course. It must be stressed that, as with all history courses, no student can hope to pass by using textbooks alone, and that the following are merely introductions:

New Cambridge Modern History, relevant chapters of Vols. I-IX; H. G. Koenigsberger & G. E. Mosse, *Europe in 16th* (Longman); Derek McKay & H. M. Scott, *The Rise of the Great Powers, 1648-1815* (Longman, 1983); G. Mattingly, *Renaissance Diplomacy* (Penguin); G. Parker, *Spain and the Netherlands* (Fontana); R. Hatton (Ed.), *Louis XIV and Europe* (Macmillan); D. B. Horn, *Great Britain and Europe in the 18th Century* (Oxford University Press).

Examination Arrangements: There is a three-hour

formal examination in the Summer Term, based on the full syllabus. The paper is divided into three sections:

Section A 1494-1618

Section B 1618-1720

Section C 1720-1815

Students are expected to answer four questions, one from each section and one other.

Hy3503**International History, 1815-1914**

Teacher Responsible: Dr. M. Burleigh, Room E506 (Secretary, Mrs. V. Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part II International History.

Core Syllabus: The history of international relations from the congress of Vienna to the outbreak of the First World War. The main emphasis of the course is on the policies of the great powers and the factors affecting them.

Course Content: The course deals mainly with the 1815 Settlement and the Congress System, the effects of the revolutions of 1830 and 1848 on international relations, the Near Eastern Question and the Crimean War, Italian and German reunification, Bismarck's diplomacy, international relations in the Far East and the origins of the First World War.

Pre-Requisites: There are no formal pre-requisites but some background knowledge of nineteenth century European history is useful. The Part I subject **Political History 1789-1941** Hy100 is perhaps the most directly relevant.

Teaching Arrangements:

Lectures: **International History 1815-1914** Hy126. Dr. Sked, Dr. Hartley, Dr. Bullen and Professor Nish. Classes: 25 classes Sessional Hy126(a)

Course Requirements: Students will be asked to present class papers and to submit three essays.

Reading List: No one book covers the entire syllabus. Students are advised to begin by reading:

F. R. Bridge & R. Bullen, *The Great Powers and the European State System 1815-1914* (Longmans); A. J. P. Taylor, *The Struggle for Mastery in Europe*; A. Sked (Ed.), *Europe's Balance of Power*; K. Bourne, *The Foreign Policy of Victorian England*; F. H. Hinsley, *Power and the Pursuit of Peace*.

Detailed bibliographies of books and articles are available from the teachers and Room E407. Students taking the course are advised to read as widely as possible and are warned not to rely on one or two textbooks.

Examination Arrangements: There is a three hour formal examination in the Summer Term. The paper is divided into three sections:

Section A 1815-1848

Section B 1848-1890

Section C 1890-1914

Students are expected to answer four questions, one from each section and one other. Second year students may take this paper in advance. Before they decide to do so they should consult with the class teachers and with their tutor.

Hy3506**International History Since 1914**

Teacher Responsible: Dr. R. Boyce, Room E500

(Secretary, Mrs. P. Christopher, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. Hist.; B.A./B.Sc. c.u. main field Geog.; M.A. and M.Sc.

Core Syllabus: The history of international relations from the outbreak of the First World War. The main emphasis is on diplomatic history, especially the policies of the great powers.

Course Content: The first part of the course deals with the challenge to the peace settlement of 1919 and the origins of the Second World War. In the post-1945 period the focus is on topics such as the Cold War, the Korean and Vietnam Wars, decolonization, the nuclear arms race etc.

Pre-Requisites: None, Part I course **World History since 1890** might be a useful introduction.

Teaching Arrangements: Thirty-five lectures, Sessional (Hy128) International History since 1914, Dr. Boyce, Professor Nish, Professor Watt, Dr. Stevenson, Dr. Young, Dr. Hartley, Dr. Kent.

(i) 1914-1939 Michaelmas Term, 16 lectures (suitable for single-term students)

(ii) 1939-1965 Lent Term, 16 lectures (suitable for single-term students)

(iii) after 1965 Summer Term, 3 lectures.

Classes: 35 classes (Sessional), International History since 1914 (Hy128a).

Written Work: Students will be required to write a number of essays during the course. Subjects for these essays (with accompanying suggested reading) will be handed out at the start of the course.

Reading List: C. L. Mowat (Ed.), *New Cambridge Modern History*. Vol. 12 (2nd edn.); H. W. Gatzke (Ed.), *European Diplomacy Between the Two Wars, 1919-39*; S. Marks, *The Illusion of Peace*; A. Ulam, *Expansion and Co-existence: The History of Soviet Policy, 1917-67*; P. Calvocoressi, *World Politics since 1945*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper is divided into three sections:

Section A covers the whole syllabus and consists of thematic questions.

Section B covers the period 1914-45.

Section C covers the period after 1945.

Students are required to answer four questions, of which at least ONE has to come from Section A and ONE from Section B.

Hy3510**Diplomatic History 1814-1957**

Teachers Responsible: Dr. Janet Hartley, Room E489 and Dr. M. Burleigh (Secretary, E402)

Course Intended Primarily for B.A. History students Second Year. (This is a University optional subject and the classes although held at the L.S.E. are inter-collegiate.) Other L.S.E. students are admitted only with the permission of the teachers.

Course Content: The history of international relations from the congress of Vienna to the Suez crisis. The main emphasis of the course is on the policies of the great powers and the factors affecting them.

Pre-Requisites: There are no formal pre-requisites but students who have already taken **Europe Since 1800**

will find the background provided by that course most useful. Similarly **British History from the Middle of the Eighteenth Century** provides good background.

Teaching Arrangements:

Lectures: **International History 1815–1914** Hy126

International History since 1914 Hy128.

Classes: 25 classes, Sessional (Hy210)

Course Requirements: Students will be expected to present class papers and to submit essays.

Reading List: No one book covers the entire syllabus. Students are advised to begin by reading:

F. R. Bridge & R. Bullen, *The Great Powers and the European State System 1815–1914* (Longmans); M. S. Anderson, *The Ascendancy of Europe*; J. L. Talmon, *Romanticism and Revolt*; J. Joll, *Europe Since 1870*; R. A. C. Parker, *Europe 1919–1945*.

Detailed bibliographies of books and articles are available from the course teachers and from Room E407. Students taking this course are advised to read as widely as possible and not to rely upon one or two textbooks.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, the paper is divided into three sections:

Section A 1814–1870

Section B 1871–1920

Section C 1920–1957

Students are required to answer four questions, chosen from at least two sections. There will be about 16 questions in all. Second year candidates may take this as a paper in advance. Before they decide to do so they should consult with the class teachers and their college tutors.

Hy3511

World History from the End of the Nineteenth Century

Teacher Responsible: Dr. Antony Polonsky, Room E604 (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.A. History

Core Syllabus: The history of the world since the end of the nineteenth century. In approaching this enormous subject, the University Board of Studies in History has specified that the aim of World History as a discipline should be to try to develop an informed conceptual approach to movements, ideologies and processes which have been world wide in their influence and impact in the twentieth century. At the same time, the course aims to provide a framework of the most important developments within and between states and regions. It is intended that the study of these concrete events should balance the study of concepts.

Course Content: The students will be provided with the detailed syllabus laid down by the University Board of Studies in History at the commencement of the course.

Pre-Requisites: None.

Teaching Arrangements: The course will be taught in a weekly one hour class (Hy121) throughout the Michaelmas, Lent and Summer Terms. In addition, there will be two weekly lectures on Mondays at 10 a.m. and 1 p.m. at S.O.A.S.

Introductory Book List: D. C. Watt, F. Spencer and N. Brown, *A History of the World in the Twentieth Century* (Hodder and Stoughton, 1967), also available

in paperback: Part I, 1890–1918, D. C. Watt (Pan, 1970); Part II, 1918–1945; F. Spencer (Pan, 1970); Part III, 1945–1968, N. Brown (Pan, 1972); J. Roberts, *Europe 1880–1945* (Longman, 1967); J. Joll, *Europe since 1870* (Weidenfeld and Nicolson, 1973); W. F. Knapp, *A History of War and Peace, 1939–1965* (OUP, 1967); F. Gilbert, *The End of the European Era 1890 to the Present* (Weidenfeld and Nicolson, 1970); R. J. Sontag, *A Broken World 1919–1939* (Harper Torchbooks, 1971); G. Wright, *The Ordeal of Total War 1939–1945* (Harper Torchbooks, 1968); D. W. Unwin, *Western Europe since 1945* (Longman, 1972); P. Calvocoressi, *World Politics since 1945*, 2nd edition (Longman, 1971); J. W. Spanier, *World Politics in an Age of Revolution* (Praeger, 1967); A. B. Ulam, *Expansion and Coexistence* (Secker & Warburg, 1968); E. Kedourie, *Nationalism in Asia and Africa* (Weidenfeld and Nicolson, 1970); C. P. Fitzgerald, *A Concise History of East Asia* (Penguin, 1974); G. Barraclough, *Introduction to Contemporary History* (Penguin, 1970).

For more detailed bibliographical assistance, students should consult F. Harcourt and Francis Robinson (Eds.), *Twentieth Century World History. A Select Bibliography* (London, 1979).

Examination Arrangements: There is a formal three-hour examination set by the University at the end of the course. Students are required to answer four questions, with at least one from a general section covering the whole course and at least one from a section dealing with more specific topics. Work submitted throughout the year will be taken into account in the final assessment.

Hy3520

War and Society, 1600–1815

Teacher Responsible: Dr. Derek McKay, Room E405 (Secretary, Mrs. P. Christopher, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II.

Core Syllabus: An introduction to the history of land warfare and its relationship with society as a whole in the early-modern and revolutionary periods.

Course Content: A study of the main developments in strategy and organisation of armies between 1600 and 1815, of civil-military relations in their broadest sense, including the role of armed forces as instruments of domestic control, and of the impact of war at all levels of society. (War at sea is not covered by the course.)

Pre-Requisites: None. All students admitted to School degrees should have the necessary analytical skills, although clearly some knowledge of European or military history would be useful.

Teaching Arrangements:

Lectures: Students are provided with printed lecture notes covering the main aspects of the course at the beginning of the session.

Classes: **War and Society, 1600–1815**, Hy134. 12 classes. Sessional. Given by Dr. D. McKay. Students are expected to present at least one class paper during the session and to write two short essays a term.

Reading List: A full reading list will be given at the beginning of the course. There is no adequate introduction to the whole period but the following are useful to begin with:

G. Parker, *Spain and the Netherlands* (Fontana); M. Howard, *War in European History* (Opus); A. Corvisier, *Armies and Societies in Europe, 1494–1789* (Indiana UP); G. Best, *War and Society in Revolutionary Europe* (Fontana); J. F. C. Fuller, *The Conduct of War, 1789–1961* (Methuen).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains 16 questions, four of which are to be answered.

Hy3526

British-American-Russian-Relations, 1815–1914

Teacher Responsible: Professor I. H. Nish, Room E502 and others (Secretary, E407)

Course Intended Primarily for B.Sc. (Econ.) Part II International History.

Core Syllabus: A general study of the relations of these three great powers, mainly in North America in the Anglo-American case and in the Far East, Central Asia and Persia in the Anglo-Russian one, during the nineteenth and early twentieth centuries.

Course Content: Anglo-American relations relating to the Canadian and other border questions, the Caribbean and the isthmian canal question, and the slave trade. The roles played by Britain, the United States and Russia in the 'opening' of China and Japan. The American Civil War in the relations of these three powers. Anglo-Russian relations in Central Asia and Persia, with attention to the strategic and other elements involved. The Anglo-American rapprochement at the turn of the nineteenth-twentieth centuries. The impact of the Sino-Japanese and Russo-Japanese wars on international relations, and the roles of Britain, the United States and Russia in the Far East in the years before 1914.

Pre-Requisites: Some previous knowledge of European international relations in this period is desirable but not essential. As in all history courses extensive reading is called for.

Teaching Arrangements: There is one course of 25 lectures (Hy137). Since the number of students is normally small these are relatively informal and have something of the atmosphere of a class. The lectures are given in the rooms of the teachers concerned.

Written Work: Students will be required to write a number of essays during the course. Lists of subjects for these, with accompanying suggested reading will be given out during the course.

Reading List: No one book covers the entire syllabus. As introductory surveys of large parts of it the following are useful:

H. C. Allen, *Great Britain and the United States*; C. S. Campbell, *From Revolution to Rapprochement: The United States and Great Britain, 1783–1900*; F. Michael & G. E. Taylor, *The Far East in the Modern World*; D. Gillard, *The Struggle for Asia, 1828–1914*. **Supplementary Reading List:** More detailed studies of particular aspects of the period are: K. Bourne, *Britain and the Balance of Power in North America, 1815–1908*; T. A. Bailey, *A Diplomatic History of the American People*; P. A. Varg, *United States Foreign Relations, 1820–1860*; D. P. Crook, *The North, the*

South, and the Powers, 1861–1865; W. C. Costin, *Great Britain and China, 1833–1860*; B. Perkins, *The Great Rapprochement: England and the United States, 1895–1914*; I. H. Nish, *The Anglo-Japanese Alliance; The Origins of the Russo-Japanese War*; M. E. Yapp, *Strategies of British India: Britain, Iran and Afghanistan, 1798–1850*; F. Kazemzadeh, *Russia and Britain in Persia, 1864–1914*.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper normally contains 12 questions, of which four must be answered.

Hy3532

International Socialism and the Problem of War, 1870–1918

Teacher Responsible: Dr. R. Boyce, Room E500 (Secretary, Mrs. P. Christopher, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II.

Core Syllabus: A study of the development of socialist thought about war, national defence, nationalism and colonialism, and of the attempts at international socialist action to prevent war, including the discussions in the Second International and in the major socialist parties of Europe.

Course Content: A summary examination of Marx and Engels' views on war and imperialism, and of international relations in the period between the Paris Commune and the founding of the Second International in 1889; reformism and revisionism, and nationalism in the Western Social Democratic parties; anti-militarism at the time of the Dreyfus case; Central European nationalism and German, Austrian, Polish, and Russian Social Democratic approaches to the national question; Kautsky, Hilferding, Luxemburg, Lenin, and the emergence of a socialist theory of imperialism; the debates on anti-war action at the Jena Congress of 1905, the Stuttgart Congress of 1907, and the Copenhagen Congress of 1910; the German Social Democratic Party and the vote on the military budget in 1913; French Socialists, Syndicalists, and the "Three Years Law" of 1913; the first Balkans war and the Basle Congress of 1913; the International Socialist Bureau and the summer crisis of 1914; the collapse of the Second International; Socialist parties in the neutral countries and the Zimmerwald movement, 1915–18; Lenin and the challenge from the Left; the failure of the Stockholm conference, 1917–18.

Pre-Requisites: None.

Teaching Arrangements: Twenty lecture/classes of one hour weekly in the Michaelmas and Lent Terms (Hy138).

Written Work: Students will be required to write four essays and to present class papers.

Select Bibliography: James Joll, *The Second International, 1889–1914*, rev. edn. (London, 1974); Julius Braunthal, *History of the International*, vol. I, 1864 to 1914 (London 1966); David Kirby, *War, Peace and Revolution: International Socialism at the Crossroads, 1914–1918* (Aldershot, 1986); J. M. Winter, *Socialism and the Challenge of War* (London, 1974); O. D. H. Cole, *A History of Socialist Thought*, vol. II, *Marxism and Anarchism, 1850–1890*, vol. III,

The Second International (London, 1954, 1956); George Lichtheim, *A Short History of Socialism* (London, 1970); Milorad Drachkovitch, *Les socialismes française et allemands et le problème de la gueere 1870-1914* (Geneva, 1953); Leszek Kolakowski, *Main Currents of Marxism*, vol. II, *The Golden Age* (Oxford, 1978); Dick Geary, *European Labour Protest, 1848-1939* (London, 1981) Carl Schorske, *German Social Democracy, 1905-1914: The Development of the Great Schism* (Cambridge, MA, 1955); George Haupt, *Socialism and the Great War: The Collapse of the Second International* (Oxford, 1972); Merl Fainsod, *International Socialism and the World War* (Cambridge MA, 1935); Paul Frölich, *Rosa Luxemburg* (London, 1940); J. P. Nettl, *Rosa Luxemburg*, abridged edn. (Oxford, 1969); V. I. Lenin, *Imperialism: the Highest Stage of Capitalism* (London, 1948); Adam Ulam, *Lenin and the Bolsheviks* (London, 1966); Harold R. Weinstein, *Jean Jaurès, A Study of Patriotism in the French Socialist Movement* (New York, 1936); Massimo Salvadori, *Karl Kautsky and the Socialist Revolution, 1880-1938* (London, 1979); Peter Gay, *The Dilemma of Democratic Socialism* (New York) (New York, 1952); Bill Warren, *Imperialism, Pioneer of Capitalism* (London, 1980); V. R. Berghahn, *Germany and the Approach of War in 1914* (1973); Francis Carsten, *War against War: British and German Radical Movements in the First World War* (London, 1982); Richard Evans (Ed.), *Society and Politics in Wilhelmine Germany* (London, 1978); Walter Kendall, *The Revolutionary Movement in Britain, 1900-1921* (London 1969); Arthur Rosenberg, *Imperial Germany, The Birth of the German Republic, 1871-1918* (Boston, 1964); Guenther Roth, *The Social Democrats in Imperial Germany. A Study in Working-class Isolation and Integration* (Totawa N. J., 1963); Austin van der Slice, *International Labor, Diplomacy, and Peace, 1914-1918* (Philadelphia, 1941).

Examination Arrangements: There will be a formal three-hour examination in the Summer Term in which students will be required to answer four questions out of at least ten.

Hy3538

Fascism and National Socialism in International Politics 1919-1945

Teacher Responsible: Dr. A. Polonsky, Room E604 (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) 2nd and 3rd years.

Core Syllabus: A historical account of the phenomenon of fascism in Europe in the inter-war years and during the Second World War.

Course Content: The intellectual roots of fascism; pre-1914 proto-fascist groups; the impact of the First World War; the rise of fascism in Italy; fascism in power in Italy; the rise of Nazism in Germany; Nazism in power in Germany; fascism in eastern Europe; fascism in the Iberian peninsula; fascism in western Europe; the impact of the Second World War.

Pre-Requisites: No pre-requisites are imposed, though some knowledge of twentieth century history is desirable.

Teaching Arrangements:

Lectures: There are 12 lectures (Hy140) in the Michaelmas and Lent Terms.

Classes: There are 12 classes (Hy140a) in the Lent and Summer Terms.

Introductory Reading List:

Students are advised to buy as many of these books as possible:

F. L. Carsten, *The Rise of Fascism* (London, 1967); W. Z. Laqueur (Ed.), *Fascism: A Reader's Guide* (London, 1967); G. L. Mosse (Ed.), *International Fascism* (London, 1979); S. J. Woolf (Ed.), *The Nature of Fascism* (London, 1968); *European Fascism* (London, 1970); H. Rogger & E. Weber (Eds.), *The European Right* (Berkeley and L.A., 1965); E. Nolte, *Three Faces of Fascism* (paperback, New York, 1969); R. De Felice, *Interpretations of Fascism* (Cambridge, Mass., 1977); E. Weber, *Varieties of Fascism* (New York, 1964); H. A. Turner (Ed.), *Reappraisals of Fascism* (New York, 1975).

Examination Arrangements: There is a formal three-hour examination in the Summer Term. Students will be given a wide range of questions and will be required to answer four. The paper is not divided into subsections and there are no compulsory questions.

Hy3540

The Reshaping of Europe 1943-57

Teachers Responsible: Dr. R. J. Bullen, Room E506 (Secretary, E407) and Dr. D. Stevenson, Room E508 (Secretary, Mrs. M. Bradgate, E407)

Course Intended Primarily for B.Sc. (Econ.) Part II

Core Syllabus: A general survey of the relations of the Great Powers from the wartime conferences on postwar Europe to the Treaty of Rome.

Course Content: The major themes will be: (1) the German problem to the Paris agreements of 1954; (2) Western European integration to the Treaty of Rome, 1957; (3) the evolution of American commitments to Western Europe (the Truman doctrine and Marshall plan; NATO); (4) the formation and consolidation of the Soviet sphere of influence in Eastern Europe.

Pre-Requisites: Some previous knowledge of European international relations in this period is desirable, but not essential.

Teaching Arrangements: Teaching will be by a course of 12 lectures (Hy142) and 15 classes (Hy142a).

Written Work: Students will be required to write a number of essays during the course.

Examination Arrangements: the course will be assessed by a three-hour written examination in the Summer Term. Students will be expected to answer four questions.

Reading List: (a) *General:* E. Barker, *Britain in a Divided Europe, 1945-1970* (London, 1971); P. Calvocoressi, *World Politics since 1945* (4th edn., London, 1982); A. W. Deporte, *Europe between the Superpowers: the Enduring Balance* (New Haven, 1979); W. Laqueur, *Europe since Hitler: the Rebirth of Europe* (Harmondsworth, 1982); M. McCauley, *The Origins of the Cold War* (London, 1983); J. Wheeler-Bennett and A. Nicholls, *The Semblance of Peace: the Political Settlement after the Second World War* (London, 1972); (b) *More specific:* E. Barker, *The*

British between the Superpowers, 1945-1950 (London, 1983); A. Bullock, *Ernest Bevin: Foreign Secretary* (London, 1983); F. Fejtö, *A History of the People's Democracies: Eastern Europe since Stalin* (London, 1971); E. Fursdon, *The European Defence Community: A History* (London, 1980); J. L. Gaddis, *The United States and the Origins of the Cold War, 1941-1947* (New York, 1972); J. Gimbel, *The Origins of the Marshall Plan* (Stanford, 1976); A. Grosser, *Germany in our Time: a Political History of the Postwar Years* (London, 1971); N. Henderson, *The Birth of NATO* (London, 1982); J. G. Iatrides (Ed.), *Greece in the 1940s: a Nation in Crisis* (Hanover, New Hampshire, 1981); T. P. Ireland, *Creating the Entangling Alliance: the Origins of the North Atlantic Treaty Organization* (London, 1981); N. Kogan, *A Political History of Postwar Italy* (London, 1966); W. Liggins, *A History of European Integration*, Vol. I (Oxford, 1982); M. McCauley (Ed.), *Communist Power in Europe, 1944-1949* (London, 1977); V. Mastny, *Russia's Road to the Cold War: Diplomacy, Warfare and the Politics of Communism, 1941-1945* (New York, 1979); A. S. Milward, *The Reconstruction of Western Europe, 1945-1951* (London, 1984); F. S. Northedge, *Descent from Power: British Foreign Policy, 1945-1973* (London, 1974); W. W. Rostow, *Europe after Stalin: Eisenhower's Three Decisions of March 1953* (Austin, Texas, 1982); V. H. Rothwell, *Britain and the Cold War, 1941-1947* (London, 1982); J. K. Sowden, *The German Question, 1945-1973: Continuity in Change* (New York, 1975); A. B. Ulam, *Expansion and Coexistence: Soviet Foreign Policy, 1917-1973* (New York, 1974); R. Vaughan, *Twentieth-Century Europe: Paths to Unity* (London, 1979); F. R. Willis, *Italy Chooses Europe* (New York, 1971); F. R. Willis, *France, Germany and the New Europe, 1945-1967* (Stanford, 1968); D. Yergin, *Shattered Peace: the Cold War and the Origins of the National Security State* (London, 1978); J. W. Young, *Britain, France and the Unity of Europe, 1945-1951* (Leicester, 1984).

Hy3545

The History of Russia, 1682-1917

Teacher Responsible: Dr. Janet Hartley, Room E489 (Secretary, E407)

Course Intended Primarily for B.Sc. (Econ.) Part II, International History, Government and History, Russian Government, History and Language.

Core Syllabus: An introduction to the history of Russia in all its major aspects from the reign of Peter I to the Bolshevik Revolution.

Course Content: The reforms of Peter I and Catherine II; Russian foreign relations and the expansion of the Russian Empire: social and economic problems and developments (the growth and abolition of serfdom, industrial growth etc.); the development of opposition to Tsardom; the 1905 Revolution and the collapse of the Imperial regime.

Pre-Requisites: None. Some knowledge of European history of the period is desirable but not essential.

Teaching Arrangements: There is one course of 25 classes (Hy133) in the Michaelmas, Lent and Summer Terms.

Written Work: Students will be required to write at least five essays, for which lists of subjects, with accompanying suggested reading, will be given out during the course. They will also be expected to take an active part in class discussions and to present papers in class on subjects indicated in advance.

Reading List: A useful introduction is provided by: N. V. Riasanovsky, *A History of Russia*; P. Dukes, *The Making of Russian Absolutism, 1613-1801*; H. Seton-Watson, *The Russian Empire, 1801-1917*; H. Rogger, *Russia in the Age of Modernisation and Revolution, 1881-1917*; L. Kochan, *Russia in Revolution, 1890-1918*; J. Blum, *Lord and Peasant in Russia from the Ninth to the Nineteenth Century*; M. E. Falkus, *The Industrialisation of Russia, 1700-1914*; J. Billington, *The Icon and the Axe*; M. Raeff, *Understanding Imperial Russia: State and Society in the Old Regime*; R. Pipes, *Russia under the Old Regime*; R. Pipes, *The Russian Intelligentsia*.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term. The examination will normally contain 12 questions, of which four must be answered.

Hy3550

The Habsburg Monarchy and the Revolutions of 1848

Teacher Responsible: Dr. A. Sked, Room E503 (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part II students.

Core Syllabus: A detailed study of the Habsburg Monarchy and the 1848 Revolutions.

Course Content: The course, based on a study of relevant documents and monographs will cover the background to as well as the origins, development, diplomacy, failure and consequences of the revolutions of 1848 within the Habsburg Monarchy. It will also cover the struggle for mastery in Germany between 1848 and 1851.

Pre-Requisites: A good knowledge of nineteenth-century European history.

Teaching Arrangements: The course (Hy143) will be taught in the Michaelmas and Lent Terms. Students will be expected to submit at least three essays/gobbet-papers, to give at least one class paper and to participate in class discussions. The first term will, however, consist largely of lectures.

Reading List: (a) Prescribed Sources include:

Count Hartig, *Genesis of the Revolution in Austria*; W. H. Stiles, *Austria in 1848-49*; Helmut Bohme, *The Foundation of the German Empire* (Docs. 21-41 only); A. Sked & E. Haraszti (Eds.), *The Correspondence of J. A. Blackwell*; A. Sked, *The Survival of the Habsburg Empire Radezky, The Imperial Army and the Class War 1848*.

Key books include:

I. Deak, *The Lawful Revolution, Louis Kossuth and the Hungarians*; A. Sked (Ed.), *Europe's Balance of Power 1815-1848*; R. J. Rath, *The Viennese Revolution of 1848*; C. A. Macartney, *The Habsburg Empire 1790-1918*.

Examination Arrangements: There will be a formal three-hour exam at the end of the year in which

students will be required to answer one gobbet question and three others out of eight questions in all in three hours.

Hy3556**The Great Powers and the Balkans 1908-1914**

Teacher Responsible: Dr. Antony Polonsky, Room E604 (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) third year, International History; Government and History.

Core Syllabus: This International History special subject involves a detailed study, based on documentary evidence and relevant monographs, of the Balkan policies of the Great Powers and of the effect of those policies on the relations between the Great Powers from the beginning of 1908 to the outbreak of war in 1914.

Course Content: The Macedonian Question in 1908 and the collapse of the Austro-Russian entente. The Bosnian crisis and its aftermath. The Great Powers and European Turkey, 1910-1912 - Albania and Crete. The Great Powers, the Balkan League and the Balkan Wars. The intensification of the Great Powers' struggle for influence in Turkey and the Balkan States 1913-1914. Sarajevo, the July crisis and the outbreak of war.

Pre-Requisites: None. A knowledge of nineteenth century diplomatic history is however, essential.

Teaching Arrangements: The Course (Hy146) consists of 15 formal lectures and 5 classes in the Michaelmas and Lent Terms.

Prescribed Documents: The course will be based upon selected documents from the following authorities:

G. P. Gooch & H. W. V. Temperley (Eds.), *British Documents on the Origins of the War*, Vols. V, IX, X; B. von Siebert, *Entente Diplomacy and the World War*.

Reading List: L. Albertini, *The Origins of the War of 1914*, 3 Vols. (London, 1952-7); M. S. Anderson, *The Eastern Question 1774-1923* (London, 1966); F. R. Bridge, *From Sadowa to Sarajevo: The Foreign Policy of Austria-Hungary, 1868-1914* (London, 1972); *Great Britain and Austria-Hungary 1906-1914; A Diplomatic History* (London, 1972); R. J. Crampton, *The Hollow Dentente: Anglo-German Relations in the Balkans 1911-1914* (London, 1980); V. Dedijer, *The Road to Sarajevo* (London, 1967); E. C. Helmreich, *The Diplomacy of the Balkan Wars* (Cambridge, Mass., 1938); F. C. Hinsley (Ed.), *British Foreign Policy under Sir Edward Grey* (Cambridge, 1977); C. Jelavich & B. Jelavich, *The Establishment of the Balkan National States 1804-1920* (Seattle and London, 1977); C. A. Macartney, *The Habsburg Empire 1790-1918* (London, 1969); S. J. Shaw & E. K. Shaw, *History of the Ottoman Empire and Modern Turkey*, 2 Vols., Vol. II *Reform, Revolution and Republic: The Rise of Modern Turkey 1808-1975* (Cambridge, 1977); L. S. Stavrianos, *The Balkans Since 1453* (New York, 1961); H. Seton-Watson, *The Russian Empire 1801-1917* (Oxford, 1967); E. C. Thaden, *Russia and the Balkan Alliance of 1912* (University Pub., Penn., 1965); W. S. Vucinich, *Serbia between East and West: the Events of 1903-1908* (Stanford, Ca., 1954).

Examination Arrangements: There is a formal three-hour examination in the Summer Term. Students will be obliged to answer one compulsory question on the prescribed documents and three other questions. A wide choice is provided.

Hy3559**The Russian Revolutions and Europe, 1917-1921**

Teacher Responsible: Dr. Janet Hartley, Room E489 (Secretary, E402)

Course Intended Primarily for B.Sc. (Econ.) students.

Core Syllabus: This International History Special Subject involves a detailed study, based on documentary material, of the two revolutions of 1917 and the consolidation of Bolshevik rule, with reference to both internal developments and foreign relations.

Course Content: The impact of the First World War and the February Revolution; the period of the Provisional Government including domestic policies and foreign relations; social and economic problems in the countryside and the towns in 1917 and the spread of Marxist ideas; the June offensive and the Kornilov affair; Bolshevik ideology and the Bolshevik Revolution; the Allied intervention and the Civil War; Bolshevik social and economic policies, including the treatment of the peasant problem, War Communism and the introduction of the New Economic Policy; the development of the Bolshevik Party, including treatment of opposition within and outside the Party; the theory of World Revolution, Treaty of Brest-Litovsk and the first stages of Bolshevik foreign policy; the foundation of Comintern and relations with foreign communists; Bolshevik reaction to the revolutions in central Europe; cultural experimentation; European reactions to the February and October Revolutions and to the early years of the Soviet State.

Pre-Requisites: Some knowledge of European or Russian history of the period is desirable but not essential. The courses Hy3545 and Gv3052 are particularly useful.

Teaching Arrangements: 20 classes in the Michaelmas and Lent terms.

Written Work: Students are required to write four essays and to present class papers.

Prescribed Documents: The course is based on selected documents from the following list: Martin McCauley (Ed.), *The Russian Revolution and the Soviet State 1917-1921*; R. P. Browder and A. F. Kerensky (Ed.), *The Russian Provisional Government 1917*, 3 vols.; J. Bunyan, H. H. Fisher (Eds.), *The Bolshevik Revolution 1917-18: Documents and Materials*; J. Bunyan (Ed.), *Intervention, Civil War and Communism in Russia April-December 1918: Documents and Materials*; J. Degras (Ed.), *Soviet Documents on Foreign Policy*, vol. I; J. Degras (Ed.), *The Communist International 1919-43*, vol. I; John Riddell (Ed.), *The Communist International in Lenin's Time*, vol. 2, *The German Revolution and the Debate on Soviet Power*; N. I. Bukharin, E. A. Preobrazhensky, *The ABC of Communism*; collected works of Lenin and Trotsky.

Select Bibliography: M. McCauley, *The Soviet Union since 1917*; G. Hosking, *A History of the Soviet Union*; G. F. Kennan, *Russia and the West under Lenin and*

Commission of Inquiry; Documents on British Foreign Policy, 1919-1939, 2nd Series, Vols. VIII and IX; S. K. Hornbeck, *The Diplomacy of Frustration*. Other reading material will be provided during the course of the lectures.

Examination Arrangements: There will be a three-hour formal examination taken in the Summer Term based on the work of the course. The examination paper normally contains one 'gobbet' question, which is compulsory, and six other questions, of which three must be answered.

Hy3566**Rebellion and International Strife: Philip II and the North c. 1559-1598**

Teacher Responsible: Dr. M. J. Rodriguez-Salgado, Room E409 (Secretary: Mrs. M. Bradgate, Room E407).

Course Intended Primarily for B.Sc. (Econ.) Part II and B.A. History.

Core Syllabus: A study of the political, cultural, religious and commercial relations between Philip II of Spain, England, France and the Netherlands in the second half of the sixteenth century.

Course Content: The central feature is the study of Philip II's policies, primarily but not exclusively, towards the rebels in the Netherlands, France and England, with emphasis on the diplomatic and military contacts and conflicts. The wars in Europe and America (including the Armada), the role of exiles and spies, religious ideology and creation of the 'Black Legend' will be covered, as also the cultural and commercial interchange. Students will have considerable scope to concentrate on specific areas or themes.

Pre-Requisites: None. Those without prior knowledge of the period should, however, read at least a general text before starting the course.

Teaching Arrangements: There will be both lectures and seminar discussions (Hy136), with brief individual tutorials for the return of written work. Either six essays or four essays and an extended piece will be required. Reading will be assigned before seminars.

Reading List: Full reading lists covering both seminars and essays will be issued at the beginning of the year. No one book covers the entire syllabus but the following are essential: either J. H. Elliott, *Imperial Spain 1459-1719* or H. Kamen, *Spain 1460-1715*; P. Pierson, *Philip II of Spain*; G. Parker, *The Dutch Revolt*; D. Lamar Jensen, *Diplomacy and Dogmatism*; J. H. M. Salmon, *Society in Crisis: France in the Sixteenth Century*; N. M. Sutherland, *The Massacre of St. Bartholomew and the European Conflict*; R. B. Wernham, *Before the Armada and After the Armada*; G. Mattingly, *The Defeat of the Spanish Armada*; I. A. A. Thompson, *War and Government in Habsburg Spain*; A. J. Loomie, *The Spanish Elizabethans*; C. Gibson, *The Black Legend*.

Examination Arrangements: There will be a formal three-hour examination in the Summer Term. Candidates will be required to answer four questions from a list of about sixteen.

Stalin; S. Fitzpatrick, *The Russian Revolution, 1917-1923*; E. H. Carr, *The Bolshevik Revolution, 1917-1923*, 3 Vols.; G. Katkov, *Russia 1917: The February Revolution*; A. Wildman, *The End of the Russian Imperial Army*; R. A. Wade, *The Russian Search for Peace, February to October 1917*; A. Rabinowitch, *Prelude to Revolution*; A. Rabinowitch, *The Bolsheviks Come to Power*; D. J. Gill, *Peasants and Government in the Russian Revolution*; J. Keep, *The Russian Revolution: A Study in Mass Mobilisation*; J. F. Bradley, *Civil War in Russia, 1917-1920*; R. Service, *The Bolshevik Party in Revolution*; L. Schapiro, *The Communist Party of the Soviet Union*; W. G. Rosenberg, *Liberals in the Russian Revolution*; S. F. Cohen, *Bukharin and the Bolshevik Revolution*; A. Nove, *An Economic History of the USSR*; A. Ulam, *Expansion and Coexistence: Soviet Foreign Policy 1917-1973*; R. H. Ullman, *Anglo-Soviet Relations, 1917-1921*, 2 Vols.; J. W. Wheeler-Bennett, *Brest-Litovsk: The Forgotten Peace, March 1918*; B. Lazitch, M. M. Draskovic, *Lenin and the Comintern*; S. W. Page, *Lenin and World Revolution*; A. Gleason, P. Kenez & R. Stites (Eds.), *Bolshevik Culture*.

Examination Arrangements: There will be a formal three-hour examination in the Summer Term in which students will be required to answer one gobbet question and three others out of eight questions.

Hy3562**The Manchurian Crisis 1931-1933**

Teacher Responsible: Professor I. H. Nish, Room E502 (Secretary, Mrs. M. Bradgate, E407)

Course Intended Primarily for B.Sc. (Econ.) Part II.

Core Syllabus: A detailed survey, based on the study of available original sources, of the international implications of the Sino-Japanese conflict from the Mukden incident (September 1931) to the conclusion of the Tangku truce (May 1933).

Course Content: The origin of Sino-Japanese conflict in Manchuria and the role of the various powers. The Mukden incident and its military aftermath. China's appeal to the League of Nations and the United States. The Stimson declaration and the Shanghai crisis of 1932. The findings of the Lytton Commission and of the League of Nations.

Pre-Requisites: Some previous knowledge of international relations in this period is desirable but not essential. An interest in the study of historical documents (on which this course is based) is essential.

Teaching Arrangements: Teaching consists of 20 lectures (Hy148) of one hour weekly. Since the number of students is normally small, these are generally given in Room E502.

Written Work: Students will be required to write a number of essays during the course. Subjects for these essays (with accompanying suggested reading) will be handed out at the start of the course.

Reading List: The documentary sources to be consulted during the course are: *Papers Relating to the Foreign Relations of the United States, Japan: 1931-1941*, Vol. 1; *League of Nations: Report of the*

Hy3568 Munich and the Road to War, 1937-1939

Teacher Responsible: Dr. R. Boyce, Room E500 (Secretary, Mrs. P. Christopher, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II.
Core Syllabus: The course will provide a detailed examination, based on documentary material and the relevant monographs, of the international relations surrounding the Munich conference of 1938, from the 'Hossbach' conference of November, 1937, to the outbreak of the European war in September 1939.

Course Content: The substantive issues raised and the significance of the 'Hossbach' conference; the Ingersoll mission and other American initiatives to strengthen the Entente; the German annexation of Austria and plans for the conquest of Czechoslovakia, and the reactions of the principal Western powers; the September crisis culminating in the Munich crisis and German seizure of Czech territory; the collapse of the Munich agreement, upon the German occupation of Prague and Memel in March, 1939; the issue of British guarantees to Poland, Roumania, and Greece; Italian initiatives leading to the 'Pact of Steel' with Germany; the use of neutral agents to revive appeasement; German and Allied efforts to secure an agreement with the Soviet Union in August 1939; last-minute diplomatic efforts to stave off a European war in September.

Pre-Requisites: None, although a general familiarity with international relations between the wars would be helpful.

Teaching Arrangements: 20 lecture/classes of one hour weekly (Hy149).

Written Work: Students will be required to write four essays and to present class papers.

Prescribed Documents: These will be selected from *Documents on British Foreign Policy, 1919-1939*, third series, vols. I-VII (London, 1949-54); *Documents on German Foreign Policy, 1918-1945*, series D, vols. 1, 2, 4-7 (London, 1949-56); *Foreign Relations of the United States, Diplomatic Papers, 1938*, vol. 1, 1939, vol. 1 (Washington, 1955-56); Ministry for Foreign Affairs of the USSR, *Soviet Peace Efforts on the Eve of World War II*, V. M. Falin, A. A. Gromyko, A. N. Grylev, et al (Eds.), (Moscow, 1973); Ministry for Foreign Affairs of the Czechoslovak Republic, and Ministry for Foreign Affairs of the USSR, *New Documents on the History of Munich* (Prague, 1958); *Soviet Documents on Foreign Policy*, vol. III, 1933-1941, ed. Jane Degras (London, 1953); Anthony P. Adamthwaite (Ed.), *The Making of the Second World War* (London, 1977); David Dilks (Ed.), *The Diaries of Sir Alexander Cadogan* (London, 1971); Waclaw Jedrzejewicz (Ed.), *Diplomat in Berlin, 1933-1939 Papers and Memoirs of Jozef Lipski* (New York, 1968); James William Morley (Ed.), *Deterrent Diplomacy: Japan, Germany, and the USSR, 1935-1940* (New York, 1976); Ciano, Galeazzo, Count, *The Ciano Diaries, 1939-1943* (New York, 1946); *Ciano's Diplomatic Papers*, Ed. Malcolm Muggeridge (London, 1948).

Select Bibliography: Anthony P. Adamthwaite, *France and the Coming of the Second World War, 1936-1939*

(London, 1977); Sidney Aster, *1939: The Making of the Second World War* (London, 1973); P. M. H. Bell, *The Origins of the Second World War in Europe* (London, 1986); William Carr, *Arms, Autarky and Aggression: A Study in German Foreign Policy, 1933-1939* (New York, 1973); Anna M. Cienciala, *Poland and the Western Powers, 1938-39* (London, 1968); Robert Dallek, *Franklin D. Roosevelt and American Foreign Policy, 1932-1945* (London, 1979); Wilhelm Deist, *The Wehrmacht and German Rearmament* (London, 1981); Roy Douglas (Ed.), *1939, A Retrospective Forty Years After* (London, 1983); André Françoise-Poncet, *Souvenirs d'une Ambassade à Berlin* (Paris, 1946); Jonathan Haslam, *The Soviet Union and the Struggle for Collective Security in Europe, 1933-1939* (London, 1984); Michael Howard, *The Continental Commitment: The Dilemma of British Defence Policy in the Era of Two World Wars* (London, 1972); C. J. Lowe and Frank Marzari, *Italian Foreign Policy, 1870-1940* (London, 1975); Keith Middlemas, *Diplomacy of Illusion: The British Government and Germany, 1937-39* (London, 1972); Williamson Murray, *The Change in the European Balance of Power, 1938-1939* (Princeton, 1984); Simon Newman, *The British Guarantee to Poland* (Oxford, 1976); Arnold A. Offner, *The Origins of the Second World War: American Foreign Policy and World Politics, 1917-1941* (London, 1975); Ritchie Owendale, *Appeasement and the English-Speaking World* (Cardiff, 1975); Esmonde Robertson (Ed.), *The Origins of the Second World War: Historical Interpretations*, rev. edn. (London, 1987); A. J. P. Taylor, *The Origins of the Second World War*, 2nd edn. (London, 1963); Telford Taylor, *Munich, the Price of Peace* (London, 1979); Mario Toscano, *The Origins of the Pact of Steel*, 2nd edn. (Baltimore, 1967); Donald Cameron Watt, *Too Serious a Business: European Armed Forces and the Approach of the Second World War* (London, 1975); Gerhard Weinberg, *The Foreign Policy of Hitler's Germany: Starting World War Two, 1937-1939* (Chicago, 1980); Sir John Wheeler-Bennett, *Munich, Prologue to Tragedy*.

Examination Arrangements: There will be a formal three-hour examination in the Summer Term. Students will be required to answer one 'gobbet' question and three others out of eight questions.

Hy3569

Henry Kissinger and the Crisis of American Foreign Policy, 1969-76

Teacher Responsible: Dr. John Young, Room E492 (Secretary, Mrs. V. Kannor, Room E402)

Course Intended Primarily for B.Sc. (Econ.) students.
Core Syllabus: This course will look at the issues of war, diplomacy and foreign policy-making through the personality, ideas and policies of Henry Kissinger in his period as American National Security Adviser and Secretary of State. Particular attention will be paid, in looking at source materials, to the problems of writing "contemporary history".

Course Content: The background to American foreign policy in 1968; Kissinger's character, career and his outlook on foreign policy issues, the aims of Kissinger

and Nixon in 1969 and development of the 'Nixon Doctrine', the settlement of the Vietnam War and the aftermath in South-east Asia; the policy of detente with Russia, including the Moscow summit and SALT I agreement, the Helsinki accords, and Kissinger's concept of "linkage"; "triangular diplomacy", the opening to China, and its effect on America's Far Eastern allies, particularly Taiwan and Japan; the Atlantic Alliance and the EEC; the Middle East and the Yom Kippur War; the Indian subcontinent and the Bangladesh crisis; Africa and the end of the Portuguese Empire; Latin America and the fall of Allende; Kissinger's relationship with Presidents Nixon and Ford, and their impact on foreign policy; the influence on foreign policy of the State Department, public opinion and the Watergate crisis; Kissinger's place in the traditions of American foreign policy, his successes and failures in retrospect.

Pre-Requisites: Some knowledge of American diplomatic history or American foreign policy-making would be useful, though not essential.

Teaching Arrangements: There will be five lectures (Hy150) and 17 classes.

Written Work: Students are required to write four essays.

Prescribed Documents: The course is based on documents selected from the following sources: Henry A. Kissinger, *The White House Years* (1979) and *Years of Upheaval* (1982); Richard Nixon, *The Memoirs of Richard Nixon* (1978); Gerald R. Ford, *A Time to Heal* (1979); J. Mayall & C. Navari (Eds.), *The End of the Post-War Era: Documents on Great Power Relations, 1968-75* (1980); Richard Nixon, *A New Road for American Foreign Policy: Major policy statements, 1970-1* (1972).

Select Bibliography: Seymour M. Hersh, *The Price of Power: Kissinger in the Nixon White House* (1983); R. S. Litwak, *Detente and the Nixon Doctrine: American Foreign Policy and the Pursuit of Stability, 1969-76* (1984); T. W. Wolfe, *The SALT Experience* (1979); R. W. Stevenson, *The Rise and Fall of Detente: Relaxations of tension in US-Soviet relations* (1985); W. B. Quandt, *Decade of Decisions: American Policy towards the Arab-Israeli Conflict, 1967-76* (1977); J. W. Garver, *China's Decision for Rapprochement with the US, 1968-71* (1975); G. C. Herring, *America's Longest War: The US and Vietnam, 1950-75* (1979); R. B. Smith, *An International History of the Vietnam War* (2 vols., 1984 and 1985); Tad Szulc, *The Illusion of Peace: Foreign Policy in the Nixon Years* (1978); Coral Bell, *The Diplomacy of Detente: the Kissinger Era* (1977); Seymour Brown, *The Crises of Power: US Foreign Policy in the Kissinger Years* (1979); Raymond L. Garthoff, *Detente and Confrontation: American-Soviet relations from Nixon to Reagan* (1985); M. & B. Kalb, *Kissinger* (1974); C. L. Sulzberger, *The World and Richard Nixon* (1987); Henry Kissinger, *American Foreign Policy: three essays* (1969); Norman D. Palmer, *The US and India* (1984); A. Grosser, *The Western Alliance* (1980); Robert E. Osgood et al., *Retreat from Empire? The First Nixon Administration* (1973); C. V. Crabb, *The Doctrines of American Foreign Policy* (1982).

Examination Arrangements: There will be a formal three-hour examination in the Summer Term in which

students will be required to answer one 'gobbet' question and three others.

Hy3580

Palmerston, the Cabinet and the European Policy of Great Britain, 1846-1851

(Not available Michaelmas Term 1988 and Lent Term 1988. Beginning Summer Term 1989)

Teachers Responsible: Professor K. Bourne, Room E603 (Secretary, Mrs. P. Christopher, E403)

Course Intended Primarily for second and third year B.A. History students.

Core Syllabus: A detailed analysis, based on the study of original sources of the formulation and execution of British foreign policy while Palmerston was Foreign Secretary in the first Russell Ministry.

Course Content: The subject is not intended as a conventional essay in diplomatic history but as an examination of the respective roles of the Foreign Office and Diplomatic Service, the Cabinet, the Crown, the Press and Parliament during a critical period of Foreign Relations.

Pre-Requisites: Some previous knowledge of international relations and of British and European history in the mid-nineteenth century is desirable. There are no foreign language requirements.

Teaching Arrangements: The course Hy154 will be taught in weekly seminars of approximately one and a half hours each, commencing at the beginning of the Summer Term and extending over three consecutive terms.

Written Work: Each student must expect, according to the numbers in class, to present at least three tutorial essays or two class papers.

Reading List:

Prescribed Texts and Authorities:

Sir Henry Lytton Bulwer (Lord Dalling), *The Life of Henry John Temple, Viscount Palmerston: with Selections from his Correspondence*, Vol. III, Edited by Evelyn Ashley (London, 1874); Evelyn Ashley, *The Life of Henry John Temple, Viscount Palmerston: 1846-1865. With Selections from his Speeches and Correspondence*, 2 Vols. (London, 1876); G. P. Gooch (Ed.), *The Later Correspondence of Lord John Russell 1840-1878*, 2 Vols. (London, 1925); Arthur Christopher Benson & Viscount Esher (Eds.), *The Letters of Queen Victoria. A Selection from Her Majesty's Correspondence between the years 1837 and 1861*, 3 Vols. (London, 1907); Brian Connell, *Regina v. Palmerston. The Correspondence between Queen Victoria and her Foreign and Prime Minister 1837-1865* (London, 1962); Spencer Walpole, *The Life of Lord John Russell*, 2 Vols. (London, 1889); Lytton Strachey & Roger Fulford (Eds.), *The Greville Memoirs, 1814-1860*, 8 Vols. (London, 1938); A. H. Johnson (Ed.), *The Letters of Charles Greville and Henry Reeve 1836-1865* (London, 1924).

(A list of the relevant pages of the above texts will be supplied to students taking the course.)

Examination Arrangements: The method of examination is one essay of 5,000 words and one three-hour unseen question paper (requiring three answers, one on selected extracts from the prescribed texts and two on general topics).

Hy3583

**Japan and the Far Eastern Crisis
1930-41****Teacher Responsible:** Professor I. H. Nish, Room E502 in association with Dr. R. L. Sims, SOAS.**Course Intended Primarily for** second and third year B.A. History students.**Core Syllabus:** The course consists of a detailed survey of Japan's politics and foreign policy in the broader context of international relations in the east Asian area. It runs from the Manchurian crisis though special emphasis is placed on the events leading up to the attack on Pearl Harbour.**Course Content:** The course begins with the Manchurian Crisis of 1931-3 and the London Naval Conferences of 1930 and 1935-6. It proceeds to the Sino-Japanese War, the border clashes between Japan and Soviet Union and the Tientsin Crisis. It ends with a detailed discussion of American-Japanese diplomacy in 1940-41.**Pre-Requisites:** Some previous knowledge of international relations in the area is desirable but not essential.**Teaching Arrangements:** Teaching commences in Summer Term and consists of 30 lectures (Hy155) of 2 hours weekly. Initially teaching will be done at LSE by Professor Nish in Room E502. After 12 sessions, teaching passes to Dr. Sims at SOAS.**Written Work:** Students will be required to write at least one essay for each teacher. Subjects for these essays (with accompanying suggested reading) will be handed out.**Reading List:** Will be provided during the course of the lectures.**Examination Arrangements:** The course will be examined by a three-hour formal examination, including a compulsory 'gobbet' question, taken in the Summer Term and an essay not exceeding 5,000 words.

Hy3586

The Great Powers 1945-54**Teachers Responsible:** Dr. Antony Polonsky, Room E604 and Dr. J. Young, Room E492 (Secretary, Mrs. Vivien Kannor, E402)**Course Intended Primarily for** second and third year B.A. History students.**Core Syllabus:** A study of the relations of the Great Powers in the period from the break-up of Allied unity from 1945 to the decisions of 1954 which led to the rearmament of the Federal Republic of Germany and its admission to the North Atlantic Treaty Organization.**Course Content:****Paper I 1945-1949**

The Yalta and Potsdam conferences. The extension of Soviet influence over Eastern Europe. Greece and the Great Powers 1945-49. The Truman doctrine and the Marshall plan. The Great Powers and the Chinese revolution 1945-1949. The German question 1945-1949. The establishment of Nato in 1949. The role of Atomic weapons in international relations 1945-1949.

Course Content:**Paper II 1950-1954**

The origins of the Korean War. The conflict between President Truman and General MacArthur. The effect of President Eisenhower's election on US foreign policy. The consequences of the Korean war. The impact of Stalin's death on Soviet foreign policy. The development of British foreign policy 1950-54. The reasons for the failure of the European Defence Community. The Geneva agreements of 1954. The emergence of China as a Great Power.

Pre-Requisites: Students intending to take this course should also take either *The History of Europe since 1800* or *World History from the end of the Nineteenth Century*.**Teaching Arrangements:** There will be 10 introductory lectures (Hy156) in the Summer Term. In the Michaelmas and Lent Terms there will be 20 one and a half hour classes.**Compulsory Documents:** *The Tehran, Yalta and Potsdam Conference - Documents* (Progress Publishers, Moscow, 1969); *Great Britain: Foreign Office: Select Documents on Germany and the Question; U.S. Department of State: United States Relations with China with special reference to the period 1944-1949* (G.P.O. Washington, 1949); *Documents on International Affairs, 1939-1946*, Vol. II (Hitler's Europe), selected and edited by Margaret Carlyle (O.U.P., 1954), Chapter IX, 5 Document ix-xii; *Documents on International Affairs 1947-1948*, selected and edited by Margaret Carlyle (O.U.P., 1952); *Documents on International Affairs, 1949-1950*, selected and edited by Margaret Carlyle (O.U.P., 1953); *Documents on International Affairs, 1951*, selected and edited by Denise Folliot (O.U.P., 1954); *Documents on International Affairs, 1952*, selected and edited by Denise Folliot (O.U.P., 1955); *Documents on International Affairs, 1953*, selected and edited by Denise Folliot (O.U.P., 1956); *Documents on International Affairs, 1954* selected and edited by Denise Folliot (O.U.P., 1957); *The Great Powers and the Polish Question*, A. Polonsky (Ed.), (London, 1976); *The American Diplomatic Revolution*, J. M. Siracusa (Ed.), (Open University, 1978); *The Origins of the Cold War 1941-1947*, Walter La Feber (Ed.), (New York, 1971); *Containment. Documents on American Policy and Strategy 1945-1950*, T. H. Etzold & J. L. Gaddis (Eds.), (New York); *The Beginnings of Communist Rule in Poland*, A. Polonsky & B. Drukier (Eds.), (London, 1980).**Short Reading List:**C. S. Maier (Ed.), *The Origins of Cold War and Contemporary Europe*, London, 1978; Daniel Yergin, *The Shattered Peace*, Boston, 1978; Vojtech Mastny, *Russia's Road to the Cold War*, Columbia, 1979; John L. Gaddis, *The United States and the Origins of the Cold War*, Columbia, 1971; Louis J. Halle, *The Cold War as History*, London, 1967; Gabriel Kolko, *The Politics of War*, London, 1968; Adam Ulam, *Expansion and Coexistence*, London, 1968; W. La Feber, *America, Russia and the Cold War*, New York, 1976; R. Divine, *Since 1945, Politics and Diplomacy in Recent American History*, New York, 1979; M. Macauley (Ed.), *Communist Power in Europe 1944-1949*, London, 1978.**Examination Arrangements:** There are two formal three-hour examinations set by the University at the end of the course. Students are required in each paper to answer *one* compulsory question on the prescribed documents and *two* others. Work submitted during the year will be taken into account in the final assessment.**Detailed study guides are not provided for the following courses. Intending students should consult the teachers named below**

Hy4408

The Angevin Empire (Seminar)**Teacher Responsible:** Mr. J. Gillingham, Room E494
Course Intended Primarily for: M.A. English and European History: The Twelfth and Thirteenth Centuries.**Teaching Arrangements:** Intercollegiate seminar (Hy152), Sessional.

Hy4409

**International History 1815-1870
(Seminar)****Teacher Responsible:** Dr. A. Sked, Room E503
Course Intended Primarily for M.A./M.Sc. International History Paper 1.**Teaching Arrangements:** Seminars (Hy163), Sessional.

Hy4412

**International History 1870-1914
(Seminar)****Teacher Responsible:** Dr. R. J. Bullen, Room E506
Course Intended Primarily for M.A./M.Sc. International History Paper 1**Teaching Arrangements:** Seminars (Hy164), Sessional.

Hy4415

**International History 1914-1946
(Seminar)****Teacher Responsible:** Dr. A. Polonsky, Room E604 and Dr. R. Boyce, Room E500**Course Intended Primarily for** M.A./M.Sc. International History Paper 1**Teaching Arrangements:** Seminars (Hy165), Sessional.

Hy4416

British History 1814-1914 (Seminar)**Teacher Responsible:** Dr. A. C. Howe, Room E507.
Course Intended Primarily for M.A. Later Modern British History.**Teaching Arrangements:** Seminars (Hy166), Sessional.

Hy4428

**Diplomatic Theory and Practice,
1815-1914****Teacher Responsible:** Dr. J. Hartley, Room E489
Course Intended Primarily for M.A./M.Sc. International History Paper 2**Teaching Arrangements:** Twenty lectures and seminars (Hy171), Michaelmas and Lent Terms.

Hy4431

**Diplomatic Theory and Practice,
1914-1946****Teacher Responsible:** Professor D. C. Watt, Room E410**Course Intended Primarily for** M.A./M.Sc. International History Paper 2**Teaching Arrangements:** (Hy172).

Hy4432

British Foreign Policy, 1814-1914

(Not available 1988-89)

Teacher Responsible: Professor K. Bourne, Room E603**Course Intended Primarily for** M.A. Later Modern British History.**Teaching Arrangements:** (Hy173).

Hy4433

British Foreign Policy since 1914**Teacher Responsible:** Dr. M. J. Dockrill**Course Intended Primarily for** M.A. Later Modern British History.**Teaching Arrangements:** (Hy174).

Hy4440

British Imperial History, 1783-1870**Course Intended Primarily for** M.A. Later Modern British History.**Teaching Arrangements:** Intercollegiate Seminar (Hy175), Sessional.

Hy4441

British Imperial History, 1870-1918**Course Intended Primarily for** M.A. Later Modern British History.**Teaching Arrangements:** Intercollegiate Seminar (Hy176), Sessional.

Hy4442

**British Imperial History, 1919 to the
Present Day****Course Intended Primarily for** M.A. Later Modern British History.**Teaching Arrangements:** Intercollegiate Seminar (Hy177), Sessional.

Hy4443

**Decolonization: The Modern
Experience****Course Intended Primarily for** M.A. Later Modern British History.**Teaching Arrangements:** Intercollegiate Seminar (Hy178), Sessional.

Hy4465

The Polish Question in International Relations, 1815-1864

Teacher Responsible: Dr. Antony Polonsky, Room E604

Course Intended Primarily for M.A./M.Sc. International History Paper 3

Teaching Arrangements: (Hy186).

Hy4470

Anglo-American Relations, 1815-1872

(Not available 1988-89)

Teacher Responsible: Professor K. Bourne, Room E603

Course Intended Primarily for M.A./M.Sc. International History Paper 3; M.A. Later Modern British History.

Teaching Arrangements: (Hy188).

Hy4475

The Mehmet Ali Crises, 1833-1841

(Not available 1988-89)

Course Intended Primarily for M.A./M.Sc. International History Paper 3

Teaching Arrangements: (Hy187).

Hy4481

The Habsburg Monarchy, 1815-1851, with special reference to the Revolutions of 1848

Teacher Responsible: Dr. A. Sked, Room E503

Course Intended Primarily for M.A./M.Sc. International History.

Teaching Arrangements: (Hy189)

Hy4482

Cobden, Free Trade and Europe, 1846-1882

Teacher Responsible: Dr. A. C. Howe, Room E507

Course Intended Primarily for M.A./M.Sc. International History; M.A. Later Modern British History.

Teaching Arrangements: (Hy190)

Hy4483

Great Britain and her Western Allies, 1948-1954

Teacher Responsible: Dr. R. J. Bullen, Room E506

Course Intended Primarily for M.A./M.Sc. International History Paper 2; M.A. Later Modern British History.

Teaching Arrangements: (Hy204), Sessional.

Hy4484

The Suez Crisis: Origins and Impact, 1945-1962

Teacher Responsible: Dr. C. John Kent, Room E491

Course Intended Primarily for M.A./M.Sc. International History Paper 3.

Teaching Arrangements: (Hy205)

Hy4485

The Coming of War, 1911-1914

(Not available 1988-89)

Teacher Responsible: Dr. D. Stevenson, Room E508

Course Intended Primarily for M.A./M.Sc. International History Paper 3

Teaching Arrangements: (Hy194).

Hy4490

The Powers and the West Pacific, 1911-1941

Teacher Responsible: Professor I. H. Nish, Room E502

Course Intended Primarily for M.A./M.Sc. International History Paper 3

Teaching Arrangements: (Hy193).

Hy4495

The Peace Settlement of 1919-1921

(Not available 1988-89)

Course Intended Primarily for M.A./M.Sc. International History Paper 3.

Teaching Arrangements: (Hy196).

Hy4500

The Foreign Policy of the Weimar Republic, 1919-1933

(Not available 1988-89)

Course Intended Primarily for M.A./M.Sc. International History Paper 3.

Teaching Arrangements: (Hy197).

Hy4505

The Military Policies of the Great Powers, 1919-1939

(Not available 1988-89)

Teacher Responsible: Professor D. C. Watt, Room E410

Course Intended Primarily for M.A./M.Sc. International History.

Teaching Arrangements: Fifteen Seminars (Hy198), Lent and Summer Terms.

Hy4510

The Comintern and its Enemies, 1919-1943

Teacher Responsible: Dr. Robert Boyce, Room E500

Course Intended Primarily for M.A./M.Sc. International History Paper 3

Teaching Arrangements: (Hy195).

Hy4515

The Period of Appeasement, 1937-1939

Teacher Responsible: Professor D. C. Watt, Room E410

Course Intended Primarily for M.A./M.Sc. International History Paper 3

Teaching Arrangements: Fifteen seminars (Hy202) Lent and Summer Terms.

Hy4520

The European Settlement, 1944-1946

(Not available 1988-89)

Teacher Responsible: Professor D. C. Watt, Room E410

Course Intended Primarily for M.A./M.Sc. International History Paper 3

Teaching Arrangements: Fifteen Seminars (Hy203) Lent and Summer Terms.

Hy4525

International History of East Asia from 1900 (M.A. Area Studies)

Teacher Responsible Professor I. H. Nish, Room E502

Course Intended Primarily for M.A. in Area Studies (Far Eastern Studies)

Teaching Arrangements: (Hy225).

Hy4540

European History since 1945

Teacher Responsible: Dr. A. Sked, Room E503

Course Intended Primarily for M.Sc. in European Studies

Teaching Arrangements: Fifteen lectures (Hy241), Michaelmas and Lent Terms and classes (Hy241a) in the Lent Term.

Hy4575

Anarchism, Movements and Ideas from the 1860s to 1918

Teacher Responsible: Dr. Antony Polonsky, Room E604

Course Intended Primarily for M.A. in Area Studies (European Studies)

Teaching Arrangements: Intercollegiate Seminar (Hy231), Sessional.

Hy4542

British Political History since 1900

Course Intended Primarily for M.A. Later Modern British History

Teaching Arrangements: See Gv4027 Policies, Institutions and Alignments: The History of British Politics since the 1880's

INTERNATIONAL RELATIONS

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Unless otherwise stated (Seminar, Workshop, M.Sc. course etc.) these are lecture series and are open to all students. Undergraduate classes, associated with certain lecture series (e.g. IR101a, IR102a), are not included in this list.

Lectures and Seminars

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>
IR101	Structure of International Society Dr. M. Leifer	20/ML IR3600
IR102	International Politics — Lecture (undergraduate course) Professor F. Halliday and Mr. M. Hoffman	20/ML IR3700; IR4700
IR104	Concepts and Methods of International Relations Mr. M. H. Banks	10/M IR3700; IR4621; IR4700
IR105	The Foreign Policies of the Powers Dr. C. Coker, Dr. M. Light, Mr. G. H. Stern and others	28/LS IR3702; IR3770; IR4610; IR4661; IR4662; IR4663; IR4750
IR106	Foreign Policy Analysis Dr. C. J. Hill	10/M IR3702; IR4610; IR3781
IR107	Decisions in Foreign Policy Dr. C. Coker	8/L IR3702; IR4610; IR3781
IR108	International Institutions Mr. N. A. Sims	20/ML IR3703; IR4630; IR3783
IR116	International Communism Mr. G. H. Stern	20/ML IR3770; IR4661
IR117	The External Relations of the People's Republic of China Mr. M. B. Yahuda	5/L IR4662
IR118	New States in World Politics Dr. P. Lyon	10/M IR3700; IR4610; IR4662; IR4663

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>
IR119	International Relations in Southern Asia Dr. M. Leifer	10/M IR4662
IR120	International Politics of Africa Mr. J. B. L. Mayall and Dr. C. Coker	10/ML IR4663; IR4755
IR121	The Great Powers and the Middle East Mr. P. Windsor and Professor F. Halliday	18/ML IR4663
IR122	European Institutions To be announced	10/M IR3771; IR4631; IR4751
IR123	The External Relations of the European Community Dr. G. Edwards	5/L IR4631; IR4751; IR3771
IR124	International Business in the International System Mr. L. Turner	10/M IR4641
IR125	Money in the International System To be announced	15/ML IR4642
IR135	The International Legal Order Dr. I. Delupis	10/M IR3750; IR4632
IR136	The Ethics of War Mr. M. D. Donelan	10/M IR3755
IR137	The Politics of International Economic Relations Mr. M. D. Donelan and Mr. J. B. L. Mayall	10/M IR3752; IR4640; IR4641; IR3784; IR4643
IR138	Strategic Aspects of International Relations Mr. P. Windsor	15/ML IR3754; IR4650; IR3782
IR139	Disarmament and Arms Limitation Mr. N. A. Sims	15/ML IR139
IR140	International Verification Mr. N. A. Sims	5/L IR140
IR141	Concepts and Issues in War Studies (post-1945) Professor L. Freedman and others (King's College, Dept. of War Studies)	22/MLS IR141
IR142	Current Issues in International Relations Seminar Mr. G. H. Stern	10/L IR142
IR151	International Politics — Lecture (M.Sc. IR course) Mr. M. D. Donelan	10/M IR4600

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>
IR152	International Politics — Seminar groups (M.Sc. IR course) Mr. M. D. Donelan, Mr. G. H. Stern and Mr. P. Windsor	10/M IR4600
IR153	Foreign Policy Analysis — Seminar (M.Sc. IR course) Dr. C. Coker	15/LS IR4610
IR154	International Political Economy Workshop Dr. M. Hodges and Dr. G. Sen	10/ML IR154
IR155	International Politics of Western Europe — Seminar To be announced	15/LS IR4750
IR156	International Politics: the Communist Powers — Seminar Mr. G. H. Stern	8/LS IR4661
IR157	Asia and the Pacific in International Relations — Seminar Dr. M. Leifer	16/LS IR4662
IR158	Foreign Relations of African States — Seminar Mr. J. B. L. Mayall	15/LS IR4663; IR4755
IR159	International Relations of the Middle East — Seminar Mr. P. Windsor and Professor F. Halliday	10/LS IR4663
IR160	International Institutions — Seminar (M.Sc. IR course) Mr. N. A. Sims	13/LS IR4630
IR161	European Institutions — Seminar (M.Sc. IR course) Dr. M. Hodges and other	15/ML IR4631; IR4751
IR162	External Relations of the European Community — Seminar Dr. G. Edwards	5/L IR4631; IR4751; IR4750
IR164	Concepts and Methods of International Relations — Seminar Mr. M. H. Banks	15/LS IR4621
IR166	The Politics of International Economic Relations — Seminar (M.Sc. IR course) Mr. M. D. Donelan and Mr. J. B. L. Mayall	10/L IR4640
IR167	Money in the International System — Seminar To be announced	20/MLS IR4642
IR168	International Business in the International System — Seminar Mr. Louis Turner and other	15/LS IR4641

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>
IR169	The International Legal Order — Seminar (M.Sc. IR course) Dr. I. Delupis	10/L IR4632
IR170	Strategic Studies — Seminar (M.Sc. IR course) Mr. P. Windsor and Dr. M. Light	25/MLS IR4650
IR171	Disarmament and Verification — Seminar Mr. N. A. Sims	6/S IR171
IR172	Contemporary Strategic Issues — Seminar Professor L. Freedman, Dr. B. A. Paskins Dr. W. Mendl, and Dr. Sabin (King's College, Dept. of War Studies)	10/ML IR172
IR174	World Politics — Seminar (Diploma course) Mr. M. H. Banks, Mr. W. Deckers and Mr. M. Hoffman	25/ML IR4700
IR175	Politics of International Trade — Seminar (M.Sc. PWE course) Mr. J. B. L. Mayall and Dr. G. Sen	15/ML IR4643
IR176	International Political Economy — Lecture (M.Sc. PWE course) Dr. M. Hodges and Dr. G. Sen	25/ML IR4639
IR177	International Political Economy — Seminar (M.Sc. PWE course) Dr. M. Hodges and Dr. G. Sen	20/ML IR4639
IR178	Revolutions and the International System Professor F. Halliday	15/LS IR4645
IR179	Revolutions and the International System — Seminar Professor F. Halliday	10/L IR4645
IR180	International Relations — General Seminar Mr. M. D. Donelan	15/ML IR180
IR181	International Relations Research Methods Seminar Mr. M. B. Yahuda	10/M IR181
IR182	International Political Theory — Seminar Mr. M. D. Donelan	20/ML IR182
IR183	Interacting Aspects of Security Policy Workshop Dr. C. Coker and others	15/MLS IR183
IR184	Political Questions in a Philosophical Context — Seminar Mr. P. Windsor	20/LS IR184
IR185	Foreign Policy Issues Workshop Dr. C. Coker	15/MLS IR185

Lecture/ Seminar Number			Course Guide Number
IR187	International Political Economy of Energy Professor P. Odell and Dr. J. A. Rees	8/M	IR4644
IR190	International Organisation Research Seminar Mr. N. A. Sims	8/LS	IR190
IR191	Africa Research Workshop Mr. J. B. L. Mayall	T.B.A.	IR191
IR192	Psychological Problems in International Relations Dr. W. Bloom	6/L	IR192
IR193	Conflict and Peace Studies Mr. M. H. Banks and Mr. M. Hoffman	10/ML	IR4649
IR193	Conflict and Peace Studies — Seminar Mr. M. H. Banks and Mr. M. Hoffman	15/LS	IR4649
IR194	Women and International Relations — Seminar Professor F. Halliday	15/ML	IR4648
IR195	Sanctions and International Relations Professor M. Doxey	10/L	IR4647
IR195	Sanctions and International Relations — Seminar Professor M. Doxey	5/L	IR4647

Course Guides**IR105****Foreign Policies of the Powers**

Teacher Responsible: Dr. C. Coker, Room A119 (Secretary, A229)

Course Intended Primarily for 2nd year B.Sc. (Econ.) International Relations students taking **Foreign Policy Analysis** (IR3702) as a compulsory paper; Diploma in World Politics; M.Sc. International Relations students taking the **Foreign Policy Analysis** (IR4610) option; Beaver College (one-term) and other interested students.

Core Syllabus: The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available.

Course Content: An analysis of the foreign policies of a selected group of major States, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. The role of internal group interests and electoral considerations. Constitutional machinery for the formulation of foreign policy. Diplomatic services and techniques. Illustrative material will be drawn mainly from the post-1945 period.

This year there will be lectures on Britain, the United States, the Soviet Union, France, West Germany, Indonesia, Japan and India.

Pre-Requisites: None.

Teaching Arrangements: A number of individuals from the International Relations and International History Departments, as well as guest lecturers participate in the series, which takes place on Mondays and Fridays at 11 a.m. in the Lent and early Summer Terms. There will be at least twenty-eight lectures in all.

Written Work: See below — **Examination Arrangements**

Reading List:

(a) **The United States:** Michael Hunt, *Ideology and US Foreign Policy*; C. J. Bartlett, *The Rise and Fall of the Pax Americana*; Barry Hughes, *The Domestic Context of American Foreign Policy*; Roger Hilsman, *The Politics of Policy Making in Defense and Foreign Affairs*; Henry Kissinger, *The White House Years*; I. Destler, *Presidents, Bureaucrats and Foreign Policy*; Ernest R. May, *Lessons of the Past; the Use and Misuse of History in American Foreign Policy*.

(b) **The United Kingdom:** F. S. Northedge, *Descent from Power: British Foreign Policy, 1945-1973*; Roy E. Jones, *The Changing Structure of British Foreign Policy*; M. Smith, S. Smith and B. White (Eds.), *British Foreign Policy*; F. S. Northedge, *The Troubled Giant*; E. Barker, *Britain in a Divided Europe*; U. Kitzinger, *Diplomacy and Persuasion*; A. J. Pierre, *Nuclear Politics*; S. Strange, *Sterling and British Policy*; Paul Kennedy, *The Realities behind Diplomacy. Background Influences on British External Policy, 1865-1980*; W. Wallace, *The Foreign Policy Process in Britain*; N. Henderson, *The Private Office*.

(c) **The Soviet Union:** J. Steele, *World Power*; R. Edmonds, *Soviet Foreign Policy: the Brezhnev Years*; G. Arbatov & W. Oltmans, *Cold War or Detente: the Soviet viewpoint*; J. F. Triska and D. D. Finley, *Soviet*

Foreign Policy; A. B. Ulam, *Expansion and Co-existence*; W. Welch, *American Images of Soviet Foreign Policy*; E. Hoffman and F. Fleron (Eds.), *The Conduct of Soviet Foreign Policy*.

(d) **France:** Edward A. Kolodziej, *French International Policy under de Gaulle and Pompidou*; Herbert Tint, *French Foreign Policy since the Second World War*; Philip Cerny, *The Politics of Grandeur-Ideological Aspects of de Gaulle's Foreign Policy*; W. Wallace and W. Paterson (Eds.), *Foreign Policy-Making in Western Europe*; Jack Hayward, *The One and Indivisible French Republic*; Vincent Wright, *The Government and Politics of France*; Martin Schain and Philip Cerny (Eds.), *French Politics and Public Policy*.

(e) **West Germany:** H. Speier (Ed.), *West German Leadership and Foreign Policy*; A. Grosser, *Germany in our Time*; K. Kaiser and R. Morgan (Eds.), *Great Britain and West Germany: Changing Societies and the Future of Foreign Policy*; R. Morgan, *West Germany's Foreign Policy Agenda*; K. Deutsch and L. Edinger, *Germany Rejoins the Powers*; H. Plessner, *Die verspätete Nation*.

(f) **Indonesia:** G. McT. Kahin, *Nationalism and Revolution in Indonesia*; A. M. Taylor, *Indonesian Independence and the U.N.*; L. H. Palmier, *Indonesia and the Dutch*; J. A. C. Mackie, *Konfrontasi. The Indonesia-Malaysia Dispute, 1963-1966*; Sukarno's *Indonesian Revolution*; F. B. Weinstein, *Indonesia Abandons Confrontation; Indonesian Foreign Policy and the Dilemma of Dependence*; M. Leifer, *Malacca, Singapore and Indonesia (Vol. II, International Straits of the World)*; M. Leifer, *Indonesia's Foreign Policy*.

(g) **Japan:** E. Wilkinson, *Misunderstanding: Europe vs Japan*; D. C. Hellman, *Japan and East Asia: The New International Order*; F. C. Langdon, *Japan's Foreign Policy*; D. H. Mendel, *The Japanese People and Foreign Policy*; L. Olson, *Japan in Postwar Asia*; J. A. Stockwin, *The Japanese Socialist Party and Neutralism*; M. E. Weinstein, *Japan's Postwar Defence Policy, 1947-1968*.

Examination Arrangements: This lecture course is not examinable as a course in itself. It provides specific material for Section B of the B.Sc. **Foreign Policy Analysis** course (IR3702) and the Diploma **Foreign Policy Analysis** course (IR3781) and important background information for Section A in both courses, as well as the whole of the M.Sc. **Foreign Policy Analysis** course (IR4610). It is only available as credit for General Course students as part of the **Foreign Policy Analysis** course as a whole.

Beaver (one-term) students are the only group for whom a class specific to these lectures is arranged.

IR107**Decisions in Foreign Policy**

Teacher Responsible: Dr. C. Coker, Room A119 (Secretary, A229)

Course Intended Primarily for all those taking Foreign Policy Analysis, whether B.Sc. (Econ.) 3rd year I.R. Specialists or students on the Diploma in World Politics, or M.Sc. in International Relations.

Core Syllabus: The aim of the course of lectures is to provide case studies of seven major decisions in foreign

policy, with particular reference to questions of bureaucratic politics, long-range planning, and behaviour in crises.

Course Content: An examination, through case studies, of decision-making in the field of foreign policy. How can we apply theories of foreign-policy making to particular contexts, pressures and procedures? Cases will be taken from: American Intervention in Grenada (1983); US Involvement in Vietnam 1956-63; The Camp David Agreement 1978-9; Britain's withdrawal from East of Suez, 1956-74; The Soviet Invasion of Czechoslovakia, 1968; US and Iranian Revolution (1978-9); US and South Africa (1969-74).

Teaching Arrangements: a course of 7 lectures will be given in the Lent Term which will complement the foreign policy analysis lectures given in the Michaelmas Term. All students are advised to attend lecture series IR106, *Foreign Policy Analysis* and IR105, *The Foreign Policies of the Powers* (various lectures). Other relevant lectures will be announced from time to time.
Reading List: Z. Brzezinski, *Power and Principle*; I. Rubin, *Paved With Good Intentions*; G. Sick, *All Fall Down*; A. Payne, *The International Crisis in the Caribbean*; T. Thorndike, *Grenada: Politics, Economics and Society*; R. Bissell, *South Africa and the United States*; A. Lake, *The Tar Baby Option*; P. Windsor, *Czechoslovakia 1968*; Z. Zeman, *Prague Spring*; L. Berman, *Planning a Tragedy*; M. Charton, *Many Reasons Why*; C. Bartlett, *The Long Retreat*; P. Darby, *British Defence Policy East of Suez*; J. Carter, *Keeping Faith*; G. Rafael, *Destination Peace*.

IR117

The External Relations of the People's Republic of China

Teacher Responsible: Mr. M. Yahuda, Room A230 (Secretary, Room A229)

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc.; Dip. World Politics and other graduate students.

Core Syllabus: China's foreign relations in domestic and international contexts.

Course Content: An analysis of the various explanations of the mainsprings of China's foreign policy. Interactions between domestic and external factors. Relations with the Great Powers, the Third World, neighbours and the region. Continuity and discontinuity.

Teaching Arrangements: Five lectures in the Lent Term (IR117).

Reading List: Recommended reading will be given at the beginning of the course.

IR118

New States in World Politics

Teacher Responsible: Dr. Peter Lyon Institute of Commonwealth Studies (Secretary, Miss S. Jansen O1 580 5876)

Course Intended Primarily for B.Sc. (Econ.) Part II, M.Sc., Dip. World Politics & other graduate students.

Core Syllabus: This is a comparative and thematic treatment of the subject, not only of contemporary new states but also viewed historically at least since the 18th century.

Course Content: Comparative evaluation of the ways in which new states emerge into independence, their assets and liabilities for the conduct of their international affairs, and their roles as producers or consumers of international order. The contemporary new states in terms of: statehood and nationhood; neutralism and non-alignment; imperialism, colonialism and neo-colonialism; praetorianism and populism; autonomy and autarchy; irredentism and secessionism.

Pre-Requisites: None.

Teaching Arrangements: One lecture course of one lecture a week taught in the Michaelmas Term.

Written Work is not normally required, except for those making special examination arrangements with the teacher responsible (see below).

Basic Reading: Benedict Anderson, *Imagined Communities. Reflections on the Origin and Spread of Nationalism*; D. Apter, *The Politics of Modernisation*; C. E. Black, *The Dynamics of Modernisation*; Hedley Bull (Ed.), *The Expansion of International Society*; P. Calvocoressi, *New States and World Order*; K. W. Deutsch and W. Foltz (Eds.), *Nation-Building*; S. N. Eisenstadt, *Tradition, Change and Modernity*; S. E. Finer, *The Man on Horseback*; C. Geertz (Ed.), *Old Societies and New States*; S. Huntington, *Political Order in Changing Societies*; A. James (Ed.), *The Bases of International Order*; G. H. Jansen, *Afro-Asia and Non-alignment*; E. Kedourie, *Nationalism*; E. Kedourie, *Nationalism in Asia and Africa*; P. Lyon, *Neutralism*; R. Mortimer, *Third World Coalition in International Politics*; D. Rustow, *A World of Nations*; Dudley Seers, *The Political Economy of Nationalism*; E. Shils, *Political Development in the New States*; E. Shils, *Center and Periphery: Essays in Macrosociology*; H. Seton-Watson, *States and Nations*; P. Calvert, *Foreign Policies of New States*. Further reading can be provided as the course proceeds.

Examination Arrangements: Normally there is no examination, but special arrangements for one three-hour formal written examination (three questions to be answered out of ten) or for a general essay may be made by agreement with the teacher responsible.

IR123

External Relations of the European Community

Teacher Responsible: Dr. G. Edwards (Secretary, A139)

Course Intended Primarily for M.Sc. European Studies or International Relations students taking The Politics of West European Institutions or International Politics of Western Europe papers; also any M.Sc. and B.Sc. students taking European Institutions; and all other interested students.

Teaching Arrangements: There will be five lectures in the first five weeks of the Lent Term, followed by five seminars. These lectures and seminars (IR162) are designed to provide part of the coursework for the examination papers mentioned above, and are only examinable as part of such courses. They are not available as a self-contained course for General Course students. See also IR155.

Core Syllabus: The aim of the course is to cover the external activities of the European Communities and their member states since 1957. This includes both activities deriving from the Treaties and traditional, informal methods of national diplomacy, in a steadily more collaborative framework.

Course Content: The syllabus deals with the external ramifications of common policies in trade, agriculture, and steel, together with the evolving relations between the Community and the Third World, and the emergence of European Political Cooperation from 1970 onwards. Relations with important states or groups of states are also given close attention, namely the United States and Japan, the USSR and other socialist countries, the Euro-Arab Dialogue and the Lomé Conventions with the African, Caribbean and Pacific countries.

Written Work: In line with the above remarks about the subordination of these lectures and seminars to broader courses, there will be no required written work. However, students may discuss their particular needs with Dr. Edwards.

Basic Reading List: R. C. Hine, *The Political Economy of European Trade*, Brighton, Wheatsheaf, 1985; J. Lodge (Ed.), *Institutions and Policies of the European Community*, (Part III), London, Frances Pinter, 1983; Loukas Tsoukalis (Ed.), *The European Community: Past, Present and Future*, Basil Blackwell, 1983 (reprinted from the *Journal of Common Market Studies*); Kenneth Twitchett (Ed.), *Europe and the World: The External Relations of the Common Market*, Europa, 1976; David Allen, Reinhard, Rummel & Wolfgang Wessels, *European Political Cooperation*, London, Butterworths, 1982; Christopher Hill (Ed.), *National Foreign Policies and European Political Cooperation*, London, George Allen & Unwin, 1983; P. Ifestos, *European Political Cooperation*, Aldershot, Gower, 1987.

Examination Arrangements: There is no specific examination arising out of these lectures and seminars but the material is examined in parts of the courses mentioned above.

IR139

Disarmament and Arms Limitation

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, A235)

Course Intended Primarily for all students interested.

Core Syllabus: These lectures seek to identify and explore the essential problems of disarmament and arms limitation, and the patterns of diplomacy and discourse they have generated; and to show how they relate to the central concerns of International Relations.

Course Content: Sequences of diplomacy, functions of the United Nations and contributions of treaties in the international discourse of disarmament. Changing conceptions of disarmament and arms limitation; patterns of negotiation; global and regional approaches; confidence- and security-building measures; unilateral, bilateral and multilateral modes and their interaction; the control of nuclear testing and nuclear proliferation; agreements on seabed arms control and on chemical and biological weapons. The

review conference as a feature of treaty régimes. Negotiations and proposals for new treaties. Interaction of disarmament with moral and legal constraints on warfare; assimilation of new weapons vs. preclusion; normative restrictions on deterrence and conduct in war. Public opinion and other non-governmental influences on disarmament; institutional frameworks of policy formation and international negotiation; international behavioural assumptions underlying approaches to disarmament.

Pre-Requisites: None.

Teaching Arrangements: 15 lectures, Michaelmas and Lent Terms.

Written Work: None.

Reading List: S. D. Bailey, *War and Conscience in the Nuclear Age*; L. Beaton, *The Reform of Power*; A. Beker, *Disarmament Without Order: The Politics of Disarmament at the United Nations*; G. Best, *Humanity in Warfare*; C. D. Blacker and G. Duffy (Eds.) for the Stanford Arms Control Group, *International Arms Control* (2nd edn); H. G. Brauch & D. L. Clarke (Eds.), *Decisionmaking for Arms Limitation*; H. Bull, *The Control of the Arms Race*; R. B. Byers (Ed.), *The Denuclearisation of the Oceans*; A. Carter (Ed.), *Unilateral Disarmament*; D. L. Clarke, *The Politics of Arms Control*; J. Dahlitz, *Nuclear Arms Control*; W. Epstein, *The Last Chance: Nuclear Proliferation and Arms Control*; D. A. V. Fischer, *The Future of Nuclear Non-Proliferation*; G. Fischer, *The Non-Proliferation of Nuclear Weapons*; J. P. G. Freeman, *Britain's Nuclear Arms Control Policy in the Context of Anglo-American Relations, 1957-68*; J. Garnett (Ed.), *Theories of Peace and Security*; J. Goldblat (for SIPRI), *Agreements for Arms Control*; W. H. Kincaid and J. D. Porro (Eds.), *Negotiating Security: An Arms Control Reader*; E. Luard (Ed.), *First Steps to Disarmament*; E. C. Luck (Ed.), *Arms Control: The Multilateral Alternative*; A. McKnight and K. Suter, *The Forgotten Treaties*; S. de Madariaga, *Disarmament*; M. Meselson (Ed.), *Chemical Weapons and Chemical Arms Control*; A. Myrdal, *The Game of Disarmament*; R. Neild, *How to Make Up Your Mind About the Bomb*; P. J. Noel-Baker, *The Arms Race*; C. E. Osgood, *An Alternative to War or Surrender*; O. Palme et al, *Common Security: A Programme for Disarmament*; A. J. Pierre, *The Global Politics of Arms Sales*; A. Roberts and R. K. Guelff, *Documents on the Laws of War*; M. Sheehan, *The Arms Race*; J. Simpson, *The Independent Nuclear State* (2nd edn.); N. A. Sims, *Approaches to Disarmament* (rev. edn.); N. A. Sims, *The Diplomacy of Biological Disarmament*; R. W. Terchek, *The Making of the Test Ban Treaty*; P. Wallensteen (Ed.), *Experiences in Disarmament*; Sir Michael Wright, *Disarm and Verify*; E. Young, *A Farewell to Arms Control?*; in addition certain journalistic accounts may be warmly recommended as filling gaps in the scholarly literature: good examples are S. Talbot, *Deadly Gambits: The Reagan Administration and the Deadlock in Nuclear Arms Control*; R. Harris and J. Paxman, *A Higher Form of Killing: The Secret Story of Gas and Germ Warfare*. Contextual reading is also advised, for students to derive full benefit from this course, and a longer list, with publication details of books, related articles available in the learned journals, and guidance on other

materials, is included in the course literature distributed at the first lecture in this series.

Examination Arrangements: This course is not intended as preparation for any particular examination. **Office Hour:** Mr. Sims is normally available to see students briefly without prior appointment during his regular "office hour" in A231. For longer meetings appointments may be made with his Secretary in A235.

IR140**International Verification**

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, A235)

Course Intended Primarily for all students interested. **Core Syllabus:** The practice and problems of the verification of compliance with international obligations, especially in relation to disarmament and arms limitation treaties, but with some attention paid to other systems of international supervision for comparison of concepts and procedures.

Course Content: The nature of international verification and related concepts, including control, detection, inspection, investigation, safeguards and supervision. The relationship between confidence, credibility and arrangements for verification of compliance with treaty obligations. The social and legal bases of compliance. Problems of the Domestic Analogy in International Relations, applied to the conceptual vocabulary of verification. The changing debate over verification of disarmament and arms control agreements: certainty and probability; recent developments in complaint and consultation procedures; national and international controls. Concepts of compliance diplomacy: the adversarial and co-operative modes contrasted. Disarmament and arms control verification compared with verification arrangements in selected sectors of the United Nations system: the experience of Specialised Agencies and other inter-governmental organisations. Intrusiveness, stringency and other qualities of verification procedures. The interaction of diplomacy, law, science, politics and international organisation in different patterns of verification.

Pre-Requisites: This course is intended to complement the lecture series IR139, which students should attend in the Michaelmas Term and first half of the Lent Term. Some familiarity with the elements of international organisation, in particular the United Nations system, is also expected.

Teaching Arrangements: 5 lectures, Lent Term.

Written Work: None.

Reading List: R. J. Barnet and R. A. Falk (Eds.), *Security in Disarmament*; I. Bellamy & C. D. Blacker (Eds.), *The Verification of Arms Control Agreements*; D. A. V. Fischer & P. Szasz, *Safeguarding the Atom*; L. Freedman, *US Intelligence and the Soviet Strategic Threat* (2nd edn.); A. Karkoszka, *Strategic Disarmament, Verification, and National Security*; A. S. Krass, *Verification: How Much Is Enough?*; E. A. Landy, *The Effectiveness of International Supervision*; S. Melman (Ed.), *Inspection for Disarmament*; W. C. Potter (Ed.), *Verification and SALT: The Challenge of Strategic Deception*; G. T. Seaborg, *Kennedy, Khrushchev and the Test Ban*; N. A. Sims,

International Organization for Chemical Disarmament; Stockholm International Peace Research Institute, *Chemical Disarmament: Some Problems of Verification*; K. Tsipis, D. W. Hafemeister & P. Janeway (Eds.); *Arms Control Verification: the technologies that make it possible*; Sir Michael Wright, *Disarm and Verify*; O. R. Young, *Compliance and Public Authority*; W. Young (Ed.), *Existing Mechanisms of Arms Control*.

Examination Arrangements: This course is not intended as preparation for any particular examination. **Office Hour:** See under IR139.

IR141**Concepts and Issues in War Studies (post 1945)**

Teachers Responsible: Professor Freedman, Dr. Mendl, Dr. Paskins and Dr. Sabin.

Course Intended Primarily for M.Sc.

Course Content: Basic strategic, ethical and civil-military relations concepts. Issues in the Nuremberg trials. Evolution of strategic doctrine and arms control measures in relation to international politics and civil-military relations. The military in politics. Technology and Strategy. Contemporary strategic thinking.

Teaching Arrangements: 42 lectures (IR141), Sessional at King's College.

IR142**Current Issues in International Relations (Seminar)**

Teacher Responsible: Mr. Geoffrey Stern, Room A140, (Secretary, A235)

Course Intended for M.Sc. and B.Sc. students specialising in International Relations as well as students taking the Diploma in World Politics.

Core Syllabus: The aim of the course is to provide a weekly forum for the discussion of topics of current interest to the student of International Relations. Matters of the moment are examined and analysed in terms of their international significance and of the issues they raise for the academic study of International Relations.

Pre-Requisites: Students will be expected to have some familiarity with current affairs as well as some background in International Relations.

Teaching Arrangements: There are ten weekly seminars in the Lent Term. Since the emphasis is on verbal fluency in the articulation of ideas about international relations, no class papers or other written work is involved.

IR154**International Political Economy Workshop**

Teachers Responsible: Dr. Michael Hodges and Dr. Gautam Sen (Secretary, A229)

Course Intended for research students.

IR171**Disarmament and Verification Seminar**

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, A235)

Course Intended Primarily for all students interested. **Core Syllabus:** This seminar offers an opportunity for students to discuss with outside speakers and one another topics of particular interest in disarmament and verification. Current diplomatic problems, treaty reviews and policy issues in this field receive special emphasis. The seminar also affords research students a meeting-place and, on occasion, a chance to share the fruits of their own research; but it is by no means limited to research students.

Pre-Requisites: The seminar is intended to complement the lecture series IR139 and IR140.

Teaching Arrangements: 6 Summer Term.

Written Work: None.

Reading List: None.

IR172**Contemporary Strategic Issues**

Teachers Responsible: Professor Freedman, Dr. Paskins, Dr. Mendl and Dr. Sabin.

Course Intended Primarily for research students.

Teaching Arrangements: Seminars (IR172) fortnightly, Michaelmas and Lent Terms at King's College. Availability to L.S.E. students subject to sufficient space on the course. Students should apply direct to the Department of War Studies, King's College.

IR180**General International Relations Seminar**

Staff Member Responsible: Mr. M. D. Donelan, Room A135 (Secretary, A235)

International Relations Department Staff Seminar. Arrangements: 15 weeks, 5 Michaelmas Term and 10 Lent Term. Programme of discussions to be announced.

IR181**International Relations Research Seminar**

Teacher Responsible: Mr. M. Yahuda, Room A230 (Secretary, A229)

Course Intended Primarily for first-year research students.

IR182**International Political Theory**

Teacher Responsible: Mr. M. D. Donelan, Room A135 (Secretary, A235)

Course Intended Primarily for staff and for interested research and Master's students by invitation.

Teaching Arrangements: Seminars (IR182), weekly, Michaelmas and Lent Terms.

IR183**Interacting Aspects of Security Policy – Workshop**

Teacher Responsible: Dr. C. Coker, Room A119 (Secretary, A229)

Course Intended Primarily for research students. The workshop will meet either weekly or fortnightly by arrangement during Lent and Summer Terms, and

provide for the presentation of papers on themes and issues in international security. Specific arrangements will be made between staff and interested students during the Michaelmas Term.

IR184**Political Questions in a Philosophical Context**

Teacher Responsible: Mr. Philip Windsor, Room A120 (Secretary, A229)

Course Intended Primarily for members of staff and graduate students by invitation.

Teaching Arrangements: Seminars in Lent and Summer Terms.

IR185**Foreign Policy Issues Workshop**

Teacher Responsible: Dr. C. Coker, Room A119 (Secretary, A229)

Course Intended Primarily for research students. All those working in the general area of foreign policy studies in the International Relations department should attend. Others who may wish to attend should contact the course organiser in person.

IR190**International Organisation Research Seminar**

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, A235)

Course Intended Primarily for academic staff and research students.

Core Syllabus: The purpose of this Research Seminar is to enable research students and staff with interests in International Organisation, whether global or regional, to share their ideas and findings and gain mutual encouragement through regular meetings.

Pre-Requisites: None.

Teaching Arrangements: Fortnightly meetings, five Lent Term, three Summer Term.

Written Work: None.

Reading List: None.

IR191**Africa Research Workshop**

Teacher Responsible: Mr. J. Mayall, Room A234 (Secretary, A235)

Course Intended Primarily for all interested research students. Specific arrangements will be made between staff and students during the Michaelmas Term.

IR192**Psychological Problems in International Relations**

Teacher Responsible: Dr. William Bloom, (Secretary, A139)

Course Intended Primarily for all interested students.

Core Syllabus: The aim of this lecture series is to introduce students to the various ways in which human psychology can be interpreted as influencing and determining international relations.

Course Content: Theories of human nature and their related understandings of international relations, e.g.

conflict versus cooperation. Mass psychology and theories of political integration. The psychological dimensions of the nation; charisma; nation-building; nationalism; patriotism; national character. Psychological mobilisation, propaganda and foreign policy. International integration. International class stratification; national loyalty versus class loyalty. Images; diplomacy; perception and misperception; leadership; groupthink; crisis behaviour.

Teaching Arrangements: Six lectures in the Lent Term.
Examination Requirements: None.

IR3600**The Structure of International Society**

Teacher Responsible: Dr. M. Leifer, Room A137 (Secretary, A229)

Course Intended Primarily for B.Sc. (Econ.) Part I
Core Syllabus: An examination of the nature of a society of states distinguished by the absence of a common government.

Course Content: Justification for the use of the term 'society' to describe the collectivity of states. Sovereignty as the basis of international society. International law and diplomacy as pre-requisites for the conduct of orderly relations between states.

The significance of the concept of national interest. The nature of international politics – the balance of power; the threat and use of force in contemporary international relations. Other ways in which foreign policy is executed.

Neutrality as an option for states. The current importance of nationalism and imperialism. International communism. The impact of underdevelopment on international politics. Disarmament and the pacific settlement of disputes. The search for security: attempts at integration and the role of the U.N.

Teaching Arrangements: There is one lecture course accompanied by a class.

Lectures – IR101, **The Structure of International Society**, 20 Michaelmas and Lent Terms.

Classes: IR101a beginning early Michaelmas – with members of the International Relations Department.

Written Work: Each student is required to write four essays of approximately 1,500 words which will be set and marked by class teachers.

Introductory Reading List: A fuller course description and extensive reading guide will be made available to all interested students.

Joseph Frankel, *International Relations in a Changing World*; P. A. Reynolds, *An Introduction to International Relations*; F. S. Northedge, *The International Political System*; J. W. Burton, *World Society*; P. Calvocoressi, *World Politics since 1945*.

Examination Arrangements: There is one three-hour formal written examination in the Summer Term. The paper contains twelve questions of which four are to be answered. All questions count equally; there is no course work component. Copies of previous years' papers are included in the fuller course description.

IR3700**International Politics**

Teachers Responsible: Professor Fred Halliday, Room A136 and Mr. M. Hoffman, (Secretary, Room A139)

Course Intended Primarily for B.Sc. (Econ.) Part II International Relations specialists; B.A./B.Sc. c.u. The lectures (IR102) are also appropriate for those M.Sc. and Diploma students who wish to strengthen their background in this field.

Core Syllabus: This is the core field for specialists in international relations, combining an emphasis on political aspects of the subject with a general survey of international relations as a whole.

Course Content: Ways of theorising international relations. The emergence and organisation of the modern system of sovereign states. The political process in the international community and contemporary thought on its character and functioning. The means of pressure and forms of political relationship between states. The dynamic aspect: revolutionary movements, the external projection of political values and the changing distribution of power and leadership. War, mechanisms for ensuring stability, and agencies for directed change.

Pre-Requisites: None, although B.Sc. (Econ.) specialists are encouraged to have taken **Structure of International Society** at Part I of their degree.

Teaching Arrangements: There are twenty lectures (IR102 and IR104) given by Professor Halliday in the Michaelmas and Mr. Hoffman in the Lent Term. For B.Sc. (Econ.) and General Course students, there are also fifteen classes, beginning in the first week of the Michaelmas Term (IR102a).

Written Work: B.Sc. (Econ.) and General Course students will each be assigned three essays to be discussed with their class teacher. Diploma students will be assigned written work within their seminar groups.

Readings: M. Light & A. J. R. Groom (Eds.), *International Relations: A Handbook of Current Theory* (1985); M. Smith *et alii*, (Eds.), *Perspectives on World Politics*; H. Bull, *The Anarchical Society*; K. J. Holsti, *International Politics* (4th edn., 1983); P. Calvocoressi, *World Politics since 1945* (4th edn.).

Supplementary Materials: At the first lecture, a course package will be provided, covering detailed reading guidance, sample examination questions, suggested essay titles, topics for class discussion and topics for class discussion and topics for each lecture.

Examination Arrangements: There will be a 3-hour examination paper in late May or early June which requires that four questions be answered out of twelve.

IR3702**Foreign Policy Analysis**

Teacher Responsible: Dr. C. J. Hill, Room A232 (Secretary, A235)

Course Intended Primarily for B.Sc. (Econ.) 3rd Year I.R. specialists.

Core Syllabus: The aim of the course is to analyse the perspectives and means of conduct of the main actors in the international system, towards each other.

Course Content: An investigation of the behaviour of the individual actors of international relations, focusing mainly, but not entirely, on states; the various influences on decision-making in foreign policy; external and internal; the importance of bureaucracy, of domestic political systems, of economic

development and the groups affected by foreign policy; the problems arising out of the formulation of goals and the choice of policy instruments; psychological elements in policy-making; transnational relations.

Pre-Requisites: I.R. students can only take this course in their 3rd year. General Course students do not need any special advance knowledge to choose this as an optional course, but should be aware that B.Sc. (Econ.) students normally spread the various lecture courses over two years (see below).

Teaching Arrangements: All students are advised to attend lecture series IR106 **Foreign Policy Analysis** and IR107 **Decisions in Foreign Policy** which are given by Dr. Hill and Dr. Coker consecutively during Michaelmas and Lent Terms. 3rd year undergraduates should have attended in their second year as many of IR105 **The Foreign Policies of the Powers** (various lectures) as possible. Other relevant lectures will be announced from time to time. Separate classes (IR106a), with around 12 students in each, will be arranged with the participation of other members of the department.

Written Work: Students are expected to write at least three essays directly on questions arising out of the course. In order to relieve the pressure on books at any one time, they should choose their questions from one of the past examination papers provided. The three deadlines indicated, however, should be strictly kept to. Marking arrangements are as follows: Hand in your essays on the appointed dates to your class teachers who will mark and return them. Other essays to be done either for your tutor, or class teacher, by mutual agreement.

Reading List: No single book is exactly coterminous with the syllabus. Students should try to buy (all are paperback): Roy Macridis (Ed.), *Foreign Policy in World Politics* (6th edn.), Prentice Hall, 1985; Philip Reynolds, *An Introduction to International Relations* (2nd edn.), Longmans, 1980; Lloyd Jensen, *Explaining Foreign Policy*, Prentice Hall, 1982; Michael Clarke and Brian White (Eds.), *An Introduction to Foreign Policy Analysis*, Hesketh, 1981. Also highly recommended are: Stephen Ambrose, *Rise to Globalism* (4th edn.), Penguin, 1985; Kal Holsti, *International Politics: A Framework for Analysis* (4th edn.), Prentice Hall, 1983; Michael Smith, Steve Smith & Brian White (Eds.), *British Foreign Policy*, Unwin Hyman, 1987; J. L. Nogue & R. H. Donaldson, *Soviet Foreign Policy since World War II*, Pergamon, 1981; James Rosenau, *The Scientific Study of Foreign Policy* (2nd edn.), Frances Pinter, 1980; James Barber and Michael Smith (Eds.), *The Nature of Foreign Policy: A Reader*, Holmes MacDougall and Open University Press, 1974.

Examination Arrangements: A three-hour examination will be set in the Summer Term. It will be divided into equal halves: Section A (comparative and theoretical questions) and Section B (questions on the foreign policies of the U.K., U.S.A., and U.S.S.R.). One question must be answered from each section. All students have to answer 4 questions in all. Copies of previous years' papers, together with lecture and class topics, deadlines, and further references, are provided in a separate handout.

IR3703**International Institutions**

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, A235).

Course Intended Primarily for B.Sc. (Econ.) Part II, compulsory for IR Specialists, optional for others.

Core Syllabus: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Course Content: International organisation as a dimension of international relations, and as a higher stage of conference diplomacy. Patterns of international organisation and types of international institutions: global, regional and other. Institutions as arenas of conflict, frameworks for co-operation, and putative actors on the international stage. Constitutions, procedures and institutional dynamics, with particular reference to the structure and functioning of the League of Nations, organisations of the United Nations and Commonwealth systems, and selected regional (including military alliance) organisations.

Supranational and universalist aspirations, versus the persistence of intergovernmentalism in the tradition of conference diplomacy. Secretariats and Executive Heads; the special problems of international public administration, and the politics of institutional influence. Notions of collective security, global resource management, common heritage, regime-building, sovereign equality, development, justice and world order as alternative organising principles of international institutions. The impact of the international political system on international institutions; the place of those institutions in the foreign policies of states; the interaction of institutions and law in international society. The proliferation of institutions and the growth of multilateral diplomacy. The intellectual challenges of international organisation. The impact of international organisation on the practice of diplomacy and on the structure and texture of international relations.

(Note: *European Institutions* are studied as a separate course, IR3771.)

Pre-Requisites: IR students take this course in their second year, though the examination can be taken in either 2nd or 3rd year.

Teaching Arrangements: Lecture series (IR108). Classes (IR108a). There will be 20 lectures, throughout the Michaelmas and Lent Terms and 15 classes, starting in week 6 of the Michaelmas Term and continuing to the end of the Lent Term.

Written Work: Students are expected to write 3 essays on subjects which may be chosen from the list provided. Class teachers will set and mark the essays, and provide additional bibliography as necessary.

Reading List: See entry under IR4630, which will be supplemented as necessary in the course literature, in recognition of the wider syllabus for IR3703.

Examination Arrangements: There will be a three-hour written examination in the Summer Term: four questions chosen from twelve. Copies of previous examination papers are provided in a separate handout.

IR3750
IR4632**The International Legal Order**

Teacher Responsible: Dr. I. Delupis, (Secretary, A229)
Course Intended Primarily for B.Sc. (Econ.) Part II and M.Sc. International Relations.

Core Syllabus: The aim of the course is to consider the role of international law in world affairs and to evaluate current problems in international society in the light of effective rules.

Course Content: The distinctive nature of international law; its impact on foreign policy and on the behaviour of States; ideology in international law; unequal treaties; sanctions; the domestic origin and effect of law making by international organizations. Certain disorders: threats to the environment; terrorism, hijacking, espionage; law of war and armed conflict; liberation movements and guerilla warfare.

Pre-Requisites: No previous knowledge required.

Teaching Arrangements: There is one course (IR135) of ten lectures in the Michaelmas Term and 10 classes (IR135a) for undergraduates in the Lent Term and 10 seminars (IR169) for graduates in the Lent Term.

Reading List: Detter Delupis, *The Concept of International Law* (1987); *International Law and the Independent State* (2nd edn, 1987), *The Law of War* (1987); Henkin, *How Nations Behave*; Kaplan & Katzenbach, *The Political Foundations of International Law*; C. de Visscher, *Theory and Reality in Public International Law*; Kunz, *The Changing Law of Nations*; Detter, *Law Making by International Organizations*; Higgins, *Conflict of Interests: International Law in a Divided World*; Bin Cheng (Ed.), *International Law: Teaching & Practice*.

Examination Arrangements: One three-hour written examination paper in the Summer Term.

IR3752

The Politics of International Economic Relations

Teachers Responsible: Mr. M. D. Donelan, Room A135 and Mr. J. Mayall, Room A234 (Secretary, A235)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year.

Course Content: The course content for the course is: (i) The economic factor in foreign policy. The economic ambitions of states. Economic causes of war. Peace-making and peace-keeping. Economic resources for foreign policy. Economic instruments.

(ii) The development of thought about the relationship between international politics and the international economy. Mercantilism, Laissez-faire and economic nationalism. The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World.

Teaching Arrangements and Written Work: (Lectures, IR137 and Classes, IR137a). Students deliver class papers and write essays for the class teachers on topics notified at the beginning of the Session.

Reading List: The basic books are: J. Spero, *The Politics of International Economic Relations*; D. K.

Fieldhouse, *The Theory of Capitalist Imperialism*; R. L. Heilbroner, *The Worldly Philosophers*. A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, four questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR3754
IR3782
IR4650**Strategic Aspects of International Relations****Strategic Studies**

Teacher Responsible: Mr. P. Windsor, Room A120 (Secretary, A229)

Course Intended Primarily for B.Sc. (Econ.) XIII International Relations 3rd Year (Papers 5 & 6 (e)), Diploma in World Politics. M.Sc. International Relations (Papers 2 & 3 (f)).

Core Syllabus: The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

Course Content: The employment of force for political ends. The contribution of Clausewitz, and criticisms of his work. Differences in the role of force in nineteenth and twentieth century patterns of international order. The impact of science and technology, and of social forces such as nationalism and imperialism, upon war. Force in international relations since 1945. The origins and development of superpower conflict. The impact of nuclear weapons on international relations, and on thought about war and peace. Doctrines of the superpowers and their allies. Ideas of deterrence, limited war, arms control, and alliance management. Ethical problems of nuclear strategy. Revolutionary-guerrilla warfare. The proliferation of armaments. The diffusion of military power. Implications for international security of the present pattern of order in East-West, North-South, and regional relationships.

Pre-Requisites: A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Teaching Arrangements: The lecture course (IR138) (20 Michaelmas and Lent Terms) is followed by classes for B.Sc. (Econ.) 3rd year (138a), (15 Lent and Summer Terms), and by seminars for Diploma in International and Comparative Politics, (17 Lent and Summer Terms). For M.Sc. students a seminar (IR170), (25 Sessional) is held weekly through most of the year. Classes are taught by Mr. Philip Windsor and others. The M.Sc. seminar is run jointly by Mr. Windsor and Dr. Light. Topics covered in classes and seminars will vary according to the level of teaching. The scope of teaching for each examination will be coordinated among individual teachers, who will make their own arrangements for informing students at the beginning of classes or seminars. In practice the majority of taught topics will be on strategic aspects of postwar international relations and examination papers

will reflect this. Related lectures and seminar courses (IR139, IR140, IR171) on **Disarmament and Arms Limitation** and on **International Verification** are run by Mr. Nicholas Sims (Room A231). Graduate students may be able to attend certain courses given by the Department of War Studies at King's College. The International Institute for Strategic Studies (IISS) and the Royal United Services Institute for Defence Studies (RUSIDS) are both nearby and students in Strategic Studies may be eligible for student membership, which gives access to certain meetings and to excellent specialised libraries.

Written Work: By arrangement with class and seminar teachers.

Reading List: The following short list comprises some of the most important and some of the best currently available books. An asterisk indicates publication in paperback edition.

H. Adomeit, *Soviet Risk Taking and Crisis Behaviour*; R. Aron, *Clausewitz: Philosopher of War*; *Peace and War*; G. Best, *War and Society in Revolutionary Europe*; B. Brodie, *Strategy in the Missile Age*; *War and Politics*; S. Brown, *Faces of Power* (2nd edn.); H. Bull (Ed.), *Intervention in World Politics*; H. Bull, *The Control of the Arms Race*; C. M. Clausewitz, *On War* (Ed. by M. Howard & P. Paret); A. W. De Porte, *Europe between the Superpowers*; L. Freedman, *The Evolution of Nuclear Strategy*; J. L. Gaddis, *Strategies of Containment*; A. Grosser, *The Western Alliance*; M. H. Halperin, *Limited War in the Nuclear Age*; P. Hanson, *Trade and Technology in Soviet-Western Relations*; P. Hanson & K. Dawisha (Eds.), *Soviet-East European Dilemmas*; D. Holloway, *The Soviet Union and the Arms Race*; D. Holloway & J. Sharp (Eds.), *The Warsaw Pact: Alliance in Transition*; M. E. Howard, *Clausewitz: War and the Liberal Conscience*; *War in European History*; G. Kennedy, *Defense Economics*; D. Leebaert (Ed.), *Soviet Military Thinking*; W. H. McNeill, *Pursuit of Power*; F. M. Osanka, *Modern Guerrilla Warfare*; R. E. Osgood, *Limited War Revisited*; M. Pearton, *The Knowledgeable State*; A. J. Pierre, *The Global Politics of Arms Sales*; T. C. Schelling, *Arms and Influence*; *S. Talbot, *Deadly Gambits*; A. Ulam, *Dangerous Relations*; P. Windsor, *Germany and the Management of Detente*.

Examination Arrangements: For all students (except General Course students, who may elect) there are three-hour formal examinations held in Summer Term. For B.Sc. (Econ.) four questions must be answered from twelve or more. For M.Sc. and Diploma in International and Comparative Politics, three questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

IR3755

The Ethics of War

Teacher Responsible: Mr. M. D. Donelan, Room A135 (Secretary, A235)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year.

Course Content: The beginnings of the ethical tradition: the right to go to war. Conditions governing

the right. The pacifist challenge to the ethics of war. The realist challenge. Political control and economy of force as a substitute for ethics. The development of rules of warfare. Geneva and the Hague. The basis of the rules: innocence and guilt, humanity and necessity. Ethical principles of warfare; discrimination, proportion, minimum force. Guerrilla warfare. The ethics of nuclear deterrence. Terrorism. The justification of the arms trade. World armaments and world poverty.

Teaching Arrangements and Written Work: Lectures, IR136; Classes, IR136a. Students deliver class papers and write essays for the class teacher on topics notified at the beginning of the session.

Reading List: The basic books are: G. Best, *Humanity in Warfare*; G. Goodwin (Ed.), *Ethics and Nuclear Deterrence*; M. Howard (Ed.), *Restraints on War*. A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, four questions chosen from twelve.

IR3770
IR4661**International Communism
International Politics: The Communist Powers**

Teacher Responsible: Mr. Geoffrey Stern, Room A140 (Secretary, A235)

Course Intended Primarily for M.Sc. students specialising in the *Communist Powers*, but it is also designed for B.Sc. students intending to take **International Communism** as an approved subject.

Core Syllabus: The aim of the course is to examine the development of Marxist-Leninist parties, factions and fronts throughout the world. Particular attention is given to the inter-relationships of those organisations and their degree of sensitivity to changes in the domestic and foreign policy of the USSR. The main emphasis is on behaviour and on the factors which influence it. Since behaviour is influenced though not determined by theory, the lecture begins with a brief examination of relevant theories.

Course Content: International implications of the Bolshevik Revolution of 1917. The development of Communist parties, factions and fronts in Europe, Asia, the Middle East, Latin America and elsewhere: their inter-relationships and their degree of sensitivity to changes in Soviet domestic and foreign policies. The institutional structure of the Comintern, Cominform, Comecon and the Warsaw Pact: the effectiveness of those organisations in the achievement of their presumed goals. The Sino-Soviet dispute and the emergence of polycentrism in the Communist world.

Pre-Requisites: Students will not be expected to have studied the subject before, but some familiarity with both Marxist theory and Soviet history would be an advantage.

Teaching Arrangements and Written Work: Students of the **Communist Powers** are advised to attend lecture series IR116 **International Communism** in the Michaelmas and Lent Terms. It is also advisable to attend lectures on Soviet, Chinese and American policy in the series IR105 **The Foreign Policies of the Powers**.

These start in the second half of the Michaelmas Term and continue into Lent and Summer. Additionally, students may find it useful to attend seminars on **Soviet & East European Politics** which are held throughout the Michaelmas and Lent terms on Tuesdays in Room A40. These are under the aegis of the Government Department and students may contact Anne Kennedy in Room L301 for details.

A programme of 8 seminars on the **Communist Powers** (IR156) dealing exclusively with ruling parties will be held in the Lent and Summer Terms. These will meet fortnightly in the Lent Term and weekly in the Summer Term.

No class paper or other written work is involved, but students may submit essays on relevant topics to their supervisor.

Lecture Topics:

1. *The subsystem.* 'International Communism' defined, following an analysis of what 'Communism' means in theory and how Marxist-Leninist states operate in practice. Political, economic and social structures in the Communist-ruled states. An analysis of inter-Communist conflicts and their implications.

2. *The Marxist foundation.* A brief examination of the key concepts of Marx and Engels. Diverse trends in Marxist thought and organisation prior to the first world war and their relevance to an understanding of inter-Communist relations.

3. *The Leninist edifice.* Menshevism and Bolshevism examined in context. Lenin's concept of the Vanguard party and of 'democratic centralism'. His adaptation and transformation of Marxism in attempting to apply it to a predominately peasant, under-capitalised society.

4. *The revolution ebbs.* The political, social and economic consequences of attempting to implement a Socialist programme in a country lacking many of the prerequisites and at a time when revolutionary hopes in Germany, Hungary, Austria and the 'colonies' and 'semicolonyes' are fading. The notion of 'peaceful coexistence'.

5. *Socialism in one country.* An assessment of the political and ideological implications of the policy both for the Soviet Union and the members of the Comintern. The restructuring of the Comintern including the 'bolshevisation' of the Sections and the policies they are called upon to pursue. The United Front in China, Britain and elsewhere and the repercussions on international Communism of the 'class against class' policy.

6. *From 'class against class' to the Popular Front.* Implications of the Comintern's changes of line on the Communist movement in general and on the Soviet, German, Chinese, French and Spanish parties in particular.

7. *The Nazi-Soviet pact.* Analysis of the origins, aftermath and implications of the pact. Communist policy in the occupied and unoccupied territories.

8. *'Socialist patriotism'.* From Great Patriotic War – Communist tribulations and triumphs to the creation of a 'Socialist zone' in Eastern Europe and East Asia. The Cominform and the disappearance of the short-lived concept of 'the national road to Socialism'. The notion of 'proletarian/Socialist internationalism'.

9. *The Communist monolith and the 'weak link'.* A case

by case study of the economic and political impact of Stalinism in Eastern Europe and beyond. The implications of Yugoslavia's break with Moscow and of the victory of the Chinese Communist Party.

10. *Destalinisation and revolt.* The death of Stalin and its impact in Russia, Eastern Europe and the wider Communist fraternity. The process of destalinisation and the unsettling effect in Eastern Europe, China and beyond of Khrushchev's attack on Stalin and his revisions of accepted doctrine. The turmoil in Poland and Hungary compared and contrasted. The significance of the use in East Germany and Hungary of the Red Army.

11/12. *Eastern Europe since 1956.* Case studies illustrating the polycentric character of the area and the reasons for diversity.

13. *COMECON.* History, problems and prospects.

14. *The Warsaw Pact.* History, problems and prospects.

15. *Mao and the Chinese road to Socialism.* The Maoist contribution to revolutionary theory and practice 1927–1954. China 'leans to one side'. The repercussions of the Korean War.

16. *The Sino-Soviet dispute.* The multifaceted nature of the conflict – historical, territorial, geopolitical, ideological, etc. The balance of power and the American dimension. The repercussions of the dispute in polarising Communist sympathies in Indochina, Mongolia and elsewhere.

17. *Cuba.* The rise and decline of a distinctive Socialist model. Cuba as a centre of Afro-American and of Hispanic Marxism-Leninism. Havana's role in Africa and relations with Moscow.

18. *Marxism-Leninism. Nationalist or Internationalist?* Ruling and non-ruling parties: their priorities and preoccupations. The challenge of 'Eurocommunism' and of 'the New Left'. The absence of an agreed centre or of a universal inter-Communist organisation. Theoretical and practical problems. Prospects.

Reading List: A detailed list of books is provided on a separate sheet. It is a lengthy compilation, but its object is not to exhaust the student with overwork, but to indicate the range of available material for specialist and generalist work.

The following are basic texts for the course: T. Ali (Ed.), *The Stalinist Legacy*; Z. Brzezinski, *The Soviet Bloc*; K. Dawisha & P. Hanson (Eds.), *Soviet-East European Dilemmas*; G. S. Fischer-Galati (Ed.), *Eastern Europe in the 1980s*; K. Grzybowski, *The Socialist Commonwealth of Nations*; D. Holloway & J. Sharp (Eds.), *The Warsaw Pact: Alliance in Transition*; L. Holmes (Ed.), *Politics in the Communist World*; C. Jacobsen, *Sino-Soviet Relations since Mao*; M. McCauley (Ed.), *Communist Power in Europe 1944–49*; O. Narkiewicz, *Marxism and the Reality of Power*; T. Rakowska-Harmstone (Ed.), *Communism in Eastern Europe*; H. Schwartz, *Tsars, Mandarins and Commissars*; B. Szajkowski, *Marxist Governments*; R. Tucker, *The Marxian Revolutionary Idea*; M. Waller, *The Language of Communism*.

Examination Arrangements: For M.Sc. students taking the Communist Powers option there will be a three-hour examination in the Summer Term. It will contain twelve questions of which three are to be answered and

will be based on material arising out of the relevant lectures and seminars.

For B.Sc. students taking **International Communism** as an approved subject there will be a three-hour examination in the Summer Term. It will contain twelve questions of which four are to be answered and will be based on material arising out of the lecture course and seminar.

IR3771

IR4631

IR4751

European Institutions

Teacher Responsible: To be announced.

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc. International Relations and M.Sc. European Studies; optional for Diploma in World Politics.

Core Syllabus: The lecture course focuses upon the progress and problems of regional integration in Western Europe since 1945.

Course Content: The emergence of the European Communities: the European idea; the dynamics of integration. The institutions: structure and policy-making processes (O.E.E.C.-O.E.C.D., Council of Europe, the E.E.C. and E.C.S.C.). The impact of the institutions upon state policy. Theoretical aspects: the notion of supranationality. The Federalist, the Confederalist and the Functionalist approaches to regional integration in Western Europe. European security and European integration. M.Sc. students should also take course IR123, **External Relations of the European Community**.

Pre-Requisites: IR students may take this course in their 3rd or 2nd year, depending upon timetabling constraints. There are no formal pre-requisites but, as the course deals in part with contemporary problems of economic policy in Europe, an interest in such issues and an ability to deal with them is essential.

Teaching Arrangements: In addition to the lectures (IR122) ten classes (IR122a) for undergraduates are arranged for the Lent Term. For postgraduate students there are 15 meetings of a Seminar (IR161) for International Relations and European Studies specialists and other postgraduate students, in Michaelmas and Lent Terms, for which there is a separate hand-out. M.Sc. students also attend lectures and seminars (IR123) and (IR162).

Written Work: Three undergraduate essays are allocated in class. For postgraduate subjects substantial class presentations are allocated at the first meeting of the seminar and essays are allocated by individual tutors.

Reading List: No single book is exactly coterminous with the syllabus. The following are useful introductions: Paul Taylor, *The Limits of European Integration*, Croom Helm, 1983; Denis Swann, *The Economics of the Common Market*, Penguin, 1984; Hugh Arbuthnot & Geoffrey Edwards, *A Common Man's Guide to the Common Market*, Macmillan, 1978; Juliet Lodge (Ed.), *Institutions and Policies in the European Community*, Pinter, 1983; W. Wallace, H. Wallace & Carole Webb, *Policy Making in the European Community*, Wiley, 2nd edn., 1983.

Examination Arrangements: There will be a three hour

written examination for undergraduates in late May or early June. The paper for postgraduates will be in June.

IR3781

Foreign Policy Analysis

Teacher Responsible: Dr. C. J. Hill, Room A232 (Secretary, A235)

Course Intended Primarily for Diploma in World Politics.

Core Syllabus: The aim of the course is to analyse the perspectives and means of conduct of the main actors in the international system, towards each other.

Course Content: An investigation of the behaviour of the individual actors of international relations, focusing mainly, but not entirely, on states; the various influences on decision-making in foreign policy, external and internal; the importance of bureaucracy, of domestic political systems, of economic development and of the groups affected by foreign policy; the problems arising out of the formulation of goals and the choice of policy instruments; psychological elements in policy-making; transnational relations.

Pre-Requisites: Diploma students do not need any special advance knowledge to choose this as an optional course.

Teaching Arrangements: All students are advised to attend lecture series IR106 **Foreign Policy Analysis** and IR107 **Decisions in Foreign Policy** which are given by Dr. Hill and Dr. Coker consecutively during Michaelmas and Lent Terms as well as as many IR105 **The Foreign Policies of the Powers** (various lecturers) as possible. Other relevant lectures will be announced from time to time. Separate classes (IR106a), with around 12 students in each, will be arranged with the participation of other members of the department.

Written Work: Students are expected to write at least three essays directly on questions arising out of the course. In order to relieve the pressure on books at any one time, they should choose their questions from one of the past examination papers provided. The three deadlines indicated, however, should be strictly kept to. Students should hand in their essays to their class teacher on the set date. They will be returned and commented on individually, except where some general comment will also be provided.

Reading List: No single book is exactly coterminous with the syllabus. Students should try to buy (all are paperbacks): Roy Macridis (Ed.), *Foreign Policy in World Politics*, Prentice Hall, (6th edn.) 1985; Philip Reynolds, *An Introduction to International Relations*, (2nd edn.), Longmans, 1980; Lloyd Jensen, *Explaining Foreign Policy*, Prentice Hall, 1982; Michael Clarke and Brian White (Eds.), *An Introduction to Foreign Policy Analysis*, Hesketh, 1981.

Also highly recommended are Stephen Ambrose, *Rise to Globalism*, Penguin (4th edn.), 1985; Robin Edmonds, *Soviet Foreign Policy: The Brezhnev Years*, OUP, 1983; Kal Holsti, *International Politics: A Framework for Analysis*, Prentice Hall (4th edn.), 1983; Michael Smith, Steve Smith & Brian White (Eds.), *British Foreign Policy*, Unwin Hyman, 1987; James Rosenau, *The Scientific Study of Foreign Policy* (2nd edn.), Frances Pinter, 1980.

Examination Arrangements: A separate three-hour examination will be set in the Summer Term. It will be divided into equal halves: Section A (comparative and theoretical questions) and Section B (questions on the foreign policies of the UK, USA and USSR). One question must be answered from each section. All students have to answer three questions in all. Copies of previous years' papers, together with lecture and class topics, deadlines, and further references, are provided in a separate handout.

IR3782

Strategic Studies

See *Strategic Aspects of International Relations* IR3754

IR3783

International Institutions

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, A235)

Course Intended for Diploma Students

Core Syllabus: (as for IR3703)

Course Content: (as for IR3703)

Pre-Requisites: None.

Teaching Arrangements: (as for IR3703).

Reading List: (as for IR3703).

Examination Arrangements: There will be a three-hour written examination in the Summer Term.

IR3784

The Politics of International Economic Relations

Teacher Responsible: Mr. M. D. Donelan, Room A135 (Secretary, A235)

Course Intended Primarily for Diploma in World Politics.

Course Content: The syllabus for the course is:

(i) The economic factor in foreign policy. The economic ambitions of states. Economic causes of war. Peace-making and peace-keeping. Economic resources for foreign policy. Economic instruments.

(ii) The development of thought about the relationship between international politics and the international economy. Mercantilism, Laissez-faire and economic nationalism. The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World.

Teaching Arrangements and Written Work: (Lectures IR137 and Classes IR137a). Students deliver class papers and write essays for the class teachers on topics notified at the beginning of the Session.

Reading List: The basic books are: J. Spero, *The Politics of International Economic Relations*; D. K. Fieldhouse, *The Theory of Capitalist Imperialism*; W. Barber, *A History of Economic Thought*; R. L. Heilbroner, *The Worldly Philosophers*.

A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, four questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR3799

Essay Option

B.Sc. (Econ.) Part II

The regulations for this degree allow candidates in the special subject International Relations to offer as one of their options "an essay of not more than 10,000 words to be written during the course of study on a subject to be approved by the candidate's Tutor and by the Department teaching the subject concerned."

This option is governed by the following provisions:

1. The object of the essay option is to give candidates an alternative opportunity to demonstrate the quality of their unaided work, and Examiners to assess it. The essay should be an independent examination of an issue in which the candidate already has an interest. It should constitute a coherent body of argument expressing the candidate's own understanding of a particular subject; plagiarism must be avoided. It may rely entirely on books and journal articles. No special credit will be given for original material such as unpublished documents, newspapers, files or personal interviews.

2. The essay may be submitted as an alternative to any one of papers 6, 7 and 8. It should normally be on a subject which lies within the field of International Relations as taught at this School. Candidates must secure the approval of their Tutor for the title of their essay, but the Tutor should not be expected to suggest a subject. The Tutor will in turn seek the appropriate Department's approval and inform the candidate when this has been given or the title referred back for further consideration. Approval should therefore be sought in good time, normally before the end of the candidate's second year, but in any case no later than the end of the first term of their final year.

3. Examiners in assessing the essay will look not only for factual accuracy but also for evidence of skill in analysis and logical reasoning and in organisation and relevance of material. The text should be satisfactory as to literary presentation and be accurate in point of spelling, grammar and punctuation.

4. An indication of the sources used in the preparation of the essay should be provided in the form of a bibliography, but it need not be extensive.

5. The number of footnotes should normally be kept to a minimum, but they should be inserted in support of the more particularist or contentious statements. Direct quotations from any published or unpublished work must be accurately cited in the text or by means of footnotes, and normal scholarly practice should be followed in acknowledging the contribution of the ideas of other scholars.

6. The essay option is equal in value to each of the seven papers taken at Part II by the conventional examination method, and it is marked out of the same maximum (100).

7. Tutors may give the candidate general guidance only. Thus, they may discuss the broad subject of the essay at the time of its submission for approval and suggest source material. They may also give general advice on points of difficulty which arise during its preparation, including such matters as footnoting and bibliography. But Tutors and any other teachers must not read a draft of the essay or any part of it. Candidates must not, therefore, invite their Tutors or

any other teachers to comment on any draft of the essay.

8. The essay must not exceed 10,000 words in length. It should be typed in double spacing on one side of the paper only and with a wide margin. The pages should be numbered consecutively and adequately secured. The essay must not bear the candidate's name. Instead, the candidate's number (which will be received in good time from the Examinations Office) should be inscribed on the title page together with this rubric:

B.Sc. (Econ.) Part II 1989 [or 1990] (Special Subject: International Relations). Essay submitted in partial fulfilment of the requirements for the degree.

9. The essay must be handed in to the Examinations Office not later than 1 May in the candidate's first or second year of study for Part II of the B.Sc. (Econ.) degree, the latter remaining the normal expectation but the former being allowed at the discretion of candidates and their Tutors. (The essay will not be returned: the candidate is advised, therefore, to retain a duplicate copy.)

10. Candidates may be called for an oral examination in which the Examiners may, among other things, wish to satisfy themselves that the essay is the candidate's own work. Any such examination will, of necessity, be arranged at short notice and will probably be held in the last week of June or in the first week of July. Candidates should, therefore, inform the Departmental Secretary as to where they may be contacted during that time if they will not be at the termtime address held in the Registry.

This revised statement was approved at the Departmental Meeting held on 7 May 1982.

Enquiries to the Chairman of Examiners in International Relations (currently Mr. M. Donelan, A135), who is responsible for the administration of this Essay Option on behalf of the Department.

IR4600

International Politics

Teacher Responsible: Mr. M. D. Donelan, Room A135 (Secretary, A235)

Course Intended Primarily for M.Sc.

Course Content: The course focuses on conflict between states. The following aspects are studied:

(i) Contending views of the history of the modern states-system, explanations of the causes of conflict between states, and ways of handling it.

(ii) Alliances as a custom of international society and their role in inter-state conflict.

(iii) Intervention by states in the internal conflicts of others.

(iv) Attitudes to war and warfare.

(v) Conflict about the distribution of wealth in the world economy.

Teaching Arrangements and Written Work: (Lectures, IR151 and Seminars, IR152). Students deliver seminar papers and write essays for their supervisors on topics notified at the beginning of the Session.

Reading List: The basic books are: C. Beitz, *Political Theory and International Relations*; J. Mayall (Ed.), *The Community of States*; M. Smith & others, *Perspectives on World Politics*. A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, three questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR4610

Foreign Policy Analysis

Teacher Responsible: Dr. C. Coker, Room A119 (Secretary, A229)

Course Intended Primarily for M.Sc. students (International Relations) as an option. M.Sc. students in other departments or other postgraduate students, may follow the course by special permission.

Core Syllabus: The M.Sc. course in Foreign Policy Analysis differs from that for the B.Sc. largely in level and approach. The emphasis is on going beyond an analysis of the basic processes of foreign policy-making, into more advanced issues such as determinism and rationality. Students are expected to combine an interest in theoretical and comparative aspects of the subject with a fair knowledge of the major foreign policy events of the twentieth century.

Course Content: This course deals with the ways in which international actors – primarily but not exclusively states – formulate decisions and strategies for dealing with other members of the international community. It concentrates on the interplay between domestic and external forces, on the organisation, psychology and politics of small-group decision-making, on the purposes behind foreign policy and on the instruments available to those who make it. Problems of comparison, choice, evaluation and rationality are treated extensively, as are contemporary criticisms of the concept of a separate 'foreign' policy.

Pre-Requisites: Students need not have studied Foreign Policy Analysis before, but a basic familiarity with modern international history will be an advantage as in any International Relations course. Students wishing to familiarize themselves with the broad outline of the subject should refer to the text books on the B.Sc. (Econ.) Study Guide, IR3702.

Teaching Arrangements: All students are advised to attend lecture series IR106 *Foreign Policy Analysis*, and IR107 *Decisions in Foreign Policy* which are given by Dr. Hill and Dr. Coker during Michaelmas and Lent Terms and IR118 *New States in World Politics* by Dr. Lyon in the Michaelmas Term. It is also important to attend as many of the lectures in the series IR105 *The Foreign Policies of the Powers*, as possible. These start in the second half of the Michaelmas Term and continue into Lent and Summer. A seminar programme (IR153) will run from the beginning of the Lent Term until two or three weeks before the Summer examinations.

Written Work: Students taking this option will be able in many cases to write essays in the subject for their supervisors. Otherwise they can arrange to submit work to Dr. Coker who will be running the seminar. Each student will also be expected to introduce at least one seminar topic orally.

Reading List: The following books are a necessary but not sufficient reading requirement. They provide access to most of the main themes of the course as well as to a considerable amount of empirical material: Graham Allison, *Essence of Decision*, Little, Brown, 1971;

Irving Janis, *Groupthink*, Houghton Mifflin, 1982; Robert Jervis, *Perception and Misperception in International Politics*, Princeton University Press, 1976; Kal Holsti, *Why Nations Realign: Foreign Policy Restructuring in the Post-War World*, Allen & Unwin, 1982; Ernest May, *'Lessons' of the Past: The Use and Misuse of History in Foreign Policy*, Oxford University Press, 1973; Jiri Valenta, *Soviet Intervention in Czechoslovakia, 1968: Anatomy of a Decision*, John Hopkins University Press, 1979; William Wallace, *The Foreign Policy Process in Britain*, Royal Institute of International Affairs, 1976; Paul Lauren (Ed.), *Diplomacy: New Approaches in History, Theory and Policy*, Free Press, New York, 1979; R. Ned Lebow, *Between Peace and War*, John Hopkins University Press, 1984; D. Baldwin, *Economic Statecraft*, Princeton University Press, 1985; R. Neustadt & E. May, *Thinking in Time: The Uses of History for Decision Makers*, Free Press, 1986.

Examination Arrangements: A three hour examination will be taken in the Summer Term, consisting of questions of a comparative and theoretical nature. Students will be expected to use analytical and historical knowledge of major foreign policy issues in answering these questions, of which three have to be completed in the time available.

Copies of previous years' papers, together with lecture and seminar programmes are provided in a separate handout.

IR4621

Concepts and Methods of International Relations

Teacher Responsible: Michael Banks, Room A118 (Secretary, A229)

Course Intended Primarily for M.Sc. International Relations and M.Sc. Politics of the World Economy, as an optional field for examination. The course is also designed as general background for students taking the Diploma in World Politics; B.Sc. (Econ.) in International Relations, 3rd year; and the Dartmouth College one-term exchange programme.

Core Syllabus: A critical examination of the nature, assumptions and implications of the contemporary literature of international relations.

Course Content: Evolution and characteristics of the international relations discipline and associated fields. Schools of thought: traditionalist, behaviouralist and contemporary. State-centric, pluralist and structuralist paradigms. Conflict analysis, peace theory and future studies. Current trends and controversies.

Pre-Requisites: The course assumes an elementary knowledge of international relations.

Teaching Arrangements: There are ten lectures (IR104) in the Michaelmas Term. A weekly seminar (IR164) for M.Sc. and Diploma candidates for examination in the subject will be held in the Lent and Summer Terms, open also to research students, and to General Course and B.Sc. (Econ.) students by specific permission.

Written Work will be specified as appropriate in the Lent and Summer Terms.

Reading List: No one text exists for this field, but the following gives an indication of the range of materials

available. A detailed supplementary reading list is provided with the lectures. Edward E. Azar (Ed.), *The Theory and Practice of International Conflict Resolution*, Wheatsheaf, Brighton, 1986; Michael Banks (Ed.), *Conflict in World Society*, Wheatsheaf, Brighton, 1984; John W. Burton, *Global Conflict*, Wheatsheaf, Brighton, 1984; James E. Dougherty & Robert L. Pfaltzgraff, Jr., *Contending Theories of International Relations - A Comprehensive Survey* (2nd edn.), Harper & Row, New York & London, 1981, pb; Johan Galtung, *The True Worlds: A Transnational Perspective*, The Free Press, New York, 1980; K. J. Holsti, *The Dividing Discipline*, Allen & Unwin, London, 1985; R. O. Keohane (Ed.), *Neorealism and its Critics*, Columbia University Press, New York, 1986; Patrick M. Morgan, *Theories and Approaches to International Politics: What are We to Think?* (3rd edn.), Transaction Books, New Brunswick, New Jersey & London, 1981; Ralph Pettman, *State and Class: A Sociology of International Affairs*, Croom Helm, London, 1979, pb; Michael P. Sullivan, *International Relations: Theories and Evidence*, Prentice-Hall International, London, 1976; Trevor Taylor (Ed.), *Approaches and Theory in International Relations*, Longman, London, 1978, pb; John Vasquez, *The Power of Power Politics*, Frances Pinter, London, 1983.

Examination Arrangements: The M.Sc. examination in Concepts and Methods consists of a 3-hour paper taken in mid-June, with three questions out of twelve to be answered. Sample question papers from the previous three years are attached to the supplementary reading list which is distributed during the lectures.

IR4630

International Institutions

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, A235)

Course Intended Primarily for International Institutions as an option within the M.Sc. in International Relations and cognate Master's degrees. (Course Guides IR3703 and IR3783 respectively deal with International Institutions courses for undergraduate and Diploma students.)

Core Syllabus: Theories regarding the nature and purposes of international institutions. Institutions as forms of multilateral diplomacy; as exercises in community building; as instruments of revolutionary change. The notion of supra-nationalism. The functional approach to political integration. Institutions as arenas and as actors.

The nineteenth century antecedents of the League of Nations and the United Nations. The genesis of the Covenant and the Charter. The theory and practice of collective security, and its relation to the balance of power. The pacific settlement of disputes in the League of Nations and the United Nations. The development of United Nations peace-keeping. The practice of the League of Nations and the United Nations regarding non-self governing territories. The approach of regional institutions to the problems of international peace and security. The structure and functioning of alliance systems. International institutions and world economic order.

Course Content: The short duration of this course obliges us to be highly selective. In recent years the content of the teaching given has focussed on the following elements within the Core Syllabus: Covenant and Charter, and subsequent practice in the League and United Nations experiences, illustrating some of the major ideas and issues of international organisation: International organisation as a dimension of international relations and a higher form of conference diplomacy. Types and patterns of international organisation. The constitution, structure and experience of the League of Nations and the United Nations, with particular reference to the Covenant, the Charter and subsequent practice.

Pre-Requisites: It will be an advantage to have studied international organisation within the context of a first degree in International Relations, but this is not formally required. All students taking this option need, from the start, to make themselves thoroughly conversant with the Covenant and Charter, the texts of which will be found in many reference works and books on international organisation.

Teaching Arrangements and Written Work: The teaching exclusive to M.Sc. students taking this option consists of a weekly seminar throughout the Lent Term and the first three weeks of the Summer Term. Students and teacher take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. No "class paper" or other written work is involved in the seminar; but students may submit essays to their supervisors, by mutual agreement, on international organisation as on other subjects they are studying. In addition to the seminar, M.Sc. students should, for a broader grounding in the elements of international organisation and ideas underlying its variety of forms, attend the lectures in the series common to all (including undergraduate and Diploma students) taking an International Institutions course: IR108. The more narrowly selected seminar programme pre-supposes regular attendance at these lectures.

Reading List: As with LSE courses generally, private reading is most important, and the seminar work depends for maximum usefulness upon students reading themselves into a greater familiarity with the subject-matter. There is no one textbook spanning the whole syllabus. A LeRoy Bennett, *International Organizations: Principles and Issues* (4th edn.), Prentice-Hall, 1988, probably comes nearest. Newcomers to international organisation studies should also make a point of reading Inis L. Claude, *Swords into Plowshares: The Problems and Progress of International Organization* (4th edn.), Random House, 1971; and David Armstrong, *The Rise of the International Organisation: A Short History*, Macmillan, 1982. Four of the most convenient introductions to the League and UN, in addition to Bennett, Armstrong, and Claude, are Ruth B. Henig (Ed.), *The League of Nations*, Oliver & Boyd, 1973; and George Scott, *The Rise and Fall of the League of Nations*, Hutchinson, 1973; Evan Luard, *The United Nations: How it Works and What it Does*, Macmillan, 1979; and H. G. Nicholas, *The United Nations as a Political Institution* (5th edn.), Oxford University Press, 1975. Other books particularly recommended

are Clive Archer, *International Organizations*, Allen & Unwin, 1983; Philippe Braillard & M. R. Djilili (Eds.), *The Third World and International Relations*, Frances Pinter, 1986; M. J. Peterson, *The General Assembly in World Politics*, Allen & Unwin, 1986; Paul R. Sieghart, *The Lawful Rights of Mankind*, Oxford University Press, 1985; Stanley Hoffman, *Duties Beyond Borders*, Syracuse University Press, 1981; Richard Hoggart, *An Idea and its Servants: UNESCO from Within*, Chatto & Windus, 1978; Harold K. Jacobson, *Networks of Interdependence: International Organizations and the Global Political System* (2nd edn.), Knopf, 1984; C. Wilfred Jenks, *The World Beyond the Charter*, Allen & Unwin, 1969; William Rappard, *International Relations as Viewed from Geneva*, Yale University Press, 1925; F. P. Walters, *A History of the League of Nations*, Oxford University Press, 1952; F. S. Northedge, *The League of Nations*, Leicester University Press, 1986; Sir Alfred Zimmern, *The League of Nations and the Rule of Law* (2nd edn.), Macmillan, 1939; Evan Luard, *International Agencies*, Macmillan, 1977; Roderick C. Ogley, *Internationalizing the Seabed*, Gower, 1984; Peter J. Beck, *The International Politics of Antarctica*, Croom Helm, 1986; Douglas Williams, *The Specialized Agencies and the United Nations; The System in Crisis*, Hurst, 1987; General Indarjit Rikhye, *The Theory and Practice of Peacekeeping*, Hurst, 1984; G. R. Berridge & A. Jennings (Eds.), *Diplomacy at the UN*, Macmillan, 1984; Margaret P. Doxey, *International Sanctions in Contemporary Perspective*, Macmillan 1987; Alan James, *The Politics of Peacekeeping*, Chatto & Windus, 1969; Peter R. Baehr & Leon Gordenker, *The United Nations: Reality and Ideal*, Praeger, 1984.

Examination Arrangements: International Institutions is examined, in common with the other options in the degree, by means of a three-hour "unseen" examination taken in June. Candidates are required to answer any three questions from a choice of twelve. Copies of the examination papers set in recent years will be issued at the start of the course.

Office Hour: Mr. Sims is normally available to see students briefly without prior appointment during his regular "office hour" in A231. For longer meetings appointments may be made with his Secretary in A235.

IR4631

European Institutions

See IR3771

IR4632

The International Legal Order

See IR3750

IR4639

International Political Economy

Teachers Responsible: Dr. M. Hodges and Dr. G. Sen, Room A138 (Secretary, A229)

Course Intended Primarily for M.Sc. in Politics of the World Economy.

Core Syllabus: The evolution of international economic relations since the formation of the modern state system during the mercantilist period.

Course Content: The purpose of this core course for the M.Sc. (Econ.) degree in the Politics of the World Economy is to give students with a first-degree background in economics and/or economic history, and politics (including international relations) and/or international history an appraisal of the theories and history of international economic relations, and a detailed understanding of specific issues of significance during the twentieth century.

The course is therefore concerned to analyse the emergence and evolution of the international economy since the mercantilist period of inter-state relations. The key question analysed is the impact of the system of states, with its distinctive goals of military security and autonomy, on the functioning of both the international and national economies and the consequences for the relationship between them. Though the emphasis is primarily on this political impact on the operation of the market and the opportunities and constraints posed by the latter on the former, attention will also be devoted to the international economic relations of planned economies.

In seeking to investigate the relevance of the interaction of the parameters identified above (the state and the market), the growth and location of production, and its distribution between countries will be of special interest for the course. In this context, the analysis will refer to both inter-state conflict and co-operation (including its institutional expression) in the arena of international political economy, the particular divergences between the richer and poorer countries, the role of non-state actors like multinational corporations, and the altering structure of the international order itself under the influence of economic change.

It is not a course in elementary international economics, nor in the politics of international economic thought nor in the history of the world economy, although students will be expected during their course to acquire, if they do not already have, some knowledge of all these. Rather it attempts to familiarise students with the basic concepts that help them to unite theory and history. Similarly, the aim is to teach students *how* to think about international political economy, not *what* to think; and to teach them how to analyse issues of international public policy, not to tell them what policy should be. Students are expected to present papers for discussion at the individual seminars which accompany each lecture. These seminars are organised in terms of a list of questions formulated to reflect issues raised in each lecture and also encompass the subject more generally.

Pre-Requisites: None.

Teaching Arrangements: There will be a lecture course (IR176) on *International Political Economy* given by **Dr. Sen, Dr. Hodges and Professor Desai**. Students will be assigned to the seminar groups (IR177) which accompany the lecture series; each seminar group will be run by a teacher involved in the M.Sc. PWE programme. **Dr. Sen** will give a short series of lectures on *Introduction to Some Concepts in Economics*, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. The course is primarily intended for those with little or no background in international economics.

Reading List: It is advisable to absorb the less technically economic parts of the course before the lectures begin. Only such sources are quoted below. A more complete source-list is circulated at the beginning of the lectures. A small amount of technical economics is required, and taught as part of the course.

Eli F. Heckscher, *Mercantilism*; Louis Baudin, *Free Trade and Peace*; J. Baechler, *The Origins of Capitalism*; F. Braudel, *Afterthoughts on Material Civilization and Capitalism*; Edmund Silberner, *The Problem of War in the 19th Century Economic Thought*; Susan Strange, (Ed.), *Paths to International Political Economy*; Robert Gilpin, *The Political Economy of International Relations*; Angus Maddison, *Phases of Capitalist Development*; A. Milward and Saul, *Economic History of Europe*; P. J. Wiles, *Communist International Economics*, Chs. 16, 17, 18; Idem, *Economic Institutions Compared*, Chs. 18, 19; D. Booth (Ed.), *et al.*, *Beyond the Sociology of Development*; G. Palma in *World Development*, Vol. 6, 1978; "T. dos Santos" in *American Economic Review*, May 1970; Smith, Ricardo, List, Keynes in Robert L. Heilbroner, *The Worldly Philosophers*, 1955 edn., Chs. 3, 4, 9 (and 6, if hitherto you have read nothing on Marx).

Examination Arrangements: Students will be required to sit a three-hour examination on the full syllabus of the *International Political Economy* course. Students will be asked to answer three out of twelve questions.

IR4640

The Politics of International Economic Relations

Teachers Responsible: Mr. M. D. Donelan, Room A135 and Mr. J. Mayall, Room A234 (Secretary, A235)

Course Intended Primarily for M.Sc. International Relations.

Course Content: The course content for the course is: (i) The economic factor in foreign policy. The economic ambitions of states. Economic causes of war. Peace-making and peace-keeping. Economic resources for foreign policy. Economic instruments.

(ii) The development of thought about the relationship between international politics and the international economy. Mercantilism, Laissez-faire and economic internationalism. The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World.

Teaching Arrangements and Written Work: (Lectures IR124 and IR137 and Seminars IR166). Students deliver seminar papers and write essays for the seminar teachers or their supervisors on topics notified at the beginning of the Session.

Reading List: The basic books are: J. Spero, *The Politics of International Economic Relations*; D. K. Fieldhouse, *The Theory of Capitalist Imperialism*; R. L. Heilbroner, *The Worldly Philosophers*.

A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, three questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR4641

International Business in the International System

Teacher Responsible: Louis Turner (Royal Institute of International Affairs) (Secretary, Room A139, LSE)
Course Intended Primarily for M.Sc. International Relations; M.Sc. Politics of the World Economy and other interested students by permission.

Core Syllabus: The course aims at a broad introduction to the impact that multinational corporate strategies, global competition, comparative shifts in industrial policies and technological evolution have on international relations.

Course Content: Introduction to the debate on multinational companies, global competition and international relations theory. Relevant technological developments. Role of industrial deregulation. Multinational power. Rise of Japanese multinationals. Questions of control and regulation. Comparative industrial policies.

Pre-Requisites: None.

Teaching Arrangements: Ten lectures (IR124) will be given in the Michaelmas Term to which any interested students are welcome. The lecture course IR137 is also relevant. A seminar (IR168) built round presentations by students taking the examination will start in the Lent Term and continue into the Summer if there is the demand.

Reading List: No one book covers the entire syllabus; reading should be spread over:

James C. Abegglen & George Stalk, *Kaisha: the Japanese Corporation*, 1985; Peter Dicken, *Global Shift: Industrial Change in a Turbulent World*, 1986; Robert Gilpin, *The Political Economy of International Relations*, 1987; Peter Katzenstein (Ed.), *Between Power and Plenty: Foreign Economic Policies of Advanced Industrial States*, 1978; Anne G. Keatley (Ed.), *Technological Frontiers and Foreign Relations*, 1985; Robert Keohane & Joseph Nye (Eds.), *Transnational Relations and World Politics*, 1970; Stephen Krasner, *Structural Conflict*, 1985; Kenichi Omae, *Triad Power: the Coming Shape of Global Competition*, 1985; John Stopford & Louis Turner, *Britain and the Multinationals*, 1985; Raymond Vernon, *Storm over the Multinationals*, 1977; Stephen Wilks & Maurice Wright, *Comparative Government-Industry Relations*, 1987.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the lecture course and topics covered in the seminars, and requiring some familiarity with the extensive literature. The paper will contain about twelve questions, of which three are to be answered. It is important to answer all three. Copies of previous years' papers are available.

IR4642

Politics of Money in the World Economy

Teacher Responsible: To be arranged.
Course Intended Primarily for M.Sc. International Relations; M.Sc. Politics of World Economy and other graduates by permission.

Core Syllabus: This course is designed as an adjunct to the study of an international system in which the management and mismanagement of money are matters of increasing consequence, both for international political relations and for domestic politics. It may also be of particular help to students specialising in the politics of international economic relations, whether graduate or undergraduate.

Course Content: It will deal with basic concepts regarding the use, creation and management of money in society; and second, with the central issues of monetary management in the world economy; the use of national and international reserve assets; the rules of exchange rate adjustment; the operations of banks and other institutions in international money and capital markets, and the choices of monetary policy open to developed and developing countries.

Pre-Requisites: The course does not assume any knowledge of monetary economics but some familiarity with political and economic history of the twentieth century especially will be helpful.

Teaching Arrangements: One lecture course (IR125) and one seminar course (IR167). Lectures begin in the Michaelmas Term and continue in the Lent Term. One seminar with guest speakers is held in the Lent Term. Another with student contributions is also held in the Lent Term.

Reading List: No one book covers the entire syllabus, but the following general works will provide a useful introduction: W. M. Clarke, *Inside the City*; B. Cohen, *Organising the World's Money*; R. Aliber, *The International Money Game*; S. Mendelsohn, *Money on the Move*; C. Coombs, *The Arena of International Finance*; R. Solomon, *The International Monetary System*; S. Strange, *International Monetary Relations*; J. Galbraith, *Money - whence it came and where it went*; B. Tew, *The Evolution of the International Monetary System*; E. Versluysen, *The Political Economy of International Finance*; G. Meier, *Problems of a World Monetary Order*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the lecture course and work covered in the seminars. The paper contains about twelve questions, of which three are to be answered.

IR4643

Politics of International Trade

Teachers Responsible: Gautam Sen, Room A138 and James Mayall, Room A234 (Secretary, A229)

Course Intended Primarily for M.Sc. in the Politics of the World Economy.

Core Syllabus: An examination of the major political issues and controversies in international trade.

Course Content: The evolution of foreign trade policy in theory and practice. The course deals with the historical development of three major general approaches to commercial policy, mercantilism, economic liberalism and economic nationalism and with the political assumptions on which they are based. It then considers the general structure of commercial relations among industrial countries, between market and centrally planned economies and between industrial and 'developing' countries. Finally, the

course examines a number of specific trade problems in contemporary international relations, e.g. economic warfare and international trade policy; GATT negotiations on tariff and non-tariff barriers; voluntary export restraint agreements; the theory and practice of international commodity agreements and the problem of reciprocity and most-favoured nation status in East-West trade.

Teaching Arrangements: A series of 15 seminars (IR175) based on student presentations and talks by guest speakers beginning in the sixth week of the Michaelmas Term. Students are also advised to attend the lecture series on *The Politics of International Economic Relations* (IR137).

Reading List: No one book covers the syllabus but the following will provide a useful introduction. G. Myrdal, *The Political Element in the Development of Economic Theory*; Eli Heckscher, *Mercantilism*; Michael Heilperin, *Studies in Economic Nationalism*; Otto Hieronymi (Ed.), *The New Economic Nationalism*; L. N. Rangarajan, *Commodity Conflict*; G. Curzon, *International Commercial Diplomacy*; S. Pisar, *Coexistence and Commerce*; Gilbert R. Winham, *International Trade and the Tokyo Round Negotiation*. A detailed reading list will be distributed at the beginning of the session.

Examination Arrangements: Summer Term formal three-hour examination, three questions to be chosen from twelve.

IR4644

International Political Economy of Natural Resources

Teachers Responsible: Dr. J. A. Rees, Room S506A and Professor P. Odell (Secretary: Mrs. P. Farnsworth, Room S409)

Course Intended Primarily for students taking the M.Sc. in the Politics of the World Economy. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Core Syllabus: Analysis of the key issues involved in the management of natural resources. The exploitation, processing, marketing and pricing of natural resources including oil; and the assessment of decision-making and policy formulation at the national and international levels.

Course Content: The course has three major components: (a) General concepts in resource management, including such issues as the nature of resources; problems of common property resources; scarcity problems, causes and nature of declining environmental quality, and environmental perception. (b) Management of productive resources in the public and private sectors, including investment appraisal and impact analysis, administrative needs and policy formulation. (c) In view of the importance of energy supply for the economic security of states, and in the relations between states whether producers or consumers, the course will consider the changes in the international market for oil, coal, gas and uranium in the post-war period, giving special attention to the role of the oil companies and of OPEC.

Pre-Requisites: None. A knowledge of elementary

economic and political theory and of recent world history would be an advantage but not essential.

Teaching Arrangements: Students will follow the lectures in *Resource Management and Environmental Planning* (Gy2822) in weeks 1-6 in the Michaelmas Term and the seminars given in weeks 1-5 of the Lent Term (Gy412) in addition eight lecture/seminars on the energy component will be given in the Michaelmas and Lent Terms. Students may also attend 10 seminars/classes (Gy412).

Reading List: As for Gy2822 and for the energy component of this course the following basic reading material will be found helpful: J. M. Blair, *The Control of Oil*, Macmillan, London, 1976; T. Hoffman and B. Johnson, *The World Energy Triangle*, Ballinger, Cambridge (Mass.), 1981; P. R. Odell, *Oil and World Power*, Penguin, Harmondsworth, 7th Edition, 1983; P. R. Odell and L. Vallenilla, *The Pressures of Oil: a Strategy for Economic Revival*, Harper and Row, London, 1978; D. Park, *Oil and Gas in Comecon Countries*, Kogan Page, London, 1979; J. Davis, *Blue Gold*; M. Ince, *Sizewell Report*, Pluto, London, 1984; T. Neff, *The International Uranium Market*, Ballinger, Cambridge (Mass.), 1984; D. Abbey and C. Kolstad, "The Structure of International Steam Coal Markets", *Natural Resources Journal*, VOL. 23, No. 4, October 1983, pp.859-891; P. James, *The Future of Coal*, 2nd edn., Macmillan, London, 1984; J. Rees and P. R. Odell (Eds.), *The International Oil Industry*, 1987.

Examination Arrangements: One three-hour unseen examination held in June.

IR4645

Revolutions and the International System

Teacher Responsible: Professor Fred Halliday, A136 (Secretary, A139)

Course Intended Primarily for M.Sc. International Relations

Core Syllabus: An examination of the relationship between social and political revolutions and the dynamics of the inter-state system.

Course Content: Theories and definitions of revolution in social science; conceptualisations of revolutions and the reactions of the international system (realist, pluralist, historical materialist); the contribution of international and transnational factors to revolution (socio-economic transformation, colonialism, war, nationalism); the foreign policy programmes of revolutionary states, their impact on the international system, and the response of status quo powers; case studies of France, Russia and China, and of certain contemporary examples, e.g. Iran and Nicaragua; the place of revolutions and the 'order-maintaining' response to them in the study of international relations.

Teaching Arrangements: Fifteen lectures (IR178) in the Lent and Summer Terms and ten seminars in the Lent Term. Students will deliver seminar papers and present essays on topics arranged at the beginning of the Lent Term.

Reading List: Theda Skocpol, *States and Social Revolutions*; Eric Hobsbawm, *The Age of Revolutions*; Henry Kissinger, *A World Restored*; E. H. Carr, *The Bolshevik Revolution*, Vol. 3; Franz Borkenau, *World*

Communism; Walter LaFeber, *Inevitable Revolutions*; Chalmers Johnson, *Peasant Nationalism and Communist Power*; Kyung-Won Kim, *Revolution and International System*; Richard Rosecrance, *Action and Reaction in World Politics*; Roy Porter and Mikulas Teich (Ed.), *Revolution in History*.

Examination: A three-hour examination in the Summer Term. Students have to answer three out of twelve questions.

IR4647

Sanctions and International Relations

Teacher Responsible: Professor Margaret Doxey (Secretary A139)

Course Intended Primarily for M.Sc. International Relations and M.Sc. Politics of the World Economy students.

Core Syllabus: A comparative and theoretical study of the role of sanctions in international relations.

Course Content: The course will involve an examination of political, economic and psychological aspects of sanctions as a form of international pressure. Emphasis will be given to the development of ideas about international enforcement, the experience of international organisations in sponsoring collective measures and recent trends to unilateralism in sanctioning. Topics to be considered will include the grounds for sanctions and the objectives of states imposing them, the range of available measures, target vulnerability, and backlash and spillover effects.

Teaching Arrangements: A series of ten lectures in the Lent Term:

1. Concepts and definitions: sanctions as penalties and policy instruments.
2. The sanctions spectrum: forms of pressure.
3. Economic warfare and strategic embargoes.
4. Sanctions, collective security and enforcement (1) The League of Nations.
5. Sanctions, collective security and enforcement (2) The United Nations.
6. Sanctions in regional settings.
7. The trend to unilateralism in the 1980s.
8. Motives and purposes in sanctioning exercises.
9. Lessons of experience (1) for states applying sanctions.
10. Lessons of experience (2) for targets of sanctions. Five seminars will also be offered from week six of the Lent Term.

Reading List: David A. Baldwin, *Economic Statecraft*, 1985; Margaret Doxey, *International Sanctions in Contemporary Perspective*, 1987; Gary C. Hufbauer and Jeffrey Schott, *Economic Sanctions Reconsidered: History and Current Policy*, 1985; David Leyton-Brown (Ed.), *The Utility of International Economic Sanctions*, 1987; Robin Renwick, *Economic Sanctions*, 1981.

IR4648

Women and International Relations

Teacher Responsible: Professor Fred Halliday, Room A136 (Secretary, A139)

Course Intended Primarily for M.Sc. International Relations. Available for other graduate students.

Core Syllabus: To study the reciprocal interaction of women's positions within specific societies and

international political and economic processes, focussing on four areas (military conflict; nationalism; the international economy; international organisation and law) and the implications of these for international relations theory.

Course Content: Women as political and economic subjects — theoretical approaches; participation in war; women and anti-war movements; nationalism and policies on women; international organisations; changes in international law; effects on women of colonialism, development policies, international economic change; international relations concepts and feminist theory.

Teaching Arrangements: Fifteen one-and-a-half hour seminars, starting in week six of the Michaelmas Term.

Pre-Requisites: Some familiarity with international relations theory.

Reading List: Ellen Bonepath, *Women, Power and Policy*, Part VI; Ester Boserup, *Women's Role in Economic Development*; Jean Bethke Elsthein, *Women and War*; Kumari Jayawardena, *Feminism and Nationalism in the Third World*; Maria Mies, *Patriarchy and Capital Accumulation on a World Scale*; Kate Millett, *Going to Iran*; Joni Seager and Ann Olson, *Women in the World*; Judith Stiehm (Ed.), *Women and Men's Wars*; Kate Young and others (Eds.), *Of Marriage and the Market*.

Examination Arrangements: One three-hour examination in the Summer Term.

IR4649

Conflict and Peace Studies

Teachers Responsible: Mr. M. Banks, Room A118 (Secretary, A229) and Mr. M. Hoffman (Secretary, A139)

Course Intended Primarily for M.Sc. International Relations and M.Sc. in the Politics of the World Economy; the seminar is open to others by permission.

Core Syllabus: This course draws upon the interdisciplinary literature on the analysis of conflict in order to examine the problems of conflict and peace in international relations.

Course Content: A survey of theoretical approaches to problems of conflict and violence, together with associated concepts including stability, change, order and justice. General theories, particular theories, classification schemes and debates concerning them. Interdisciplinary contributions including anthropological, legal, psychological, sociological, sociobiological and philosophical approaches. Various models for the analysis of conflict dealing with its properties, causes, dynamic processes, functions and effects. Techniques of conflict management and possible means of conflict resolution. Applications of theories of conflict to problems of international relations, including civil and interstate war, crisis behaviour and revolutions. Various theories of peace and schemes for the peaceful conduct of international relations.

Pre-Requisites: None, but as the course assumes familiarity with theories of international relations and is interdisciplinary in focus students are encouraged to attend the lecture series *Concepts and Methods of International Relations* (IR104).

Teaching Arrangements: Ten lectures, beginning in the sixth week of the Michaelmas Term, together with a seminar beginning in the Lent Term and meeting weekly for 15 weeks.

Reading List: A detailed reading guide will be provided at the first lecture. Useful introductory books are: Michael Banks (Ed.), *Conflict in World Society*; Kenneth Boulding, *Stable Peace and Conflict and Defence*; John Burton, *Global Conflict*; Lewis Coser, *The Functions of Social Conflict*; Ted Robert Gurr (Ed.), *Handbook of Political Conflict*; Louis B. Kriesberg, *Social Conflict*; Dean G. Pruitt and Jeffrey Z. Rubin, *Social Conflict: Escalation, Stalemate and Settlement*; Fred E. Jandt, *Win-Win Negotiation*; Paul Wehr, *Conflict Regulation*; Edward A. Azar and John W. Burton (Eds.), *International Conflict Resolution: Theory and Practice*.

Examination Arrangements: There is a three-hour written examination in the Summer Term, requiring three questions out of 12 to be answered.

IR4650

Strategic Studies

See Strategic Aspects of International Relations IR3754

IR4661

International Politics: The Communist Powers

See International Communism IR3770

IR4662

International Politics: Asia and the Pacific

Teacher Responsible: Dr. M. Leifer, Room A137 (Secretary, A229)

Course Intended Primarily for M.Sc. (Econ.) – International Relations and M.A. Area Studies – South East Asia.

Core Syllabus: The international political experience of primarily post-colonial states in a region beset by recurrent conflict and external intervention.

Course Content: The relationship between domestic order and regional environment; the impact and legacy of the transfers of power; the interests and roles of extra-regional states; alliance and non-alignment in foreign policies; sources of intra-regional conflict; the quality of regional cooperation and the problems of regional order.

Pre-Requisites: Desirable to possess a first degree in politics and/or history but special interest in region of prime importance.

Teaching Arrangements: Lectures: The principal lecture course is *International Relations in Southern Asia* (IR119) – ten lectures, Michaelmas Term.

A seminar on *Asia and the Pacific in International Relations* (IR157) will be held in the Lent and Summer Terms.

Additional lectures on the foreign policies of some Asian states (normally Japan, China, India and Indonesia) will be given in the course, *The Foreign Policies of the Powers* (IR105), Lent and Summer

Terms and *New States in World Politics* (IR118) ten lectures, Michaelmas Term is also relevant.

Written Work: Essays will be written for supervisors and an opportunity will be provided for short papers to be presented to the seminar. Students also have the option of writing their short dissertation on a topic selected from Asia and the Pacific.

Basic Reading List: (A full reading guide will be made available to interested students). Wayne Wilcox *et al.* (Eds.), *Asia and the International System*; S. M. Burke, *Mainsprings of India's and Pakistan's Foreign Policy*; Evelyn Colbert, *Southeast Asia in International Politics*; A. Surhke & C. M. Morrison, *Strategies of Survival: The Foreign Policy Dilemmas of Smaller Asian States*; Michael Leifer (Ed.), *The Balance of Power in East Asia*; Alastair Lamb, *Asian Frontiers*.
Examination Arrangements: There is one three-hour formal written examination in the Summer Term. The paper contains ten questions, of which three are to be answered. All questions count equally; there is no course work component. Copies of previous years' papers are readily available.

IR4663

International Politics: Africa and the Middle East

(i) Africa

Teacher Responsible: Mr. J. Mayall, Room A234 (Secretary, A235)

Course Intended Primarily for M.Sc. International Relations and M.A. Area Studies Africa.

Core Syllabus: The relations of African states with one another and with the major external powers.

Course Content: Decolonization and Pan-Africanism. The African regional order: the formation and operation of the O.A.U. Boundary Conflicts; irredentism, secession and external intervention in African conflicts. The role of African States in the International System: The U.N., UNCTAD and the non-aligned movement. The role of the ECA. Association with the EEC. The struggle for power in Southern Africa. Relations with the West, Communist Powers and the Arab States.

Teaching Arrangements:

(1) A course of ten lectures (IR120) is given in the Michaelmas and Lent Terms beginning in week 6 of the Michaelmas Term. The topics are as follows:

1. The Political and Diplomatic background
2. The OAU: principles and practice
- 3 and 4. Problems of regional order:
 - (i) Irredentism and secession
 - (ii) Accommodation and confrontation in Southern Africa
5. External intervention: The great powers in Southern Africa
- 6–8. Case studies in African diplomacy:
 - (i) France and Africa
 - (ii) Afro-Arab relations
 - (iii) Chad
9. Regional Cooperation: EAC, UDEAC, ECOWAS
10. Association with the EEC.

(2) A weekly seminar (IR158) is held in the Lent and Summer Terms. Students present papers on agreed topics.

The following courses may also be of interest:

Gv162 *Politics in Africa*, IR106 *Foreign Policy Analysis*, IR118 *New States in World Politics*. Students taking the M.Sc. in International Relations will be assigned a Personal Tutor in the International Relations Department who will supervise their overall preparation for the examination. Mr. Mayall will, however, provide guidance relating to this paper for those students who are not his personal tutees. (N.B. M.Sc. students who take the Africa and Middle East paper may concentrate solely on Africa or on the Middle East. Alternatively, they may follow both courses and answer questions from both parts of the paper in the final examination.)

Reading List: This is not a subject for which there is a minimal reading list which covers the entire syllabus. Students are therefore advised to consult the supplementary reading list which will be distributed at the beginning of the Course. The following titles, however, provide a useful introduction; those marked with an asterisk are available in recent paperback edition.

I. Wallerstein, *Africa: The Politics of Unity*; Ali Mazrui, *Towards a Pax Africana*; Z. Cervenka, *The Unfinished Quest for Unity*; Saadia Touval, *The Boundary Politics of Independent Africa*; J. Mayall, *Africa: The Cold War and After*; *A. Gavshon, *Crisis in Africa: Battleground of East and West*, Penguin, 1982; *T. Shaw & N. Sola Ojo, *Africa and the International Political System*, University of America Press, 1982; W. T. Levine & T. W. Luke, *The Arab-African Connection: The Political and Economic Realities*; D. E. Albright (Ed.), *Africa and International Communism*; *G. W. Carter & P. O'Meara (Eds.), *Southern Africa: The Continuing Crisis*, Indiana University Press, 1979 or 1982.

Examination Arrangements: Separate three hour examination papers are set for the M.Sc. African Government and Politics; M.Sc. in International Politics of Africa and the Middle East; M.A. Area Studies Africa. Candidates answer three of the questions set. In the first two of these papers the questions follow the syllabus – for examples see the annexe to the supplementary reading list. In the case of the M.A. the paper is designed to reflect the special interests of the candidates on subjects to be discussed with Mr. Mayall during the Michaelmas and Lent Terms.

(ii) The Middle East

Teachers Responsible: Mr. Philip Windsor, Room A120 (Secretary, A229) and Professor Fred Halliday, A136 (Secretary, A139)

Course Intended Primarily for M.Sc. in International Relations students.

Core Syllabus: The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and super-power policies.

Course Content: The contemporary significance of the Middle East in the context of great power relations; the emergence and development of the Middle Eastern states system; sources of conflict; the interplay of domestic politics, regional conflicts and international

rivalries in the policies of Middle Eastern governments; the importance of oil and other economic interests; great power rivalry and the strategic position of the Middle East.

Pre-Requisites: A knowledge of the international political system and of the major issues in its contemporary development.

Teaching Arrangements: There will be 18 lectures, accompanied by a seminar.

Lecture: IR121

Seminar: IR159

The lecture course IR105 *The Foreign Policies of the Powers* may also be of interest.

Reading List: Students are not particularly advised to purchase any book, since the more comprehensive introductions are not necessarily in print. However, they are advised to have read, before the beginning of the course: S. N. Fisher, *The Middle East: a History and/or* G. Lenczowski, *The Middle East in World Affairs*.

In addition they are recommended to consult: M. Kerr, *The Arab Cold War*; M. Khadduri, *Socialist Iraq*; H. Sh. Chubin and S. Zabih, *The Foreign Relations of Iran*; W. B. Quandt, *Decade of Decisions: American Policy Towards the Arab-Israeli Conflict*; R. Freedman, *Soviet Policy Toward the Middle East since 1970*; C. F. Doran, *Myth, Oil and Politics*; B. Lewis, *The Arabs in History*; T. Asad and R. Owen (Eds.), *The Middle East*; F. Ajami, *The Arab Predicament*; G. Sick, *All Fall Down*; B. Korany and A. Dessoraki (Eds.), *The Foreign Policies of Arab States*.

Examination Arrangements: A three-hour formal examination in the Summer Term, based on the full syllabus of the lecture course and questions covered in the seminar.

IR4700

World Politics (Seminar)

Teachers Responsible: Mr. M. Banks, Room A118, Mr. M. Hoffman, Room A230 and Mr. W. Deckers (Secretary, A229)

Course Intended Primarily for Diploma in World Politics.

Core Syllabus: The aim of the course is to give students a broad understanding of issues and theories in world politics.

Course Content:

(1) The nature of world politics. Theories of international relations. Elements of the world system. The main actors in world politics. The ends and means of foreign policy as conducted by states in international relations; intervention, alliances, economic integration and interdependence, neutrality, isolation and non-alignment.

(2) War and the search for peace; the nature of conflicts in the international system; local wars and proxy wars; peace and conflict resolution; disarmament and arms control.

(3) Poverty and the search for wealth and justice: rich nations and poor nations, and financing of world development; industry and commodity trade; energy, technology and resources. Some major global issues – population, pollution, conservation, nuclear catastrophe.

Pre-Requisites: Students admitted to the Diploma in International and Comparative Politics are expected to have a Second Class degree not necessarily in International Relations, from a reputable university, or equivalent professional qualifications or experience. No previous knowledge of world politics except general interest in current affairs is expected.

Teaching Arrangements: Two lecture courses on **International Politics** are available, and students with little or no background in international relations studies are recommended to attend either or both. **Professor Halliday** and **Mr. Hoffman** give a 20 lecture series for B.Sc. students (IR102) and **Mr. Donelan** a 10 lecture series for M.Sc. students (IR151). Those interested in more advanced discussion of International Relations theory should attend **Mr. Banks, Concepts and Methods** lectures. The main teaching for the **World Politics** course will be done in small seminar groups, taken by three responsible teachers beginning in the Michaelmas Term and continuing throughout the Session.

Reading List: K. Holsti, *International Politics*; J. D. B. Miller, *The World of States*; J. Burton, *World Society*; P. Calvocoressi, *World Politics Since 1945*; H. Bull, *The Anarchical Society*; D. Blake & R. Walters, *Politics of the International Economy*; J. Spero, *Politics of International Economic Relations*. A detailed course outline will be provided.

Examination Arrangements: Students are required to write five essays at roughly four-week intervals throughout the session. Marks for these will account for 20% of the final result. The remainder will be for a three-hour examination in the Summer Term based on the full syllabus for the **World Politics** course. Students will be asked to answer three out of 12 questions.

IR4750

International Politics of Western Europe

Teacher Responsible: Dr. C. J. Hill, Room A232 (Secretary, A235)

Western Europe: Lecturer to be announced.

Course Intended Primarily for M.Sc. International Relations and M.Sc. European Studies.

Core Syllabus: The International relations of the major states of Western Europe, including the external relations of the European Community, and Political Co-operation.

Course Content: The foreign policies of the states of Western Europe, with particular reference to Britain, France, Italy and West Germany. The neutral states and the smaller states will be treated as groups. The issues of security, defence and cohesion. The roles of geography, culture and domestic policies. The nature of 'Western Europe' and its relationship to the European Community. The external relations of the Community. European interests in wider international relations.

Pre-Requisites: Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general course of world politics in the twentieth century.

Teaching Arrangements: The **International Politics of Western Europe** is primarily a seminar course. The seminar meets during the Lent Term and for the first four or five weeks of the Summer Term. All students should also attend relevant lectures in the **Foreign Policies of the Powers** (IR105), and **The External Relations of the European Community** (IR123 and IR162).

Reading List: Reading lists will be provided at the first meeting of each of the seminars.

Examination Arrangements: Examination papers in these subjects are taken in the Summer Term. The normal length of each paper is twelve questions, of which candidates are invited to answer any three.

IR4751

European Institutions

See IR3771

LANGUAGES

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
Ln100	Elementary Linguistics (Not available 1988-89) Ms. J. M. Aitchison	22/MLS Ln3810
Ln101	Language, Mind and Society (Not available 1988-89) Ms. J. M. Aitchison	22/MLS Ln3831
Ln103	Language and Communication — Intercollegiate Seminar Ms. J. M. Aitchison	MLS
Ln212	French Contemporary Texts Dr. K. E. M. George	25/MLS Ln3800
Ln305	Selected 19th and 20th Century Spanish Authors Mr. A. L. Gooch	25/MLS
Ln306	The Spanish Language in the 20th Century Mr. A. L. Gooch	25/MLS
Ln600	English as a Foreign Language Professor R. Chapman	20/ML
Ln601	English Speech Professor R. Chapman	5/M
Ln602	Written English Professor R. Chapman	6/L
Ln603	Literature and Society in Britain: 1830-1900 (Not available 1988-89) Professor R. Chapman	25/MLS Ln3840
	1900 to the Present Day Professor R. Chapman	25/MLS Ln3841

Course Guides

Extra-curricular Language Courses

German Language (Beginners)

Teacher Responsible: Mrs. B. E. Hay, Room C614
Course Intended Only for students preparing German for research.

Core Syllabus: A basic practical course primarily for reading purposes.

Teaching Arrangements: Sessional classes. This course includes Language Laboratory work.

German Language (Intermediate)

Teacher Responsible: Mrs. B. E. Hay, Room C614
Course Intended Only for graduate students.

Core Syllabus: A continuation of German Language (Beginners) above. Study and translation of modern German texts.

Teaching Arrangements: Sessional classes. This course includes Language Laboratory work.

Spanish Language

Teacher Responsible: Mr. Anthony Gooch, Room C513

Course Intended Primarily for those proposing to carry out research in the Hispanic sphere.

Core Syllabus: This is an *ab initio* course. When a sufficient number of students express an interest, an intermediate course may be available.

Teaching Arrangements: Sessional classes beginning in October.

Book: H. Ramsden, *An Essential Course in Modern Spanish*, Harrap.

French Language (Beginners)

Course Intended Primarily for graduate students.

Core Syllabus: A basic course designed particularly for reading purposes.

Teaching Arrangements: Sessional classes.

French Language (Intermediate)

Course Intended Primarily for graduate students.

Core Syllabus: A continuation of French Language (Beginners) above. Study of modern French texts.

Teaching Arrangements: Sessional classes.

Russian Language (Beginners) (Classes)

Ln513

Teachers Responsible: Dr. B. S. Johnson, Room C515 (Secretary, M. Tappas, C619) and Mrs. Chambers, Room C516

Course Intended Primarily for M.Sc. in Government, International Relations and other graduate students but others, undergraduates, General Course students welcome. Also for B.Sc. (Econ.) Part I Russian beginners.

Core Syllabus: A basic practical course of Russian grammar and syntax for reading purposes.

Teaching Arrangements: Classes (Ln513), Sessional. This course includes Language Laboratory work.

Course book: *Penguin Russian Course*.

Russian Language (Intermediate) (Classes)

Ln514

Teachers Responsible: Dr. B. S. Johnson, Room C515 (Secretary, M. Tappas, C619) and Mrs. Chambers, Room C516

Course Intended Primarily for M.Sc. in Government, International Relations and other graduate students but others welcome.

Core Syllabus: A continuation of Ln513 above. Study and translation of selected nineteenth and twentieth century texts.

Teaching Arrangements: Classes (Ln514), Sessional. This course includes Language Laboratory work.

English as a Foreign Language

Ln600

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, M. Tappas, C619)

Course Intended Primarily for students whose native language is not English.

Course Content: Development of the English Language. Verbal constructions. Nouns and modifiers. Prepositional usage. Word-formation. Structural words. Affixes and Word-order.

Recommended Reading: R. A. Close, *A Reference Grammar for Students of English*; O. Jespersen, *Essentials of English Grammar*; C. Leech, *A Communicative Grammar of English*; S. Potter, *Our Language*; B. Strang, *Modern English Structure*; *Collins English Dictionary*.

Teaching Arrangements: Twenty lectures (Ln600), Michaelmas and Lent Terms; associated classes, Michaelmas, Lent and Summer Terms.

English Speech

Ln601

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, M. Tappas, C619)

Course Intended Primarily for students whose native language is not English, though this course may be of value to other students.

Course Content: Speech-mechanism. The basic sounds of English speech. Accent, stress and intonation. Elision and weak forms. Dialect. Modern tendencies.

Recommended Reading: N. C. Scott, *English Conversations*; P. A. D. MacCarthy, *English Pronunciation*; I. C. Ward, *The Phonetics of English*; A. C. Gimson, *An Introduction to the Pronunciation of English*; J. W. Lewis, *A Concise Pronouncing Dictionary of British and American English*.

Teaching Arrangements: Five lectures (Ln601), Michaelmas Term.

Written English

Ln602

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, M. Tappas, C619)

Course Intended Primarily for: open to all students.

Course Content: The basic structure of English. Choice of words. Meaning and association. Sentence-formation. Levels of communication. Punctuation. Preparation and presentation of material.

Recommended Reading: R. Chapman, *A Short Way to Better English*; Ernest Gowers, *Plain Words*; H. W. Fowler, *The King's English*; A. Quiller-Couch, *The Art of Writing*; R. Quirk, *The Use of English*; G. H. Vallins, *Good English*.

Teaching Arrangements: Six lectures (Ln602) Lent Term.

French Part I B.Sc. (Econ.)

Ln3800

Teacher Responsible: Dr. K. George, Room C622 (Secretary, Mrs. M. Middleton, C613)

Course Intended Primarily for B.Sc. (Econ.) Part I. Core Syllabus: Study of a range of French texts drawn from the social sciences.

Course Content: Translation into English; Essay in French; Oral practice in French.

Pre-Requisites: A good A-level pass in French, or its equivalent, will normally be required.

Teaching Arrangements: Weekly language class (Ln212) (Sessional), supplemented by native oral tuition as available.

Written Work: Weekly language exercises.

Reading List: The course book will be: *Le français en faculté* (Hodder & Stoughton).

Examination Arrangements: One three hour written examination, which will test the ability to translate from French to English and to write an essay in French, plus a 20 minute oral examination in French.

German Part I

Ln3801

Teacher Responsible: Mrs. B. E. Hay, Room C614 (Secretary, C613)

Course Intended Primarily for B.A./B.Sc. c.u.; B.Sc. (Econ.) Part I.

Core Syllabus: The aim of the course is to consolidate the student's command of written and spoken German post- 'A' level.

Course Content: Translation of modern texts. Discussion and essay work based on newspaper articles, short stories, recorded material etc.

Pre-Requisites: 'A' level German.

Teaching Arrangements: Two hours of class work (Ln400; Ln403) per week plus regular listening practice in the Language Lab.

Written Work: Weekly translations, occasional grammar exercises. Five essays.

Reading List: There are no 'set books'. For purposes of discussion, students are encouraged to use the stock of modern German books in the Teaching Library as well as to invest in some cheap paperback editions. The Language Laboratory provides German newspapers, periodicals, dictionaries and other reference books.

Examination Arrangements: A three-hour paper: 1) translation into German, 2) translation into English, 3) a general essay. Also a 15 minute oral examination of a general, conversational nature.

Russian Part I B.Sc. (Econ.)

Ln3802

Teacher Responsible: Dr. B. S. Johnson, Room C515 (Secretary, M. Tappas, C619)

Course Intended Primarily for students of B.Sc. (Econ.)

Part I with specific interests in USSR and/or Eastern Europe.

Core Syllabus: Practical study of Russian language. Course Content: Extension of students' knowledge of Russian and Russian, translation from English into Russian and from Russian into English and oral practice in Russian.

Pre-Requisites: Normally an A-level pass in Russian or its equivalent. Applicants with O-level or less may be accepted but more intensive preparation will be required.

Teaching Arrangements: Teaching is made up of the classes Ln505, Ln506 and Ln509. Any interested students should contact Dr. Johnson, Room C515, who will then make appropriate teaching arrangements with them.

Written Work: Weekly language exercises, preparation and practice.

Reading List: Borras & Christian, *Russian Syntax*, 2nd edn., Oxford University Press; I. Pulkina, *A Shorter Russian Reference Grammar*.

Examination Arrangements: One three hour written examination comprising translation passages English-Russian and Russian-English, plus an oral examination in Russian.

Spanish Part I B.Sc. (Econ.)

Ln3803

Teacher Responsible: Mr. Anthony Gooch, Room C513 (Secretary, C613)

Course Intended Primarily for Students of Government, International Relations, International History, Economics, Sociology and Anthropology who have a strong, specific interest in Spain or any Spanish-speaking country or countries.

Core Syllabus: The aim of the course is to expand and deepen the student's knowledge of modern Spanish and Spanish affairs.

Course Content: The student will be presented with a wide variety of texts in Spanish and English for discussion, linguistic commentary and translation. The stress will be on material of a political and sociological nature. Specific works will be prescribed for detailed study of both content and language, and the student will be expected to read extensively as an integral part of the course.

It is essential for the student to have as basic tools a good bilingual dictionary such as those published by Larousse, Collins and Cassell and a substantial reference grammar such as Harmer & Norton's *A Manual of Modern Spanish* or Ramsey & Spaulding's *A Textbook of Modern Spanish*. In addition, the series *Problemas básicos del español*, published by Ediciones Aravaca, is strongly recommended.

Pre-Requisites: Admission to the course will normally be granted only to applicants with a good A-level qualification. However, in exceptional circumstances, others will be considered.

Teaching Arrangements and Written Work: Two classes (Ln301; Ln302) per week throughout the three terms, together with tutorials for the discussion of written work arranged in accordance with individual requirements. Normally one translation or other piece of written work will be set each week to be handed in the week following.

Reading List: The following works are recommended: R. Carr, *Spain 1808-1939*; R. Carr, *Modern Spain 1875-1980*; D. L. Shaw & G. Brown, *A Literary History of Spain - 19th and 20th Centuries*; P. Baroja, *Memorias de un hombre de acción*; A. Buero Vallejo, *Un soñador para un pueblo*; *Las meninas*; *El sueño de la razón*; S. de Madariaga, *Ingleses, franceses, españoles*; J. L. Martín Vigil, *Carta a un adolescente*; J. Ortega y Gasset, *España invertebrada*; *Meditaciones del Quijote*; *Meditación de Europa*; E. Pardo Bazán, *Los Pazos de Ulloa*; B. Pérez Galdós, *Episodios nacionales*; R. Sánchez Ferlosio, *El Jarama*; F. Umbral, *España cañí*; M. de Unamuno, *Andanzas y visiones españolas*; *En torno al casticismo*.

The student is strongly advised to read regularly a newspaper such as *El País* and/or a magazine such as *Cambio 16*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term which will consist of two passages for translation, one from Spanish into English and one from English into Spanish. At least one of the passages will be of a political or sociological nature.

Ln3810

Elementary Linguistics

(Not available 1988-89)

Teacher Responsible: Jean Aitchison, Room C520 (Secretary, Mrs. M. Middleton, C613)

Course Intended Primarily for B.Sc. c.u. main fields Soc. Anth. 3rd yr., Soc., Soc. Psych.; B.Sc. (Econ.) Part II; B.A. French Studies; M.Sc.

Core Syllabus: An introduction to linguistics which covers basic concepts and methodology orientated towards Chomsky's transformational-generative grammar.

Course Content: The scope of linguistics. Characteristics of language, and the search for a universal framework. Language types. The identification of basic linguistic units and sentence patterns. Chomsky's approach. Problems with Chomskyan theory. Meaning. Language use.

Pre-Requisites: None required.

Teaching Arrangements: 22 one-hour lectures (Ln100) and 22 one-hour classes. Each lecture is accompanied by a linguistic puzzle, whose solution is handed out the following week. Classes 1-10: Learning the International Phonetic Alphabet, and practising transcription; 11-20: linguistic exercises; 21-22: revision.

Written Work: Informal exercises are set in class each week. Four pieces of written work (essay/exercise) are formally marked in the course of the year.

Reading List: The course is largely a practical one, relying as much on problem solving as on reading. Selected passages from the following are likely to be recommended as back-up reading for the written assignments.

(* denotes recommended purchase):

*J. Aitchison, *Linguistics*, Hodder & Stoughton, TY books, 3rd edn., 1987; J. Aitchison, *The Articulate Mammal*, Hutchinson, 2nd edn., 1983; M. Atkinson, D. Kilby & I. Roca, *Foundations of General Linguistics*, Allen and Unwin, 1982; *E. K. Brown,

Linguistics Today, Fontana, 1983; B. Comrie, *Language Universals & Linguistic Typology*, Blackwells, 1981; G. Horrocks, *Generative Grammar*, Longman, 1987; J. Hurford & B. Heasley, *Semantics: a coursebook*, Cambridge University Press, 1983; P. Roach, *English Phonetics and Phonology*, Cambridge University Press, 1983.

Examination Arrangements: There is a 3-hour examination at the end of the year, in which there is a choice of four out of ten questions. This counts for 75% of allotted marks. The written work described above accounts for the remaining 25%.

Ln3820

French Part II B.Sc. (Econ.)

Teacher Responsible: Dr. K. George, Room C622 (Secretary, Mrs. M. Middleton, C613)

Course Intended Primarily for B.Sc. (Econ.) Part II. **Core Syllabus:** Language and society in Modern France.

Course Content: Sociolinguistic study of Modern France, including the following topics: standard v. non-standard usage; linguistic elitism; jargon and slang; lexical borrowing; the language of the media and of advertising. A variety of written sources will be used.

Pre-Requisites: A good A-level pass in French, or its equivalent, will normally be required.

Teaching Arrangements: Weekly lecture/class (Ln215-216) (Sessional), plus native oral tuition as available.

Written Work: 3 essays per term.

Reading List: The following should be purchased: C. Désirat & T. Hordé, *La langue française au XXe siècle*, Bordas; P. Guiraud, *Le français populaire, Que sais-je?*. Students should also consult: R. Etienne, *Parlez-vous français?* Gallimard; M. Gallot, *Essai sur la langue de la réclame contemporaine*, Privat; N. Gueunier, E. Genouvrier & A. Khomsi, *Les Français devant la norme*, Champion; P. Guiraud, *L'argot, Que sais-je?* P. Trudgill, *Sociolinguistics*, Penguin.

Examination Arrangements: One three hour written examination, plus a 30 minute oral examination in French.

Ln3821

German Part II B.Sc. (Econ.)

Teacher Responsible: Mrs. B. E. Hay, Room C614 (Secretary, C613)

Course Intended Primarily for B.Sc. (Econ.) Part II. **Core Syllabus:** A two-year course designed for students with a sound grasp of the language who wish to gain proficiency in the skills of writing, speaking and translating at an advanced level.

Course Content: Year 1: Translation of general and specialised modern texts. Analysis and discussion of selected writings by modern authors.

Year 2: Consolidation of linguistic skills. Study of either the work of one German writer or a chosen aspect of German history or society.

Pre-Requisites: Either Part I German or a good 'A' level pass.

Teaching Arrangements: Two hours of class work (Ln401-402; Ln404-405) per week plus regular listening practice in the Language Laboratory.

Written Work: Regular weekly translations. Preparation of reading material for discussion and occasional paper or project.

Reading List: There are no 'set books'. Students are encouraged to make full use of the resources of German books in the Library as well as of reference books, newspapers and periodicals in the Language Lab. In addition, each student receives a selected reading list geared to his or her chosen topic.

Examination Arrangements: A three-hour paper in the Summer Term of the final year, comprising the compulsory passages for translation: 1) into German, 2) into English. There is an oral examination of about 30 minutes when candidates are given an opportunity to talk on their special topic.

Ln3822

Ln3940

Russian Part II B.Sc. (Econ.)

Teacher Responsible: Dr. B. S. Johnson, Room C515 (Secretary, M. Tappas, C619)

Course Intended Primarily for students of B.Sc. (Econ.) Part II, option XXIII (Russian, Government and History), and others with specific interests in USSR and/or Eastern Europe.

Core Syllabus: Practical study of Russian language with reference to Soviet History, Government, Politics, Economy through selected texts.

Course Content: Advancement of students' knowledge of Russian; study of texts of general and social science orientated content. Oral practice in Russian.

Pre-Requisites: Normally an A-level pass in Russian and completion of the B.Sc. (Econ.) Part I Russian course, or equivalent qualifications. Exceptionally, other applicants may be accepted but a more intensive course will be required.

Teaching Arrangements: Twice weekly language classes (Ln507-510; Ln508-511) during two sessions and weekly oral practice.

Written Work: Weekly language exercises, preparation and practice.

Reading List: Borras & Christian, *Russian Syntax* (2nd edn.) Oxford University Press; D. Ward, *Russian Today*; H. Billington, *The Icon and the Axe*; Comrie & Stone, *The Russian Language since the Revolution*, Oxford University Press; V. Klepko, *A Practical Guide to Russian Stress*, FLP, Moscow; A. Vilgelmina, *The Russian Verb*, FLP, Moscow; Akad, *Naibolee upotrebitel'nyje glagoly sovremennego russkogo Yazyka*, Nauk, USSR.

Examination Arrangements: One three hour written examination comprising translation passages English-Russian and Russian-English, plus an oral examination.

Ln3823

Spanish Part II B.Sc. (Econ.)

Teacher Responsible: Mr. Anthony Gooch, Room C513 (Secretary, C613)

Course Intended Primarily for Students of Government, International Relations, International History, Economics, Sociology and Anthropology who

have a strong, specific interest in Spain or any Spanish-speaking country or countries.

Core Syllabus: The aim of the course is to bring the student's knowledge of Spanish to a high degree of refinement, especially in the areas of semantic discrimination and style, and to deepen his or her knowledge of Spanish affairs.

Course Content: The student will be presented with a wide variety of texts in Spanish and English for discussion, linguistic commentary and translation. The stress will be on material of a political and sociological nature. Specific works will be prescribed for detailed study of both content and language, and the student will be expected to read extensively as an integral part of the course.

It is essential for the student to have as basic tools a good bilingual dictionary such as those published by Larousse, Collins and Cassell and a substantial reference grammar such as Harmer & Norton's *A Manual of Modern Spanish* or Ramsey & Spaulding's *A Textbook of Modern Spanish*. In addition, the series *Problemas básicos del español*, published by Ediciones Aravaca, is strongly recommended.

The student will also find the following of considerable interest and value: R. Carnicer, *Sobre el lenguaje de hoy*; *Nuevas reflexiones sobre el lenguaje*; *Tradición y evolución en el lenguaje actual*; E. Lorenzo, *El español, lengua en ebullición*.

Pre-Requisites: Admission to the course will be granted only to applicants who have successfully completed Part I or who can furnish other evidence of the necessary degree of proficiency. Native speakers of Spanish who wish to take the course must furnish evidence of a satisfactory command of English.

Teaching Arrangements and Written Work: Two classes (Ln303; Ln304) per week throughout the three terms, together with tutorials for the discussion of written work arranged in accordance with individual requirements. Normally one translation or other piece of written work will be set each week to be handed in the week following.

Reading List: The following works are recommended: Amado de Miguel, *El rompecabezas nacional*; J. M. de Areiliza, *Diario de un ministro de la Monarquía*; *Guadernos de la transición*; R. Carr & J. P. Fusi, *Spain: Dictatorship to Democracy*; D. Gilmour, *The Transformation of Spain*; P. Preston, *The Triumph of Democracy in Spain*; J. Hooper, *The Spaniards*; M. Azaña, *La velada en Benicarló*; *Memorias políticas y de guerra*; A. Buero Vallejo, *La doble historia del doctor Valmy*; *Jueces en la noche*; J. Busquets, *Pronunciamientos y golpes de Estado en España*; C. J. Cela, *San Camilo, 1936*; Leopoldo Alas/Clarín, *La Regenta*; M. Delibes, *Cinco horas con Mario*; J. Goytisolo, *Reivindicación del Conde don Julián*; L. Martín-Santos, *Tiempo de silencio*; J. Ortega y Gasset, *Vieja y nueva política*; *Discursos políticos*; *La rebelión de las masas*; *La caza*; B. Pérez Galdós, *Fortunata y Jacinta*; B. Pollack, *The Paradox of Spanish Foreign Policy*; C. Rojas, *Azaña*; J. Semprún, *Autobiografía de Federico Sánchez*; F. Umbral, *Crónicas postfranquistas*; Valle-Inclán, *El ruedo ibérico* cycle; F. Vizcaino Casas, *De "camisa vieja" a chaqueta nueva*; *Mis episodios nacionales*.

The series *Espejo de España* and *Textos* (Planeta). The student is strongly advised to read regularly a newspaper such as *El País* and/or a magazine such as *Cambio 16*.

Examination Arrangements: There is a three-hour formal examination to be taken normally in the Summer Term of the student's final year, although, in special circumstances, it may be taken at the end of the second year. The examination will consist of two passages for translation, one from Spanish into English and one from English into Spanish. At least one of the passages will be of a political or sociological nature.

Ln3831

Language, Mind and Society

(Not available 1988-89)

Teacher Responsible: Jean Aitchison, Room C520 (Secretary, Mrs. M. Middleton, C613)

Course Intended Primarily for B.A./B.Sc. c.u., any main field; B.Sc. (Econ.) Part II.

Core Syllabus: An introduction to psycholinguistics (language and mind) and sociolinguistics (language and society).

Course Content:

- (1) The biological basis of language.
- (2) Word storage and retrieval.
- (3) Speech production and speech comprehension.
- (4) Child language acquisition.
- (5) Linguistic variation and its relationship to social variables such as class, sex, age.
- (6) Language change.

Pre-Requisites: None required, though students who have already done **Elementary Linguistics** might have some advantage.

Teaching Arrangements: 22 one hour lectures (Ln101; Ln102); 22 one hour classes. In the classes, students prepare (in rotation) papers which often involve practical work (experiments/questionnaires, etc.).

Written Work: Students must hand in at least three essays in the course of the year. These are normally revised versions of the papers which have been presented in class.

Reading List: Topic-by-topic reading lists are circulated for each section of the course. These include important papers and selected chapters from books. Sections from the following books are likely to feature prominently: (* denotes recommended purchase): *J. Aitchison, *Words in the Mind*, Blackwell, 1987; *J. Aitchison, *The Articulate Mammal*, Hutchinson, 2nd edn., 1983; *J. Aitchison, *Language Change: Progress or Decay?*, Fontana, 1981; P. Fletcher and M. Garman, *Language Acquisition*, C.U.P., 2nd edn., 1986; E. Matthei and T. Roeper, *Understanding and Producing Speech*, Fontana, 1983; L. Milroy, *Language & Social Networks*, Blackwell, 2nd edn., 1987; *Trudgill, *Sociolinguistics*, Penguin, 2nd edn., 1983; R. Wardaugh, *An Introduction to Sociolinguistics*, Blackwell, 1986.

Examination Arrangements: One three-hour examination in which four out of ten questions must be answered. This counts for 75% of the marks. The written assignments (outlined above) account for the remaining 25%.

Ln3840

Literature and Society in Britain 1830-1900

(Not available 1988-89)

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, M. Tappas, C619)

Course Intended Primarily for B.A./B.Sc. c.u.; B.Sc. (Econ.) Part II

Core Syllabus: Principal movements and authors in English literature between 1830 and 1900, studied critically and with regard to the background of contemporary history.

Course Content: Work of selected authors, with particular attention to specified texts as indicated on the reading-list. Consideration of general critical principles arising from the literature of the period.

Pre-Requisites: No formal qualifications; A-level or equivalent in English Literature useful but not essential.

Teaching Arrangements: The class normally follows the lecture (Ln603) and is given mainly to discussion of lecture-topics.

Lectures: 25

Classes: 25

Written Work: 4 or 5 essays, each on a topic selected from a short list. Students are expected to take part in class discussions.

Reading List: The following books are recommended for purchase and general background: D. Thomson, *England in the Nineteenth Century*, Penguin; B. Ford (Ed.), *From Dickens to Hardy*, Penguin.

For information and criticism to supplement the lectures read as many as possible of the following: R. Chapman, *The Victorian Debate; The Sense of the Past in Victorian Literature*; J. H. Buckley, *The Victorian Temper*; B. Willey, *Nineteenth Century Studies*; A. Briggs, *Victorian People*; P. Gregg, *A Social and Economic History of Britain*; G. Kitson Clark, *The Making of Victorian England*; C. Brinton, *English Political Thought in the Nineteenth Century*; W. E. Houghton, *The Victorian Frame of Mind*; R. Robson, *Ideas and Institutions of Victorian Britain*; D. C. Somervell, *English Thought in the Nineteenth Century*; J. Evans, *The Victorians*.

There are no 'set books' but it may be useful to know that the following works will be considered in some detail and should be read with care and critical application; Disraeli, *Coningsby* and *Sybil*; Dickens, *Bleak House*; *Hard Times*; *Oliver Twist*; Morris, *News from Nowhere*; Eliot, *Middlemarch*; Butler, *The Way of All Flesh*; Hardy, *The Return of the Native* and *Jude the Obscure*; Brontë, *Wuthering Heights*; Thackeray, *Vanity Fair*; Tennyson, *Poems* (1842 volume) and *In Memoriam*; Browning, *Men and Women*.

Examination Arrangements: 3-hour paper in the Summer Term; 3 essay questions selected from about 15 topics.

Ln3841

Literature and Society in Britain 1900 - Present Day

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, M. Tappas, C619)

Course Intended Primarily for B.A./B.Sc. c.u.; B.Sc. (Econ.) Part II

Core Syllabus: Principal movements and authors in English literature from 1900 to the present time, studied critically and with regard to the background of contemporary history.

Course Content: Work of selected authors, with particular attention to specified texts as indicated on the reading-list. Consideration of general critical principles arising from the literature of the period.

Pre-Requisites: No formal qualifications; A-level or equivalent in English Literature useful but not essential.

Teaching Arrangements: The class normally follows the lecture (Ln603) and is given mainly to discussion of lecture-topics.

Lectures: 25

Classes: 25

Written Work: 4 or 5 essays, each on a topic selected from a short list. Students are expected to take part in class discussions.

Reading List: Fiction: The following novels will be studied in connection with the wider achievement of their authors: D. H. Lawrence, *Sons and Lovers*; Virginia Woolf, *Mrs. Dalloway*; Aldous Huxley, *Brave New World*; George Orwell, *Nineteen Eighty-four*; James Joyce, *Portrait of the Artist as a Young Man*; William Golding, *Lord of the Flies*; Graham Greene, *Brighton Rock*; E. M. Forster, *A Passage to India*; Iris Murdoch, *Under the Net*; C. P. Snow, *The New Men*; John Braine, *Room at the Top*. **Poetry:** Poets of 1914-18; W. B. Yeats; T. S. Eliot; Auden and the 'New Country poets'; Dylan Thomas. **Drama:** Shaw; Beckett; Pinter; Osborne; Wesker.

Supplementary Reading List: *B. Ford (Ed.), *The Modern Age*, Pelican History of English Literature; *G. S. Fraser, *The Modern Writer and his World*; *D. Thomson, *England in the Twentieth Century*, Pelican History of England; P. Gregg, *A Social and Economic History of Britain 1760-1950*; C. B. Cox & A. E. Dyson (Eds.), *The Twentieth-Century Mind*, 3 Vols; A. J. P. Taylor, *English History 1914-1945*; C. Gillie, *Movements in English Literature 1900-1940*; W. Allen, *Tradition and Dream*; V. de S. Pinto, *Crisis in English Poetry*; F. R. Leavis, *New Bearings in English Poetry*; D. Daiches, *The Novel and the Modern World*; J. I. M. Stewart, *Oxford History of English Literature*, Vol. 12; W. Robson, *Modern English Literature*.

The titles asterisked are recommended for purchase and general background.

Examination Arrangements: 3-hour paper in the Summer Term; 3 essay-questions selected from about 15 topics.

Ln3940

Russian Language

See Ln3822

Ln3941

Aspects of Russian Literature and Society Part II (B.Sc. (Econ.))

(Not available 1988-89)

Teacher Responsible: Dr. B. S. Johnson, Room C515 (Secretary, M. Tappas, C619)

Course Intended Primarily for students of B.Sc. (Econ.) Part II, Special Subject XIII (Russian Government, History and Language).

Core Syllabus: Themes and problems of Russian and Soviet Society as portrayed in XIXth and XXth century Russian literature.

Course Content: Study of two out of four recurrent themes through selected texts:

1. The Peasant Question. From Catherine the Great to the Khrushchev era.
2. Representatives of Their Times. The attitude of the thinking individual to the events and society of his times, 1825-1930.
3. Cataclysm, War and Revolution. The effects of war and violent upheaval on successive generations, 1850-1950.
4. The Tribulations and Exploits of Soviet Man. The evolution of the Soviet 'ideal pattern' individual from 1905 to the post-Stalin era.

Pre-Requisites: Normally an A-level and completion of the B.Sc. (Econ.) Part I, Russian Course, plus participation in the B.Sc. (Econ.) Part II Russian Course.

Teaching Arrangements: Weekly class (Ln512) during two sessions, plus tutorials.

Written Work: Fortnightly essay.

Reading List: 1. The Peasant Question: W. S. Vucinich, *The Peasant in Nineteenth-Century Russia*; J. Blum, *Lord and Peasant in Russia*; M. Lewin, *Russian Peasants and Soviet Power*; E. Strauss, *Soviet Agriculture in Perspective*; Radishchev, *Puteshestviye iz Peterburga v Moskvu*; Pushkin, *Derevnya*; Turgenev, *Zapiski Okhotnika* Grigorovich, *Derevnya*; Anton Goremyka; Nekrasov, *Moroz, krasnyy nos*; Hertsen, *Soroka-vorovka*; Reshetnikov, *Polipovtsy*; Bunin, *Derevnya*; Chekhov, *Muzhiki*; Sholokhov, *Podnyataya tselina*; Stadnyuk, *Lyudi ne angely*; Panfyorov, *Otrazheniya*; Ovechkin, *Rayonnyye budni*; *Trudnaya vesna*; Soloukhin, *Vladimirskiy proselki*; Abramov, *Vokrug da okolo*; Putipereput'ya; Prasliny; G. Upsensky, *Vlast' zemli*; Gorky, *O russkom krest'yanstve*.

2. Representatives of Their Times: Pushkin, *Yevgeniy Onegin*; Lermontov, *Geroy nashego vremeni*; Goncharov, *Oblomov*; Turgenev, *Rudin*; *Otsy i deti*; *Nov'*; Chernyshevsky, *Chto delat'*; Tolstoy, *Anna Karenina*; Dostoyevsky, *Besy*; Zlatovratsky, *Osnovy*; Gorky, *Chelkash*; *Mat'*; *Ispoved'*; Zamyatin, *My*.

3. Cataclysm, War and Revolution: Tolstoy, *Sevastopolskiye rasskazy*; Garshin, *Chetyrye dnya*; Fedin, *Goroda i gody*; Leonov, *Barsuki*; Sholokhov, *Tikhii Don*; A. Tolstoy, *Khozhdeniye po mukam*; Serafimovich, *Zheleznyy potop*; Babel, *Konarmiya*; Simonov, *Dni i nochi*; V. Nekrasov, *V okopakh Stalingrada*; Leonov, *Vzlyatiye Velikoshumska*; Bek, *Volokolamskoye shosse*; Baklanov, *Yul' 1941*; Balter, *Do svidaniye, malchiki*.

4. Tribulations of Soviet Man: Ivanov, *Bronyepoezd 14-39*; Furmanov, *Chapayev*; Fadeev, *Razgrom*; Gladkov, *Tsement*; Leonov, *Sot'*; Ostrovsky, *Kak zakalyalas' stal'*; Platonov, *Kotlovan*; Ilf and Petrov, *Zolotoy telyonok*; Polevoi, *Povest' o nastoyashchem cheloveke*; Granin, *Iskateli*; Nekrasov, *V rodnom gorode*; Dudintsev, *Ne khlebom yedinyim*; Kochetov, *Bratya Yershovy*; Solzhenytsin, *Odin den' Ivana Denisovicha*.

Examination Arrangements: One three-hour written examination in the final year. Candidates will be

required to answer question(s) on both their chosen themes.

Ln3942**Report on a subject within the field of Russian Studies**

Course Intended for B.Sc. (Econ.) Part II Special Subject Russian Government, History and Language.

Core Syllabus: There is no formal syllabus.

Course Content: The Report may be on any topic within the area of Russian Studies covered by the course. The student's choice must be approved by the Tutor responsible for the course, and, where necessary, by a specialist in the field relative to the topic. The tutor must normally be satisfied that the student has special reasons, and/or qualifications for substituting the Report for paper 6(a), that there is an adequate body of relevant literature and source material available and that the topic is of manageable proportions.

Teaching Arrangements: There are no formal teaching arrangements but tutors will advise students on scope, topic and relevant reading as well as on general approaches. Tutors are not permitted to read or comment on drafts of the Report.

Written Work: The Report should be not more than 15,000 words of main text, excluding bibliography. In students own interests the Report should be typed in double spacing as if prepared for publication with all relevant references and a bibliography. The Report must be handed in to the School's Examination Office by 1st May of the student's final year but work and supervision for the topic is expected to begin in the first term of the student's second year. Students are advised to retain a copy of their Report for their own reference.

Examination Arrangements: See written work above. The Examiners reserve the right to question the student on the Report during the Oral Examination for Paper 5.

LAW

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
LL100	Public Law: Elements of Government Professor C. R. Harlow, Professor J. P. W. B. McAuslan Mr. R. W. Rawlings, and Mr. J. M. Jacob	34/ML LL5003
LL101	Law of Contract Mr. P. Muchlinski and Mr. E. McKendrick	42/MLS LL5001
LL102	Property I Mr. W. T. Murphy, Professor S. A. Roberts, Mr. D. Bradley and Ms. C. Bradley	44/MLS LL5002
LL103	The Law Making Process	10/M LL5020; SA6772
LL104	Introduction to Law Professor S. A. Roberts, Mr. W. T. Murphy, Mr. D. N. Schiff and Mr. J. Jacob	20/M LL5000
LL105	Courts and Litigation	26/LS LL5000; SA6772
LL106	Law of Tort Dr. J. G. H. Fulbrook, Mr. R. C. Simpson and Dr. C. R. Harlow	45/MLS LL5041
LL107	Criminal Law—Seminar Ms. J. Temkin, Professor L. H. Leigh and Dr. R. Baldwin	23/MLS LL5040
LL108	Jurisprudence Mr. D. N. Schiff, Professor J. A. G. Griffith and Mr. R. L. Nobles	42/MLS LL5100
LL110	Law of Property II Mr. W. T. Murphy, Ms. M. E. Percival and Mr. R. L. Nobles	45/MLS LL5105
LL111	Law of Evidence Dr. G. R. Baldwin	25/MLS LL5113
LL112	Public International Law Professor R. Higgins, Dr. J. F. Weiss and Dr. P. Birnie	42/MLS LL5131
LL113	Conflict of Laws Available only at Kings UCL	45/MLS LL5114
LL114	Mercantile Law Mr. W. Birtles	40/ML LL5110

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
LL115	Labour Law Professor Lord Wedderburn and Mr. R. C. Simpson	40/ML	LL5112
LL116	Domestic Relations Mr. D. C. Bradley, Professor S. A. Roberts and Mrs. R. G. Schuz	40/ML	LL5118
LL117	Law of Business Associations Mrs. J. A. Freedman, Miss C. Bradley and Mr. P. Muchlinski	40/ML	LL5111
LL118	Local Government Law Professor J. P. W. B. McAuslan	6/M	LL5117
LL119	International Protection of Human Rights—Class Professor R. Higgins	/MLS	LL5132
LL121	Legislation – Seminar Mr. J. M. Jacob	10/M	LL5116
LL122	Introduction to the Anthropology of Law Professor S. A. Roberts	24/MLS	LL5138
LL123	Introduction to European Law — Seminar Dr. Neville March Hunnings	45/MLS	LL5133
LL124	Legal and Social Change since 1750 – Seminar Professor W. R. Cornish and Ms. M. Percival	25/MLS	LL5137; LL6004
LL125	Housing Law Mr. R. L. Nobles	15/ML	LL5119
LL126	Administrative Law Professor C. R. Harlow and Mr. R. W. Rawlings	25/MLS	LL5115
LL127	Economic Analysis of Law Dr. B. Hindley and Mr. J. R. Gould	22/ML	LL5136
LL128	Women and the Law – Seminar Ms. J. Temkin, Mr. R. C. Simpson, and Mrs. E. Szyszczak	22/MLS	LL5135
LL129	The Law Relating to Civil Liberties in England and Wales Professor L. H. Leigh and Mr. D. N. Schiff	20/ML	LL5130
LL135	Computers, Information and Law (Module 1 and 2) Mr. J. Jacob and others	22/M	LL5142
LL136	Communication Information and Law (Module 2) Mr. W. T. Murphy and Mr. J. Jacob	10/ML	LL5142
LL138	Taxation Mrs. J. A. Freedman and Mrs. R. G. Schuz	25/MLS	LL5141
LL139	Land Development and Planning Law – Seminar Professor J. P. W. B. McAuslan	20/ML	LL5140

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
LL140	Sentencing and Treatment of Offenders Professor J. E. Hall Williams	10/M	LL5171
LL141	Outlines of Modern Criminology Professor J. E. Hall Williams and Ms. J. Temkin	10/L	LL5170
LL142	Medical Care and the Law Mr. J. M. Jacob and others	10/L	LL5175
LL143	Legal Services to the Community (Not available 1988–89 or 1989–90) Professor M. Zander	10/M	LL5176
LL144	Social Security Law I Dr. J. Fulbrook	10/M	LL5172
LL145	Social Security Law II Dr. J. Fulbrook	10/L	LL5173
LL147	Race, Nationality and the Law Mrs. E. Szyszczak	10/M	LL5177
LL148	Sociological Theory and the Idea of Law – Seminar Mr. D. N. Schiff	10/M	LL5179
LL149	Public Law and Economic Policy (Not available 1988–89)	10/L	LL5178
LL160	Courts and the Trial Process	14/LS	LL5020
LL161	Commercial Law	40/ML	LL5060
LL162	Elements of Labour Law Mr. R. C. Simpson	20/ML	LL5062; LL6112
LL200	Comparative Constitutional Law I Professor L. H. Leigh and Mr. Creighton	30/MLS	LL6150
LL201	Comparative Constitutional Law II Professor Read, Dr. Slinn and Mr. L. A. Wolf-Phillips	45/MLS	LL6151
LL202	Law and Urbanisation in Developing Countries Professor J. P. W. B. McAuslan	30/MLS	LL6064
LL203	Company Law Professor Lord Wedderburn and Mr. B. Pettet (U.C.)	28/MLS	LL6076
LL204	Taxation Principles and Policies Mrs. J. A. Freedman, and Mrs. R. Schuz	30/MLS	LL6103
LL205	Taxation of Business Enterprises Mrs. J. A. Freeman, D. Williams (QMC) and J. Price (KCL)	30/MLS	LL6104

Lecture/ Seminar Number		Course Guide Number	
LL206	The Law of Restitution Professor W. R. Cornish	30/MLS	LL6085
LL207	Tax, Social Security and the Family Mrs. R. Schuz and Dr. M. Bryan (QMC)	30/MLS	LL6105
LL209	The Principles of Civil Litigation Professor M. Zander and Mr. Cyril Glasser	35/MLS	LL6010
LL210	Comparative Criminal Law and Procedure Professor L. H. Leigh	30/MLS	LL6120
LL212	Comparative Family Law Mr. D. C. Bradley and Ms. J. Temkin	28/MLS	LL6018
LL213	Law of International Institutions Professor R. Higgins, Dr. P. Birnie and Dr. J. F. Weiss	28/MLS	LL6048
LL214	Law of European Institutions Mr. T. C. Hartley and Professor Butler	23/MLS	LL6049
LL215	European Community Law (Not available 1988-89) Mr. T. C. Hartley	15/LS	LL6015
LL216	International Law of the Sea Dr. P. W. Birnie and Dr. J. F. Weiss	30/MLS	LL6060
LL217	The International Law of Natural Resources Professor R. Higgins	28/MLS	LL6057
LL218	International Economic Law Dr. J. F. Weiss	30/MLS	LL6054
LL219	International Business Transactions I: Litigation (Not available at L.S.E. 1988-89) Mr. T. C. Hartley	30/MLS	LL6033
LL220	Intellectual Property Professor W. R. Cornish, Mr. D. Llewellyn and Professor G. Dworkin (QMC)	40/MLS	LL6075
LL222	Applied Criminology Professor J. E. Hall Williams, Mrs. D. Yach and others	30/MLS	LL6122
LL223	Sentencing and the Penal Process Professor J. E. Hall Williams, Dr. Saeed and others	30/MLS	LL6124
LL224	Law of Management and Labour Relations Professor Lord Wedderburn	28/MLS	LL6111
LL225	Individual Employment Law Mr. R. C. Simpson and Dr. J. Fulbrook	26/MLS	LL6110
LL226	Human Rights - Seminar Professor R. Higgins and Mr. Duffy	28/MLS	LL5132; LL6052

Lecture/ Seminar Number		Course Guide Number	
LL227	Economic Analysis of Law (Graduate Course) (Not available 1988-89)	48/MLS	LL6030
LL228	International Business Transactions II: Substantive Law (Not available 1988-89) Mr. T. C. Hartley and others	30/MLS	LL6035
LL229	International Tax Law D. Williams (QMC) with L.S.E. contributors	30/MLS	LL6106
LL230	Problems of Civil Litigation - Seminar Professor M. Zander and Mr. Cyril Glasser	MLS	LL6010
LL231	Problems in Taxation - Seminar Professor M. A. King and Mr. J. Avery Jones	12/LS	Ec2435
LL232	Legal Aspects of International Finance Ms. C. Bradley and Ms. D. Kingsford-Smith (UCL)	30/MLS	LL6062
LL233	Multinational (Transnational) Enterprise and the Law Mr. P. T. Muchlinski	28/MLS	LL6061
LL234	Marine Insurance Professor A. Diamond and Mr. P. T. Muchlinski	26/MLS	LL6142
LL235	Public Interest Law Professor C. R. Harlow and Mr. R. W. Rawlings	30/MLS	LL6156
LL236	Carriage of Goods by Sea Professor A. L. Diamond	26/MLS	LL6140
LL237	Planning and Environmental Control Professor Jowell (U.C.)	30/MLS	LL6155
LL238	Law and Social Theory Mr. W. T. Murphy, Professor S. A. Roberts and Mr. Cotterrell (QMC)	25/MLS	LL6003
LL239	International Environmental Law Dr. P. W. Birnie and Mr. Alan Boyle (QMC)	26/MLS	LL6063
LL240	Modern Legal History (Not available 1988-89) Professor W. R. Cornish, Mr. W. T. Murphy and Ms. M. E. Percival	30/MLS	LL6004
LL241	Regulation and Law Dr. R. Baldwin	30/MLS	LL6128
LL242	Regulation of Financial Markets Ms. C. Bradley and Ms. D. Kingsford-Smith	30/MLS	LL6129
LL243	Compensation and the Law Dr. J. Fulbrook	25/MLS	LL6130

Course Guides

Problems in Taxation

Teachers Responsible: Mr. M. Robson, Room R509 and Mr. M. Bizon, Room R505

Course Intended Primarily for LL.M. and M.Sc. (Econ.)

Core Syllabus: The aim of the course is to discuss tax problems which are of interest to both lawyers and economists.

Course Content: The precise topics for the seminars are chosen each year from subjects of current interest. Discussion is often centred around recent official or semi-official publications.

Teaching Arrangements: Monthly seminars of 1½ hours each, Sessional.

Reading List: There is no fixed list, selections being made from year to year on the basis of topicality.

Examination Arrangements: There is no separate examination but the knowledge acquired may help to improve examination answers in other taxation courses.

LL231

English Legal System

Teacher Responsible: Mr. W. T. Murphy, Room A361 (Secretary, Pam Hodges, A369)

Course Intended Primarily for Intermediate LL.B. and General Course.

Core Syllabus: The aim is to introduce students to the basic features of the legal system together with some basic concepts as to the nature of law and its connection with social science.

Course Content:

Introduction to Law LL104.

This course provides a broad comparative introduction to the study of Law and the Social Sciences. (a) What is Law? (b) What is a legal system? (c) What is a court? (d) What is a judge? (e) What is a judgement? (f) What is interpretation? (g) What is representation? (h) What is the rule of law?

Courts and Litigation (LL105):

(a) The courts: their structure, organization, jurisdiction. Tribunals.

(b) Pre-trial: (1) Civil: interlocutory proceedings, pleadings, delay. (2) Criminal: investigation of crime by the police: police powers; arrest; bail; Police and Criminal Evidence Act 1984.

(c) The trial: procedure in civil and criminal trials; rules of evidence. The jury. Remedies; enforcement of judgements. The appeal process. The costs of litigation; legal aid; right to counsel.

(d) The legal profession; judges, barristers and solicitors.

Pre-Requisites: None.

Teaching Arrangements: There are two lecture courses, each accompanied by a class as follows:

Lectures:

LL104 Introduction to Law (20 Michaelmas).

LL105 Courts and Litigation (22 Lent and Summer).

Classes:

For LL.B. Intermediate

LL5000

LL104a: 10 classes in the Michaelmas Term fortnightly.

LL105a: 13 classes in the Lent and Summer Terms.

Written Work: This depends on each class teacher, but students should expect to do about 3-4 pieces of written work during the year.

Reading List: For LL104 the reading consists of materials handed out to students at the beginning of the course in mimeograph form.

For LL105 the basic text (which should be bought) is Michael Zander, *Cases and Materials on the English Legal System*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for both lecture courses.

LL5001

Law of Contract

Teacher Responsible: Mr. P. Muchlinski, Room L107 (Secretary, Mrs. P. Hodges, A369)

Course Intended Primarily for LL.B. students, first year.

Core Syllabus: Historical evolution of the Law of Contract. The aim of the course is to introduce students to the basic principles of the law of contract and critically to review the extent to which those principles meet the needs of society.

Course Content: Offer and acceptance; consideration; intention to create legal relations; certainty; privity; contents of a contract; exemption clauses; duress and unconscionability; misrepresentation; mistake; frustration; illegality; remedies.

Pre-Requisites: There are no pre-requisites for the course.

Teaching Arrangements: The course is taught by means of two lectures (LL101) per week and one class (LL101a) per week. The lectures will be given by a number of different lecturers, but each class will have the same teacher throughout the year. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus, introduce new insights, and encourage critical thinking.

Written Work: This will be set, marked and returned by each class teacher. A student will be expected to produce two pieces of written work in his first term and two pieces of written work in the second term. The written work will consist either of any essay or of a problem.

Reading List: Students should follow the advice of their class teachers as to the books to be read. The set textbook is Beale, Bishop and Furmston, *Contract Cases and Materials*.

Set textbooks will be recommended by the class teachers.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus.

There is a resit examination in this paper in September.

LL5002

Property I

Teacher Responsible: Mr. W. T. Murphy, Room A361 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.B. Intermediate.

Core Syllabus: To introduce students to the fundamental concepts of the English law of property with special reference to land law.

Course Content: Real and Personal Property compared; the interaction of rights and remedies; the basic concepts of real property; the conveyancing framework; the law of leases; mortgages; easements; covenants; the family home.

Pre-Requisites: There are no pre-requisites but a knowledge of modern English social history is an advantage.

Teaching Arrangements: One lecture course (LL102) of between 40 and 44 lectures accompanied by a weekly class (LL102a).

Reading List: Murphy and Roberts, *Understanding Property Law*; Megarry (Hayton Ed.), *Manual of Real Property Law* (6th edn.); Gray and Symes, *Real Property and Real People*; Murphy and Clark, *The Family Home*.

Students may find it useful to read John Scott, *The Upper Classes* (Macmillan 1982) before or upon commencing this course.

Examination Arrangements: There is a three hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL5003

Public Law: Elements of Government

Teacher Responsible: Professor C. R. Harlow, Room A463

Course Intended Primarily for first year LL.B. students and those studying Law and Government.

Core Syllabus: The course covers central and local government, Parliament, and the law relating thereto, and judicial review of administrative action.

Course Content:

(1) The characteristics of the British Constitution.

(2) The institutions of government: (a) The Crown, the Prime Minister, the Cabinet, the central government departments. The civil service. (b) Local authorities. (c) Public corporations. (d) Parliament: its composition, functions and privileges. Ministerial responsibility. (e) Representation. Elections.

(3) The working of government. The functional relations between the institutions of government. Parliament. The legislative process: its characteristics, pre-parliamentary and parliamentary. Subordinate legislation. Private Bills. Select and Standing Committees.

(4) The Judiciary: its Constitutional position. The impact of the courts on the process of government. Administrative tribunals. Civil Liberties.

Teaching Arrangements: Lectures (LL100): Michaelmas Term – twice weekly. Outside speakers only in Lent. Classes (LL100a): weekly. Lent Term: 2 seminars weekly. Teachers: Carol Harlow, Joe Jacob, Richard Rawlings and Patrick McAuslan.

Written Work: will be indicated by the class tutor. At least three essays will be required to be written during Michaelmas and Lent Terms.

Reading List: Texts will be recommended by individual class teachers.

Supplementary Reading List: A detailed study guide with a detailed further reading list including periodical

literature is contained in the study guide and available in the Library or from Professor Harlow.

Examination Arrangements: Normal three hour written examination.

LL5020

English Legal Institutions

Teacher Responsible: Mr. Martin Dockray (King's College)

Course Intended Primarily for B.Sc. (Economics) Part I and II; B.A./B.Sc. Degree in the Faculties of Arts and Economics.

Core Syllabus: The aim is to introduce students to the basic features of the legal system: the law making system especially through legislation and the common law; and the civil and criminal justice system.

Course Content: Sources of law; case law and the theory of binding precedent; legislation and statutory interpretation; custom. Reform of the law and codification. The organisation of the courts; their jurisdiction and the types of cases with which they deal. Administrative tribunals. Civil and criminal cases, including an outline of pre-trial proceedings; police powers, evidence and procedure of trial. The personnel of the law including judges, magistrates, juries, barristers and solicitors. Legal aid and advice. Appeals. Students are not expected to have any knowledge of the substantive rules of law in contract, tort, criminal law or in the other branches of the law.

Pre-Requisites: None.

Teaching Arrangements: There are two lecture courses, each accompanied by a class, as follows:

Lectures:

LL103 The Law Making Process (10M)

LL160 Courts and the Trial Process (14LS)

Classes:

LL103b: Weekly Michaelmas

LL160a: Weekly Lent and Summer

Written Work: Depends on class teacher, but usually three or four pieces of written work.

Reading List: For LL103 the basic text (which should be bought) is Michael Zander, *The Law Making Process*.

For LL160 the basic text (which should also be bought) is Michael Zander, *Cases and Materials on the English Legal System*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. Students must do five questions out of ten.

LL5040

Criminal Law

Teacher Responsible: Ms. J. Temkin, Room A372 (Coordinating Member of Staff) (Secretary, Mrs. S. Hunt, A304)

Courses Intended Primarily for LL.B. Part I students.

Core Syllabus: The aim of the course is to provide a grounding in the general principles of criminal law and to examine the application of these principles to certain specific offences. Policy issues surrounding both principles and offences are also discussed.

Course Content: Mens rea; actus reus; defences to crime; strict liability; parties to crime; homicide; defences to murder; infanticide; rape; incest; theft;

fraud as dealt with in the Theft Acts 1968 and 1978; handling stolen property; robbery (in outline only).

Pre-Requisites: The course is compulsory for LL.B. Part I students. There are no pre-requisites for it.

Teaching Arrangements: Teaching is by weekly seminar (LL107) lasting for two hours. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate. Seminars will be taken by **Ms. J. Temkin, Dr. G. R. Baldwin and Professor L. H. Leigh.**

Written Work: This will be set by the teacher in charge of the seminar. A minimum of two pieces of written work will be required, usually one essay and one problem.

Reading List: Students will be expected to have read the relevant chapters on the topics set out above in one of the two major textbooks, viz. Glanville Williams, *Textbook of Criminal Law*, (2nd edn. 1983); J. C. Smith & B. Hogan, *Criminal Law* (6th edn. 1988). They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided. Additional reading in the shape of cases and materials designated as secondary is also set out on the reading sheets.

Students may find it advantageous to purchase J. C. Smith and B. Hogan, *Criminal Law — Cases and Materials* (1986).

Examination Arrangements: One three-hour paper. Four questions to be answered out of nine.

LL5041

Law of Tort

Teacher Responsible: Dr. Julian Fulbrook, Room A368 (Secretary, A502)

Course Intended Primarily for LL.B. students, 2nd year.

Core Syllabus: The aim of the course is to introduce students to the principles of English law governing civil wrongs known as torts and critically to review the extent to which those principles meet the needs of society.

Course Content: *Introduction:* the interests protected by the law of tort; the bases of liability; the efficiency of the law of tort as a means of compensation for personal injuries; alternative schemes of compensation. *Intentional torts causing personal injuries:* trespass to the person; the relationship between trespass and negligence; assault; battery; *Wilkinson v. Downton*; defences to intentional torts.

Negligence causing personal injuries: the rise of negligence; elements of the tort; the duty of care; the standard of care; *res ipsa loquitur*; nervous shock; remoteness of damage; occupiers' liability; contributory negligence; *volenti non fit injuria*; principles of assessment of damages; reform generally. *Additional functions of the law of tort:* nuisance; *Rylands v. Fletcher*; fire; conspiracy; intimidation; inducing breach of contract; statements causing economic loss; deceit; injurious falsehood; negligent statements; liability for economic loss caused by negligence; false imprisonment; abuse of process and malicious prosecution; defamation.

Other topics: joint tortfeasors; vicarious liability; breach of statutory duty; abuse of rights; remedies for maladministration.

Pre-Requisites: Students must have passed the intermediate LL.B. examination.

Teaching Arrangements: The course is taught by means of two lectures (LL106) per week and one class (LL106a) per week. The basic work will be done through the classes. The lectures are intended to supplement rather than duplicate the classes; they will be given by a number of different lecturers, who will introduce particular topics forming part of the syllabus, with the intention of stimulating further thought.

It follows that the lectures will not cover the entire syllabus, although they will cover a substantial part of it. The classes will cover most of the syllabus, but there may be one or two minor topics which will only be covered in the lectures.

Written Work: This will be set by class teachers who will mark and return the work. Normally, a student will be expected to produce two pieces of written work in the first term of the course and two pieces of written work in the second term. The written work will normally consist either of an essay or of a problem.

Reading List: Students are strongly recommended to take the advice of their class teacher as to the books to be read. The books most commonly used are the latest editions of Winfield & Jolowicz, *Law of Tort*; and Salmond, *Law of Torts*; together with Atiyah, *Accidents, Compensation and the Law*; and Hepple and Matthews, *Tort Cases and Materials*; but each class teacher will give his students detailed guidance.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for the course.

There is a resit examination in this paper in September.

LL5060

Commercial Law

Teacher Responsible: Mrs. V. Finch, Room A363

Course Intended Primarily for B.Sc. (Economics) Part II students. B.Sc. (Management Sciences) 2nd or 3rd year. Diploma in Accounting. Diploma in Business Studies.

Core Syllabus: The aim of this course is to introduce non-law students to the fundamental principles and problems of contract law, company and revenue law.

Course Content:

(1) Contract: essentials of a valid contract; capacity; privity; content; factors of invalidation; discharge; remedies.

(2) Company Law: incorporation; constitutional documents; ultra vires doctrine; liability of the company; directors; majority rule and minority protection; maintenance of capital.

(3) Revenue Law: tax avoidance and tax evasion; income tax and corporation tax; capital gains tax and capital transfer tax.

Pre-Requisites: There is no pre-requisite law subject for this course.

Teaching Arrangements: Each week for 20 weeks there are two lectures (LL161) of one hour duration, accompanied by a class (LL161a).

Lectures:

Contract — V. Finch

Company — V. Finch

Revenue — J. Freedman

Classes: selected problems and essays will be discussed in class.

Reading List: G. H. Treitel, *An Outline of the Law of Contract*; Northey & Leigh, *Introduction to Company Law*; Whitehouse and Stuart-Buttle, *Revenue Law — Principles and Practice*.

Supplementary Reading List: Anson, *The Law of Contract*; C. D. Thomas, *Company Law for Accountants*; Mayson & French, *Company Law*.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus. The paper contains eleven questions, of which four are to be answered. The examination counts for 100% of the assessment of the course.

LL5062

Elements of Labour Law

Teacher Responsible: Mr. R. C. Simpson, Room A461 (Secretary, A304)

Course Intended Primarily for 2nd or 3rd year B.Sc. (Econ.) Part II & B.Sc. Management Sciences.

Core Syllabus: The aim of the course is to examine the role of the law in British industrial relations. It is divided into two parts. The first covers collective labour relations between trade unions and employers. The second is concerned with the individual labour relationship between each individual worker and his or her employer.

Course Content: Collective labour law:

Trade unions' organisational rights: legal status of trade unions; the individual right to organise and right to dissociate — the closed shop; time off work for union activities.

Internal trade union management; admission and expulsion; members' rights; union democracy; union political activities; mergers, inter-union relations.

Collective bargaining and the law: union recognition; legal status of collective agreements; disclosure of information, "fair wages"; wages councils.

Legal regulation of strikes and other forms of industrial conflict; picketing; individual workers' rights; civil liabilities for organising industrial action; state emergency powers.

Individual labour law:

Legal nature of individual employment relationship: employees contrasted with self-employment; relationship of individual contract to collective agreements.

Individual rights during employment: pay; hours — time off work; holidays; sickness — statutory sick pay.

Discrimination in employment: women's rights — equal pay, sex discrimination, maternity; discrimination on racial grounds.

Termination of employment: different types of termination; rights of dismissed employees — wrongful dismissal, unfair dismissal, redundancy.

Health and Safety at work.

Pre-Requisites: While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

Teaching Arrangements:

Lectures: LL162 *Elements of Labour Law* 20 Michaelmas and Lent.

Classes: LL162a 20 Michaelmas and Lent.

The lectures and classes are complementary. The lectures will cover all the above syllabus. The classes will follow the lectures and cover the topics in the same order as the lectures. Students will be required to do one piece of written work in each term. Classes will normally be conducted on the basis of general discussion of a particular topic.

Written Work: See above.

Reading List: Students are advised to purchase the following: Wedderburn, *The Worker and the Law*; Lewis (Ed.), *Labour Law in Britain*.

They should consult the following regularly:

Kahn Freund, *Labour and the Law*; Davies & Freedland, *Labour Law, Text & Materials*; Hepple & O'Higgins, *Employment Law*.

Supplementary Reading List: Hepple & Fredman, *Labour Law and Industrial Relations in Britain*; McMullen, *Rights at Work*. The "Donovan" Report of the Royal Commission on Trade Unions and Employers' Associations.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the syllabus above. The paper contains 10 questions of which four have to be attempted.

LL5100

Jurisprudence

Teacher Responsible: Mr. D. N. Schiff, Room A460 (Secretary, Pam Hodges, A369)

Course Intended Primarily for 3rd year LL.B. students.

Core Syllabus: Introduction to philosophy of law and to topics in moral and political philosophy of special interest to lawyers.

Course Content: Philosophy of Law: Theories of Aquinas, Austin, Hart, Fuller, Kelsen, Olivercrona, Dworkin.

Political Theory: Theories of Mill, Marx, Bentham and Rawls.

Selected issues: Role of Courts in a democracy, theories of punishment, obligation and obedience to law, limits of the criminal law.

Pre-Requisites: None.

Teaching Arrangements: 2 lectures (LL108) each, 1 class (LL108a) each.

Written Work: Students are encouraged but not required to write one essay each term.

Reading List: Austin, *Province of Jurisprudence Determined*; Hart, *The Concept of Law*; Kelsen, *The Pure Theory of Law*; Dworkin, *Taking Rights Seriously*; Fuller, *The Morality of Law*; Mill, *On Liberty*; Bentham, *Introduction to the Principles of Morals and Legislation*; Marx, Selections in *Marx and Engels on Law*; Rawls, *A Theory of Justice*; Devlin, *The Enforcement of Morals*; Hart, *Punishment and Responsibility*.

Examination Arrangements: 3 hour formal examination in Summer Term.

LL5105

Property II

Teacher Responsible: Mr. W. T. Murphy, Room A361 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.B. Part I and II.

Core Syllabus: The aim of the course is to explore key

conceptual problems and policy issues in Equity and the Law of Trusts.

Course Content: The general principles of the law of trusts: the formation of private and charitable trusts. Discretionary and Protective Trusts. Implied constructive and resulting trusts. The administration of a trust. Duties and discretions of trustees. Breach of trust and remedies therefor. The general nature of equitable principles and remedies. Historical and contemporary social and economic functions of the trust form: the trust and wealth accumulation; the trust and tax-avoidance; the trust and pension funds.

Pre-Requisites: A knowledge of land law and the distinction between law and equity is essential.

Teaching Arrangements: One lecture course (LL110) of between 40 and 44 lectures accompanied by a weekly class (LL110a).

Reading List: D. B. Parker & A. R. Mellows, *The Modern Law of Trusts*; R. H. Maudsley & E. H. Burn, *Cases and Materials on Trusts and Trustees*; D. J. Hayton & O. R. Marshall, *Cases and Commentary on the Law of Trusts*.

Examination Arrangements: There is a three hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL5110

Mercantile Law

Teacher Responsible: Mr. W. Birtles (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.B. students – generally in 3rd year.

Core Syllabus: A study of selected commercial law topics presently, sale of goods, agency and consumer credit.

Course Content: *Sales:* all aspects of sale of goods, but particularly implied terms, consumer protection legislation, the passing of property in goods and transfer of title by non-owners, remedies.

Agency: the acquisition, use and loss of an agent's authority to act on behalf of a principal; rights and remedies of agents and principals between themselves and towards third parties.

Consumer Credit: common law background and Consumer Credit Act 1974 with particular emphasis on hire purchase and conditional sales.

Pre-Requisites: Knowledge of Contract essential; Tort and equity very useful.

Teaching Arrangements: There will be two lectures (LL114) a week and weekly classes (LL114a). An outline with main topics, cases and other references is distributed at the beginning of each of the three sections. Work sheets are given out for each class. Lectures: Rooms and times to be announced.

Classes: Rooms and times to be announced.

Written Work: Generally three pieces (problem and essays) in the course of the year will be set and discussed in classes.

Reading List 1. Introductory Reading: Ross Cranston, *Consumers and the Law* (2nd edn. 1984).

2. Textbooks: Sweet & Maxwell's, *Commercial Law Statutes*; Atiyah, *The Sale of Goods* (7th edn.); Fridman's, *Law of Agency* (5th edn.); Diamond, *Consumer and Commercial Credit*.

3. Reference: Benjamin's, *Sale of Goods* (2nd edn.); Miller & Lovell, *Product Liability*; Markesinis & Munday, *An Outline of the Law of Agency*; Bowstead on *Agency* (14th edn.); R. Powell, *The Law of Agency*; S. J. Stoljar, *The Law of Agency*; Goode, *The Consumer Credit Act, A Student's Guide*; *Commercial Law* (1982); Goode, *Commercial Law*.

This will be supplemented by reference to articles and other books in the lecture outline.

Examination Arrangements: Students have a choice of methods of assessment. They may opt either for a 3 hour examination at the end of the year; or to write 3 essays during the course of the year.

The 3 essays: are each of about 3,000 words and coincide with the three sections of the course. The title must be chosen from a list given out approximately 4 weeks after lectures on the relevant section commence. There is about a month between this time and the deadline for the submission of the essay. A short oral exam is held in mid-May.

The examination: The paper is divided into three sections, corresponding approximately to the sections of the course. Each section has both essay and problem questions. One of the three questions required must be taken from each section. Prescribed statutes can be taken into the exam.

Students wishing to write the essays must make their choice known by the beginning of November, but can change their minds and decide to take the examination up to the beginning of the Lent Term.

LL5111

Law of Business Associations

Teacher Responsible: Mrs. J. Freedman, Room A540 (Secretary, A302)

Course Intended Primarily for 3rd year LL.B. Part II students.

Core Syllabus: The emphasis in this course is on registered Companies with reference made to Partnership Law and other forms of business association to the extent necessary to provide background to the study of Company Law. The use of the corporate structure for different types of enterprise is examined and the relationships, rights and duties of the various parties involved in the Corporation are explored.

Course Content:

(1) *Partnership:* The nature of partnership; relation of partners externally and *inter se*; partnership property; dissolution of partnership.

(2) *Basic Company Law:* (a) Introduction to history of company law and company law reforms; company administration extra statutory regulation. (b) Types of companies and their functions; the process of incorporation; preincorporation contracts; corporate personality. (c) Constitution; the doctrine of ultra vires; the contract in the articles; the liability of the company in contract, tort and crime; the distribution of power in a company. (d) Duties of directors, fraud on the minority, class rights. (e) Company finance – classes of securities, floating charges; maintenance of capital; regulation of public offers. (f) Reconstruction, Mergers, Winding Up and Takeovers. (g) Enforcement of Company Law, Investigations, securities regulations.

Pre-Requisites: Some background knowledge of contract and agency principles, as well as trust law, is desirable but not essential.

Teaching Arrangements: There are 40 lectures (LL117), two lectures per week, each accompanied by a class (LL117a) as follows:

Lectures: J. Freedman, C. Bradley, P. Muchlinski and V. Finch

Classes: J. Freedman, C. Bradley

Selected essay questions and problems will be discussed in class.

Written Work: There will be at least three written assignments during the course.

Reading List: Recommended: T. Hadden, *Company Law and Capitalism*; E. Herman, *Corporate Control, Corporate Power*; Northey & Leigh's, *Introduction to Company Law*; Gower's, *Principles of Modern Company Law*; J. H. Farrar, *Company Law*; Milman & Flanagan, *Modern Partnership Law*; *The Company Lawyer*, (bi-monthly periodical, Oyez Longman); L. S. Sealy, *Cases and Materials on Company Law*; H. R. Hahlo, *Casebook on Company Law*; CCH, *British Companies Legislation* or Butterworths, *Company Law Handbook*. More detailed reading lists will be provided during the course. The latest edition of books should be consulted in each case.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus. Four questions must be answered. The paper counts for 100% of the assessment. Students are permitted to bring into the examination their own copies of the relevant legislation, with non verbal markings only.

LL5112

Labour Law

Teacher Responsible: Professor Lord Wedderburn, Room A301, (Secretary, A304)

Course Intended Primarily for LL.B. students. Lectures are also suitable for students studying Labour Law in the M.Sc. (Id115) Diploma and Management Studies and Trade Union Studies. Students taking LL224 (LL.M., Law of Management in Labour Relations) who have inadequate knowledge of up-to-date British labour law, should attend lectures in this course in Michaelmas Term.

Core Syllabus: A basic introduction to the elements of labour law including employment and trade union law.

Course Content: (in outline) The contract of employment; "employees", "workers" and "atypical" work relationships. Formation and content of the contract. Statutory and common law regulation of obligations and rights of employer and employee. Discrimination in employment. Equal pay. Termination of employment – redundancy; unfair dismissal; notice; remedies. Industrial tribunals. Collective bargaining and the law. The right to organise; closed shops; recognition of unions and disclosure of information. Statutory support for collective bargaining. Collective agreements. Trade unions, legal structure and members' rights. Industrial conflict – strikes, lock-outs etc. Trade disputes; social security; conciliation and arbitration.

Pre-Requisites: A good knowledge of the basic legal

subjects (especially Contract, Tort, Property and Criminal Law). The option is open to LL.B. students in their second and third year, but most students, find it better to study this subject in their third year.

NOTE: Further information is available in the Law Department's annual *Memorandum on Options available for Parts I and II of the LL.B. Degree*.

Teaching Arrangements: Professor Lord Wedderburn, Mr. R. C. Simpson and Dr. J. Fulbrook normally teach the course. There are normally lectures and classes as follows:

LL115: 40 lectures, two each week in Michaelmas and Lent Terms.

LL115(a): 24 classes, one each week in Michaelmas and Lent Terms and 4 in Summer Term.

Reading List: Students should read a basic text book for example, Lord Wedderburn, *The Worker and the Law* (3rd edn. 1986). They will also need either Butterworth's *Employment Law Handbook* (plus any statutory material later in date).

Various other works will be recommended in the course, such as O. Kahn-Freund, *Labour and the Law* (ed. P. Davies & M. Freedland); P. Davies & M. Freedland, *Labour Law, Text and Materials*; R. Lewis & R. C. Simpson, *Striking a Balance? Employment Law After the 1980 Act*; Wedderburn, R. Lewis & J. Clark (Eds.), *Labour Law and Industrial Relations*; R. Lewis (Ed.), *Labour Law in Britain* (1986).

Examination Arrangements: There is a three-hour written examination. Candidates are allowed to take with them into the examination an *unmarked* copy of the statutory materials specified for the relevant year. The paper is normally in two parts and candidates are asked to answer questions in both parts. When answers are required to a certain number of questions, failure to answer that number can lead to failure in the subject even if the answers offered are above the pass level.

LL5113

Law of Evidence

Teacher Responsible: Dr. R. Baldwin, Room A456
Course Intended Primarily for LL.B. Part I or II (Whole Unit)

Core Syllabus: The nature and purposes of the rules of evidence. What may be proved and how. Forms of evidence and the principles governing the admission and exclusion of evidence.

Course Content:

1. The nature of evidence. Purposes of and developments in the rules of evidence.
2. Form of trial at Common Law. Influence of relationship of judge and jury and adversary system on rules of evidence; decline of jury.
3. What may be proved: (i) Facts in issue (ii) fact probative of facts in issue; (iii) facts relevant to reliability and credibility; (iv) facts conditioning admissibility.
4. Rational basis of proof: direct and inferential proof; validity and limitation of circumstantial proof; non-permissible inferences; prejudice; evidence of character of parties and similar facts; *res gestae*.
5. Incidence of proof: burdens; presumptions and standard of proof.
6. Form of evidence: (i) oral testimony; validity and

sources of error; attendance of witnesses; competence and compellability; examination in courts; self serving and inconsistent statements; character and credit of witnesses; position of accused; corroboration (ii) documentary evidence; (iii) real evidence; (iv) technical forms of proof; tape recorders, lie detectors, medical tests and photographs etc.

Importance of the expert witness.

7. Exclusion of unreliable evidence: (i) best evidence rule; (ii) opinion; (iii) hearsay and its exceptions, including further considerations of *res gestae*; (iv) Police and Criminal Evidence Act 1984.

8. Exclusion of evidence on grounds other than reliability: (i) privilege; (ii) state interest; (iii) judicial control of police investigation; confessions, Codes of Practice and the Police and Criminal Evidence Act 1984, illegally obtained evidence; (iv) identification evidence.

9. Facts which need not be proved: (i) judicial notice; (ii) formal admissions.

10. Facts which cannot be proved: estoppels, by record, deed and in pais.

Pre-Requisites: First year law training, and preferably second year as well. It is better viewed as a final year subject.

Teaching Arrangements: A weekly two-hour seminar (Seminar No. LL111).

Written Work: One essay will be required in each of the Michaelmas and Lent Terms.

Reading List: R. Cross and C. Tapper, *Cross on Evidence* (6th edn.) 1985; J. D. Heydon, *Evidence: Cases and Materials* (2nd edn.) 1984; A. Keane, *The Modern Law of Evidence* (1985).

The full reading list will be available at the beginning of the year.

Examination Arrangements: There will be one three-hour examination.

LL5114

Conflict of Laws

(Offered in 1988-89 at King's College - Mr. Robin Morse)

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.B. degree.

Core Syllabus: This subject concerns the legal problems resulting from a situation which has contacts with more than one country: how does the English legal system deal with international cases of a private (not government-to-government) nature?

Course Content

General: Introduction; domicile; jurisdiction; foreign judgements; theories of choice of law; procedure and proof of foreign law; characterisation; renvoi; the incidental question; public policy.

Contact: Proper law doctrine; essential validity; interpretation, effects and discharge of contracts.

Torts: Choice of law; proper law; American doctrines; places of commission of a tort.

Family Law: Formal and essential validity of marriage; polygamy; divorce jurisdiction; recognition of foreign divorces; nullity jurisdiction; recognition of foreign nullity decrees.

Property: Movables and immovables; assignment of movables; matrimonial property.

Succession: Intestate succession; formal and essential validity of wills; construction; administration of estates.

Pre-Requisites: A good knowledge of law; students are not recommended to take this course before their third year of the LL.B. course.

Teaching Arrangements: Lecture course and seminars: Lectures: LL113 twice weekly Sessional Seminars: LL113a - Michaelmas and Lent Terms.

Reading List: To be bought: J. H. C. Morris, *The Conflict of Laws*; Optional: J. H. C. Morris and P. M. North, *Cases and Materials on Private International Law*.

Reference: G. C. Cheshire, *Private International Law*; J. G. Collier, *Conflict of Laws*; A. J. E. Jaffey, *Introduction to the Conflict of Laws*; J. H. C. Morris, *Cases on Private International Law*; A. V. Dicey & J. H. C. Morris, *Conflict of Laws*; Sir Otto Kahn-Freund, *Principles of Private International Law*.

Full reading lists and problem sheets are provided for the seminars and students are expected to work through these in advance. Some topics dealt with in lectures and seminars are not covered in the textbooks. For this reason good attendance is important.

Examination Arrangements: Normal three hour written examination paper.

LL5115

Administrative Law

Teacher Responsible: Mr. R. Rawlings, Room A356 (Secretary, Mrs. S. Hunt, A304)

Course Intended Primarily for 2nd or 3rd year LL.B. students and those studying Law and Government.

Core Syllabus: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Course Content: History and theories of Administrative Law; the Administrative Process and its characteristics; Administrative Tribunals; Judicial Review and the Ombudsmen. Special studies will be made of the relationship between Administrative Law and e.g. (i) Land Use Planning; (ii) Welfare Benefits; (iii) Immigration Control.

Pre-Requisites: None.

Teaching Arrangements: (1) Seminars (LL126) held weekly. These are conducted by Professor C. Harlow and Mr. R. Rawlings.

(2) Occasional seminars, conducted jointly with visiting speakers in the Lent Term.

Written Work: A minimum of two essays will be required.

Reading List: The standard text is Harlow and Rawlings, *Law and Administration* (1984) which should be bought. Further reading includes the following list. Books marked with an asterisk have two copies available in the Teaching Library. Articles will be recommended and supplied. P. Craig, *Administrative Law* (1983)*; M. Dimock, *Law and Dynamic Administration* (1980)*; P. Cane, *Introduction to Administrative Law* (1986); K. C. Davis, *Discretionary Justice* (1969)*; G. Ganz, *Administrative Procedures* (1974)*; D. Foulkes, *Administrative Law* (1972)*; Bailey, Cross & Garner,

Cases and Materials in Administrative Law; J. Beatson & M. H. Matthews, *Cases and Materials in Administrative Law* (1983); M. Partington & J. Jowell, *Welfare Law and Policy*; M. Adler & A. Bradley, *Justice, Discretion and Poverty*; M. Adler and R. Asquith, *Welfare Law and Discretion*; J. B. Cullingworth, *Town and Country Planning*; P. McAuslan, *Ideologies of Planning Law*; C. Jones, *Immigration and Social Policy in Britain*; L. Grant & I. Martin, *Immigration, Law and Practice*; C. Harlow, *Compensation and Government Torts* (1982); R. Gregory & P. Hutchesson, *The Parliamentary Ombudsman*; N. Lewis & B. Gateshill, *The Commission for Local Administration: A Preliminary Appraisal*; R. Wraith & P. Hutchesson, *Administrative Tribunals*; R. Wraith & G. Lamb, *Inquiries as an Instrument of Government*.

Examination Arrangements: One three hour examination. The paper will contain nine questions of which four are to be answered.

LL5116

Legislation

Teacher Responsible: Joe Jacob, Room A469 (Secretary, Sussana Clay, A371)

Course Intended Primarily for LL.B. Parts I and II.

Core Syllabus: The examination is by extended essay on a subject of the student's choice and approved by Joe Jacob rather than by a written paper. It is hoped there will be a series of seminars on various aspects of the legislative process. Some of these will be given by outside speakers including, as in previous years, Ministers, former Ministers, civil servants (or officials of Parliament). These occasions give students the opportunity to hear and discuss issues with first-hand experts in their fields.

The second aspect of the teaching relates to the essay. The essay itself should throw some new light on the legislative process. This may be done either by a case study of e.g. the passage of a Bill or by examining the operation of a legislative institution. It is to be noted that some of the most rewarding case studies have been on a basis which includes looking at Departmental files at the Public Record Office.

In approving the subject of an essay, account is taken of whether it is within the syllabus and the proposed methodology including the availability of materials. Although Joe Jacob makes every endeavour to be available to discuss or read drafts or parts of drafts of the essay, it is important to note that writing an extended essay imposes a measure of self-discipline on the student in relation to the time table for its submission and his work in other subjects. The word-processing of the essay from its first draft is encouraged.

Course Content:

1. Sources of Legislation: Pressure Groups; Royal Commission and Committee Reports; The Law Commission; The Civil Service; Cabinet Committees.
2. Parliamentary Procedure and Scrutiny of Legislation: Standing Committees; Delegated Legislation; Private Bills; The Role of the House of Lords.
3. The Role of Private Members: (a) Government Bills and (b) Private Members Bills.

4. Ethics: Lobbying; Conflict of Interest.
5. Draftsmanship and Parliamentary Counsel.
6. Interpretation of Statutes and the Role of the Courts.
7. Statutory Instruments.
8. Access to Legislation.
9. The reform of each of the above matters.

Pre-Requisites: There are none beyond entry to Part I.

Teaching Arrangements: Seminar (LL121), two hours each week. See *Scope* above.

Reading List: S. Walkland, *The Legislative Process in Great Britain*; The Renton Report, *The Preparation of Legislation* Cmnd. 6053 (1975); J. A. G. Griffith, *Parliamentary Scrutiny of Government Bills*; Thornton, *Legislative Drafting*; Bennion, *Statutory Interpretation*; Erskine May, *Parliamentary Practice*. Further reading will be suggested during the course.

Examination Arrangements: The essay will be about 10,000-12,000 words in length. It is preferred that it is word processed. It must be submitted by the end of the Lent Term. There will be an oral examination soon after the beginning of the Summer Term. This will test further the student's knowledge and understanding of the subject on which he has written his essay and the syllabus in general. In assessing the final result both the essay and an oral examination will be taken into account.

LL5117

Local Government Law

Teacher Responsible: Professor J. P. W. B. McAuslan, Room A455 (Secretary, A371)

Course Intended Primarily for 2nd and 3rd year LL.B.

Core Syllabus: The aim of this course is to introduce students to the law relating to local government and to enable students to examine in detail a particular topic falling within the ambit of local government.

Course Content: The nature of local government. The development of local government in England and Wales since 1834. The structure of local authorities. The movement for reform in Greater London and elsewhere. The financing of local government. The local government franchise. The composition of local authorities. The committee system and the position of local government officers. The administrative, legislative and judicial powers and procedures as they affect the housing, town and country planning, and education functions of local authorities. Judicial review of administrative action as it affects local authorities. The criminal, contractual and tortious liability of local authorities. The doctrine of *ultra vires*.

Teaching Arrangements: There will be a course of six 2-hourly lectures (LL118) delivered during the first three weeks of the Session. Thereafter supervision is on a one to one basis. Teachers: Martin Loughlin, John Griffith and Richard Rawlings.

Reading List: M. Loughlin, *Local Government in the Modern State*; W. O. Hart, *Introduction to the Law of Local Government and Administration* (9th edn.); R. Buxton, *Local Government* (2nd edn.); C. A. Cross, *Principles of Local Government Law* (6th edn.); J. A. G. Griffith & H. Street, *Principles of Administrative Law* (5th edn.); J. A. G. Griffith, *Central Departments and Local Authorities*; W. A. Robson, *Local Government in Crisis* (2nd edn.); J. F. Garner, *Administrative Law* (4th edn.); S. A. de Smith,

Judicial Review of Administrative Act (3rd edn.); H. W. R. Wade, *Administrative Law* (4th edn.); P. G. Richards, *The Reformed Local Government System* (revised 3rd edn.); N. P. Hepworth, *The Finance of Local Government* (revised 4th edn.); B. Keith-Lucas & P. G. Richards, *A History of Local Government in the Twentieth Century*.

Examination Arrangements: There will be no examination paper. Instead, each student will be required to write an essay on one subject and to submit to an oral examination on the subject of the essay and its background. The essay will be about 10,000-12,000 words in length.

LL5118

Domestic Relations

Teachers Responsible: Mr. D. Bradley, Room A362 (Secretary, A302), Professor S. A. Roberts, Room K300 (Secretary, Helen Wisener, A302) and Mrs. R. G. Schuz, Room A368 (Secretary, A304)

Course Intended Primarily for LL.B. 2nd or 3rd year and LL.B. with French Law 4th year.

Core Syllabus: The aim of the course is to examine issues of contemporary importance in the law of domestic relations and to investigate the development, and institutional significance policy of this branch of the law.

Course Content: (a) Introduction: the function and development of domestic relations law; scope of the protective jurisdiction; alternative to judicial regulation: contracts between spouses and between married cohabitants; procedure and institutions.

(b) Legal marriage: recognition of alternative institutions: polygamous marriages; marriage between affines, transsexual and homosexual capacity; unmarried cohabitation.

(c) Legal intervention during marriage; 'support' for marriage: youthful marriages; financial provision during marriage, assessment of maintenance in small income cases, links with public support schemes; the law of matrimonial property; ownership, control and occupation rights; co-ownership schemes; treatment of domestic and other violence; injunctions.

(d) Marriage breakdown: issues of divorce law reform; conciliation and reconciliation; implementation of Part I Matrimonial Causes Act 1973, financial provision and property adjustment on divorce and death; children in divorce; the concept of custody; principles and procedure for the resolution of custody disputes; children caught between two parties; access, adoption and change of name.

(e) Aspects of law relating to children; independence of children in disputes between their parents; extra-marital children; adoption; representation of children; wardship; control of local authorities.

Pre-Requisites: A willingness to exercise independent judgement and commitment to the aims of the course outlined above.

Teaching Arrangements: There is one lecture and one seminar every week.

Lectures:

LL116 Domestic Relations.

Seminar:

LL116(a)

Reading lists for the course will be distributed. Students

should note that some topics to be discussed in classes will not be covered in lectures and should be prepared to work independently in the first instance where this is the case.

Written Work: may be required by seminar teachers. **Texts:** The recommended texts are either Cretney, *Principles of Family Law* (4th edn.); Eekelaar, *Family Law & Social Policy* (2nd edn.).

Examination Arrangements: Three hour examination in the Summer Term. Four questions out of at least ten should be answered. There are no compulsory questions. All questions carry equal marks. The paper is not divided into sections.

Students may use their own copy of Sweet & Maxwell's *Family Law Statutes* or Longmans *Family and Child Law Statutes* in the examination in accordance with School and University Regulations.

LL5119

Housing Law

Teacher Responsible: Mr. R. L. Nobles, Room A539 (Secretary, Colleen Etheridge, A502)

Course Option for Part I and II - LL.B. degree. Students taking this course also have to take LL146 **Law of Landlord and Tenant.**

Core Syllabus: This course will examine the legal framework surrounding the provision of housing.

Course Content:

1. *The History of Housing Policy.*

2. *Housing Finance*

Mortgages and tax reliefs

Local Authority finance and housing subsidies

Housing Benefit

Housing Corporation funding

3. *Housing Standards*

Building regulations; Repair Law; Public Health; Overcrowding and Multioccupancy; Clearance; Improvements.

4. *Rights of Tenure*

Owner occupation

Private rented sector

Council housing.

5. *Right of Access*

Homelessness, Squatting, Housing (Homeless Persons) Act, Racial Discrimination.

Teaching Arrangements: There will be a two-hour seminar each week throughout the Michaelmas Term, and for the first five weeks of the Lent Term. The material covered in these seminars will form the basis of an examination at the end of the year. It will also introduce the students to areas of housing law in which they can undertake a supervised research essay.

Reading List: M. Partington, *Landlord and Tenant*; Tiplady, *Housing Welfare Law*; Hudson, *On Building Contracts*; Enid Gouldie, *Cruel Habitations*; T. Hadden, *Housing: Repairs and Improvements*; D. Hoath, *Homelessness*; S. Merrett, *Owner-Occupation in Britain*; A. Nevitt, *Housing Taxation and Subsidies*; M. Boody, *The Building Societies*; A. Pritchard, *Squatting*; Sweet & Maxwell, *Public Health Encyclopaedias*. Specialist journals, e.g. *LAG Bulletin*, *ROOF*; statutory material; Rent Acts, Housing Acts and Public Health Acts.

Examination Arrangements: The examination and the supervised research essay each count for 50% of the

final mark. Where a research essay overlaps substantially a course topic the student will not be allowed to answer a question on that topic in the examination.

LL5130

The Law Relating to Civil Liberties

Teacher Responsible: Professor L. H. Leigh, Room A541 (Secretary, Mrs. S. Hunt, A304)

Course Intended Primarily for LL.B. Part I and Part II.

Core Syllabus: The aim of this course is to discuss civil liberties in England from a domestic standpoint. It accordingly deals with the following: theories of civil liberties; public order, police powers; obscenity; terrorism; contempt of court; freedom of expression; freedom of religion and bills of right.

Course Content:

A. Theories of civil liberty.

B. Public order: (1) General and historical; (2) Breach of the peace; (3) Legislation relating to public order; (4) Picketing.

C. Police Powers: (1) Approaches to powers; (2) Ancillary powers; (3) Arrest; (4) Stop and search; (5) Powers on arrest; (6) Entry, search and seizure; (7) Disciplining the police; (8) Institutional position of the police.

D. State Security, including the Official Secrets Act and D Notices.

E. Obscenity, including obscene literature, films etc.

F. Freedom of expression, including contempt of court.

G. Freedom of religion (various manifestations).

H. Bills of Rights - should we have them and if so what model?

Pre-Requisites: There are no pre-requisites for this course, save successful completion of the Intermediate stage.

Teaching Arrangements: This is a seminar course. 20 two-hour seminars (LL129) are held in Michaelmas and Lent Terms. There are no lectures. Seminars are held on Thursday afternoon between 4-6 p.m., room to be notified.

Written Work: Term essays will be required but these do not count towards the class degree. In general two essays per term will be required.

Reading List: Detailed reading lists are available from Mrs. Hunt. In general students might see the following: J. S. Mill, *On Liberty*; H. Street, *Freedom, The Individual and the Law*; G. Marshall, *Constitutional Theory*; P. O'Higgins, *Cases and Materials on Civil Liberties*; D. J. Harris & B. L. Jones, *Civil Liberties, Cases and Materials*; S. A. de Smith, *Constitutional and Administrative Law*; I. Brownlie, *Law of Public Order and National Security* (2nd edn. M. Supperstone, 1982); A. T. H. Smith, *Public Order* (1987); W. Laqueur & M. Rubin, *The Human Rights Reader* (1979); M. Zander, *The Police and Criminal Evidence Act 1984* (1985); L. H. Leigh, *Police Powers in England and Wales* (2nd edn. 1985) D. Bonner, *Emergency Powers* (1985).

Supplementary Reading List: For this, please refer to Mrs. Hunt. The following are however of interest: I. Berlin, *Two Concepts of Liberty*; J. Childress, *Civil Disobedience and Political Obligation*; J. Rawls, *A Theory of Justice*.

Examination Arrangements: This course is examined by a three hour written examination in the Summer Term. In general ten questions are set of which four are to be answered. Any student seriously considering this course should secure the detailed reading list from Mrs. Hunt.

LL5131

Public International Law

Teacher Responsible: Professor R. Higgins, Room A387 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.B. Parts I and II; B.Sc. (Econ.) Parts I and II; B.Sc. c.u.

Core Syllabus: The aim of the course is to introduce students to the nature, role and content of public international law.

Course Content: Theoretical questions concerning the nature and basis of international law, the basis of obligation, methods of development. Sources. Relationship with national law. Participants in the international legal system: how international law affects states, governments, corporations, individuals. The concept of recognition. Title to territory. Nationality. Aliens and international law: state responsibility, duties owed to aliens; human rights. Jurisdiction: the authority to assert competence over persons, property and events. Immunity from jurisdiction. The law of treaties; international claims; dispute settlement. The use of force: permitted and impermissible uses of force; self-defence; intervention; an introduction to the relevant provisions of the UN Charter.

Teaching Arrangements: Lectures: The lecture course is given by Professor Higgins, Dr. Birnie and Dr. Weiss, and consists of two hours for 10 weeks in Michaelmas and Lent Terms and for one week in the Summer Term. LL112. Classes: Students receive one hour of classes per week for 10 weeks in Michaelmas and Lent Terms; and one hour for 4 weeks in Summer Term. LL112(a). Weekly teaching of one hour in Michaelmas, Lent and Summer Terms. LL112(b).

Reading List: Students are advised to buy Harris, *Cases and Materials on International Law*. LL.B. students will find it useful to refer to Brownlie, *Principle of Public International Law* (3rd edn.). All students will need Brownlie *Basic Documents on International Law* (3rd edn.). Reading of book extracts from these and other books, along with articles and cases, is assigned on a weekly basis.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the entire syllabus. There are usually 10 questions, of which 4 are to be answered. The paper comprises both essays and problem questions. Class teachers also require essays in the Michaelmas and Lent Terms.

LL5132

International Protection of Human Rights

Teacher Responsible: Professor R. Higgins, Room A387 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.B. Parts I and II; B.Sc. (Econ.) Part II.

Core Syllabus: Introduction to the rapidly developing

international law of human rights, both at a universal and regional level.

Course Content: *Conceptual Issues:* definitions of human rights; distinguishing features from international law generally; the individual and the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights.

The UN System and human rights. Detailed examination of the various UN institutions and techniques for the protection of human rights.

The Inter-American System and the OAU and human rights. Also various non-institutional methods for promoting human rights, including treaty making and the question of the incorporation of international rights into domestic law. Non-Governmental Organisations. *The European Convention on Human Rights:* about one third of the course is devoted to a study of the institutions of the European Convention and the case law on particular rights (drawing in large measure on European Convention case law). Among the rights examined through the case law are freedom of expression; access to courts; fair trial; freedom from torture; and others.

Pre-Requisites: Students need to have already taken a course in **Public International Law** or in **Civil Liberties Law**.

Teaching Arrangements: This course is taught by 1½ hour weekly seminars (LL226) 10 in Michaelmas Term, 10 in Lent Term; supplemented by writing requirements and consultation on these.

Reading List: All students should purchase Brownlie, *Basic Documents on Human Rights*, (3rd edn.) and Van Dijk and Van Hoof, *Theory and Practice of the European Convention on Human Rights* or Fawcett, *The Application of the European Convention on Human Rights* (2nd edn.). Required reading of extracts from books, articles, journals and cases are available in the syllabus issued, and are assigned on a weekly basis.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the syllabus in the Michaelmas and Lent Terms. There are usually 8 questions, of which 4 are to be answered. The paper comprises both essay and problem questions.

LL5133

Introduction to European Law

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502) (In 1988-89 Dr. Neville March Hunnings)

Course Intended Primarily for LL.B. degree.

Core Syllabus: An introductory course on the law of the E.E.C.

Course Content: *Introduction:* the institutions of the Community; their structure and functions.

Constitutional and Administrative Law of the Communities: nature and sources of Community law; Community law and the national law of Member States; preliminary rulings by the European Court; judicial remedies against Member States; judicial review of Community action (and failure to act); contractual and non-contractual liability of the Community. *Community Law and the Business*

Enterprise: Basic principles of competition law; free movement of goods and industrial property rights. *Community Law and the Individual:* Free movement of workers; freedom to provide services; freedom from discrimination.

Pre-Requisites: A reasonable knowledge of law. This course is recommended for second and third year LL.B. students.

Teaching Arrangements: There are two seminars (LL123) a week, Sessional.

The seminars will be by Mr. Hartley. Reading lists and class sheets are provided and students are advised to cover the items on them: they should not rely on the textbook alone.

Reading List: T. C. Hartley, *The Foundations of European Community Law*; Henry G. Schermers, *Judicial Protection in the European Communities*; N. Brown & F. Jacobs, *The Court of Justice of the European Communities*; D. Lasok & J. W. Bridge, *Introduction to the Law and Institutions of the European Communities*; Lawrence Collins, *European Community Law in the U.K.*; Valentine Korah, *An Introductory Guide to EEC Competition Law and Practice*; Derrick Wyatt and Alan Dashwood, *The Substantive Law of the EEC*; T. C. Hartley, *EEC Immigration Law Legislations*; Bernard Rudden & Derrick Wyatt, *Basic Community Laws*.

Students should buy Rudden and Wyatt and either Hartley's *Foundations* or Schermers' book.

Examination Arrangements: Normal three-hour written examination paper. Unmarked copies of Rudden and Wyatt, *Basic Community Laws* or Sweet and Maxwell's *European Community Treaties* may be taken into the examination.

Note: No knowledge of a foreign language is necessary.

LL5135

Women and the Law

Teacher Responsible: Jennifer Temkin, Room A372 (Co-ordinating Member of Staff). (Secretary, Mrs. S. Hunt, A304)

Course Intended Primarily for 2nd and 3rd year LL.B. students.

Core Syllabus: The course looks at the position of women in society; discrimination and inequality; and the possibilities and limitations of legal intervention.

Course Content: Topics: abortion; violence against women; prostitution; pornography; women and employment - inequality at work; women and family - home and work; reproduction and sexuality; property. Not all topics will be covered each year.

Pre-Requisites: None.

Teaching Arrangements: One two-hour seminar (LL128) held weekly. Seminars are conducted by Ms. Temkin and Ms. E. Szyszczak.

Written Work: Two essays will be required.

Reading List: No one book covers the entire syllabus. Either materials or detailed reading lists are provided on all topics dealt with.

Background reading: J. S. Mill, *On the Subjection of Women*; Susan Brownmiller, *Against Our Will*; Susan Griffin, *Pornography and Silence*; Hoggett and Atkins, *Women and the Law* (not a course textbook); K.

O'Donovan, *Sexual Divisions and Law*; J. Temkin, *Rape and the Legal Process*.

Examination Arrangements: Those taking the course have a choice of being assessed either by a three-hour examination or on the basis of an essay on an approved topic, of about 12,000 words in length in conjunction with the oral examination required by the London University regulations. Students opting for assessment by examination will be required to answer three questions, one at least from each of two sections. Students opting for assessment on the basis of an essay must notify the responsible teachers of their decision by the end of the Michaelmas Term.

LL5136

Economic Analysis of Law

Teachers Responsible: Dr. B. V. Hindley, Room S583 (Secretary, Miss S. M. Kirkbride, S85) and Mr. J. R. Gould, Room S676 (Secretary, Mrs. E. M. L. Gowing, S187).

Course Intended Primarily for LL.B. 2nd & 3rd year, B.Sc. (Econ.) 2nd & 3rd year.

Core Syllabus: An introduction to applications of elementary microeconomics to law.

Course Content: Economic theories of legal topics such as:

(1) Property Rights - allocation and transfer of rights, pollution control.

(2) Torts - negligence, foreseeability and risk, strict liability, products liability, medical malpractice, valuation of human life.

(3) Contract - consideration, frustration, mistake, specific performance, damages, fraud, penalty clauses, unilateral contracts, bargaining power.

(4) The Legal System - class action suits, reimbursement of costs, contingent fees, payment into court, legal aid, the efficiency of the common law, precedent.

(5) Crime and Law Enforcement.

(6) Racial and Sexual Discrimination.

(7) Divorce and Alimony.

(8) Rent Control.

Pre-Requisites: None; but students would benefit from some knowledge of elementary microeconomics.

Teaching Arrangements:

Lectures (LL127): 1 a week.

Classes (LL127a): 1 a week.

Written Work: Students are encouraged but not required to write one short paper each term.

Reading List: Posner, *Economic Analysis of Law* (2nd edn.), Burrows & Veljanovski (Eds.), *The Economic Approach to Law*; Ackerman (Ed.), *Economic Foundations of Property Law*; Kronman & Posner (Eds.), *Economics of Contract Law*; Rabin (Ed.), *Perspectives on Tort Law*.

Papers in the following journals: *Journal of Legal Studies*, *Journal of Law & Economics*, *International Review of Law and Economics*, *Yale Law Journal*, *Univ. of Chicago Law Review*.

Examination Arrangements: Three-hour formal exam, Summer Term, 12 questions, four to be attempted.

LL5137

Legal and Social Change Since 1750

(Not available 1988-89)

Teacher Responsible: Professor W. R. Cornish, Room A501 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.B. Parts I and II and B.Sc. Econ Part II.

Core Syllabus: The course aims to present aspects of the historical development of English law in their social, political and economic context during the period 1750-1950.

Course Content: The relationship of legal and social change in England from 1750 to the present day. The history of the following will be considered.

1. Changes in methods of law-making, administration of the law and dispute adjudication. The influence of ideas and of interest groups upon such changes.

2. Reforms in one or more of the following areas of substantive law: (a) Land law: settlements, inheritance and land reform; conveyancing reform; tenancies; controls over land use and housing. (b) Commercial law: theories of contract and property; credit and its legal regulation; sale of goods and consumer protection. (c) The law governing the formation of capital; the legal control of market dominance and anti-competitive combination. (d) The legal regulation of labour. (e) The prevention of, and compensation for, accidents. (f) The legal foundations of systems of social welfare and education, public and private. (g) Family law: marriage and divorce; family property; children. (h) Criminal Law: its substance, enforcement, and penal consequences.

LL5138

Introduction to the Anthropology of Law

Teacher Responsible: Professor S. A. Roberts, Room K300 (Secretary, Helen Wisener, A302)

Course Intended Primarily for LL.B. 2nd or 3rd year students, B.Sc. Anthropology, Sociology, Course Unit.

Core Syllabus: The aim of the course is to introduce students to the study of order and conflict in those small-scale societies which have traditionally been the concern of social anthropologists.

Course Content:

(1) *The Problem of Order.* An introduction to the development of research into primitive law; theories of order; normative systems; law in relation to political systems and kinship organisation.

(2) *Domination.* Hierarchy and authority in non-Western societies.

(3) *Conflict.* Forms of Conflict. Disputes: Institutions and processes.

(4) *Pluralism and Change.* Plural normative systems. The relationship of governmental institutions in small-scale societies to those of the state.

(5) *Special Topics.* This year the special topics will be the three following:

(a) Marriage - the nature of marriage in preliterate societies; formation of marriage; prestations associated with marriage; termination of marriage. (b) Inheritance - the nature of inheritance, rules about devolution; administration of estates. (c) Land tenure - the kinds of interest in land recognised in small-scale societies; methods of transfer of such interests.

Pre-Requisites: No special background knowledge is required. The course is particularly appropriate for law

students who wish to see their own legal ideas and institutions in a broader context and for anthropology or sociology students who have a special interest in conflict.

Teaching Arrangements: There is a lecture course with supporting classes as follows:

Lectures: LL122 24 Sessional.

Classes: LL122a 24 Sessional (rooms to be announced).

The lectures cover the whole foregoing syllabus. The form the classes take is flexible; topics for discussion and recommended readings are announced weekly in advance in the lectures. Each student is encouraged to pursue individual interests within the framework of the syllabus and to prepare a short paper for class discussion in the Lent or Summer Term.

Written Work: As above.

Reading List: No one book matches the syllabus exactly, but students are advised to buy one of the following which cover a large part of it:

E. A. Hoebel, *The Law of Primitive Man* (Harvard, 1954); L. Pospisil, *Anthropology of Law* (Harper Row, 1971); P. J. Bohannon (Ed.), *Law and Warfare* (University of Texas, 1967), (A set of readings).

Students may wish to look at S. A. Roberts, *Order and Dispute: An Introduction to Legal Anthropology* (Penguin Books, 1979) in advance, to get the general flavour of the subject.

Further Reading List: Gluckman, *Politics, Law and Ritual in Tribal Society*, Oxford, 1965; Gulliver, *Social Control in an African Society*, London, 1963; Gulliver, *Disputes and Negotiations*, New York, 1979; Bohannon, *Justice and Judgement among the Tiv*, London, 1957; Evans-Pritchard, *The Nuer*, Oxford, 1940; Fallers, *Law without Precedent*, Chicago, 1969; Gluckman, *The Judicial Process among the Barotse*, Manchester, 1955; Fox, *Kinship and Marriage*, London, 1967; Llewellyn and Hoebel, *The Cheyenne Way*, Norman, 1941; Malinowski, *Crime and Custom in Savage Society*, London, 1926; Nader (Ed.), *Law in Culture and Society*, Chicago, 1969; Schapera, *Tribal Legislation among the Tswana of the Bechuanaland Protectorate*, London, 1943; Turner, *Schism and Continuity in an African Society*, Manchester, 1957; Koch, *War and Peace in Jalemo*, Cambridge, Mass., 1974; Colson, *Tradition and Contract*, London, 1975; Moore, *Law as Process*, London, 1978; Epstein (Ed.), *Contention and Dispute*, Canberra, 1974; Comaroff and Roberts, *Rules and Processes*, Chicago, 1981; Nader and Todd, *The Disputing Process*, New York, 1978; Chanock, *Law Custom and Social Order*, CUP, 1986.

A detailed reading list will be provided at the beginning of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for the lecture course, but related to the particular interests pursued in that year. The paper contains some 12 or more questions, of which three have to be answered; the paper is not divided into sections. One third of the marks are awarded for each of the three answers. Assessment is entirely based on the formal examination. Copies of previous years papers are available.

LL5140

Land Development and Planning Law

Teachers Responsible: Professor Patrick McAuslan, Room A455

Course Intended Primarily for LL.B. Parts I and II.
Core Syllabus: The aim of this course is to introduce students to the role of law in planning for land use, regulating land development and regulating environmental pollution.

Course Content:

1. *Urbanisation, planning and land development.* Historical introduction: industrialisation, urbanisation and the emergence of the statutory codes relating to public health, housing and town planning. Land value question. Overview of contemporary legal framework and contemporary planning issues.
2. *The Planning Framework.* Intergovernmental relations in the planning system. The legal framework for forward planning: structure plans, local plans, unitary development plans and the status of supplementary planning guidance.
3. *Land Development and the Financing and Taxation of Development.* The property development process. Legal concept of development. Sources and methods of financing development.
4. *The Regulation of Development by Private Bodies.* Applications for planning permission: procedures, outline planning permission, material considerations, conditions, agreements, appeals and call-in powers. Role of the courts. Enforcement of planning control.
5. *Development by Public Bodies.* Public sector landholdings. Land development functions of public bodies. Consent procedures for development by public bodies. Sales of public sector land. Compulsory purchase and compensation. Legal procedures for highway and trunk road development, electricity production, and the redevelopment of inner-city land.
6. *Environmental Degradation.* Legal framework relating to noise, water and atmospheric pollution and the disposal of solid waste.

Teaching Arrangements: 20 seminars (LL139) Sessional.

Reading List: M. Grant, *Urban Planning Law*; D. Heap, *An Outline of Planning Law*; A. Telling, *Planning Law and Procedure*; P. McAuslan, *Land, Law and Planning*; M. Purdue, *Cases and Materials on Planning Law*; M. Grant, *Planning Law Handbook*; N. Roberts, *The Reform of Planning Law*; K. Davies, *Law of Compulsory Purchase and Compensation*; J. Alder, *Development Control*; P. McAuslan, *The Ideologies of Planning Law*; M. Grant (Ed.), *Encyclopaedia of Planning Law and Practice*; H. J. Brown (Ed.), *Encyclopaedia of Compulsory Purchase and Compensation*; A. J. Harrison, *Economics and Land Use Planning*; G. Hallett, *Urban Land Economics*; P. Balchin & J. Kieve, *Urban Land Economics*; J. B. Walker, *Welfare Economics and Urban Problems*; A. Scott, *Urban Land Nexus and the State*; M. Dear and A. Scott (Eds.), *Urbanisation and Urban Planning in Capitalist Society*; P. Hall, *Urban and Regional Planning*; J. B. Cullingworth, *Town and Country Planning in Britain*; D. McKay and A. Cox, *The Politics of Urban Change*; P. Saunders, *Urban Politics*; G. Cherry, *The Politics of Town Planning*; R.

Davies & P. Hall (Eds.), *Issues in Urban Society*; R. Pahl, *Whose City?*; M. Ball, *Housing Policy and Economic Power*; A. Ravetz, *Remaking Cities*; J. Ratcliffe, *Land Policy*; J. Ratcliffe, *An Introduction to Urban Land Administration*; D. Massey and A. Catalano, *Capital and Land*; O. Marriott, *The Property Boom*; P. Ambrose and B. Colenutt, *The Property Machine*; D. Cadman and L. Austin-Crowe, *Property Development*; F. Schaffer, *The New Town Story*; D. Starkie, *The Motorway Age*; International Bar Association, *Planning Law for Industry*; B. Wynne, *Rationality and Ritual*; R. Macrory (Ed.), *Commercial Nuclear Power: Legal and Constitutional Issues*; P. Hall (Ed.), *The Inner City in Context*.

Examination Arrangements: The examination scheme is: an essay, counting for 25% of the marks; and an examination, consisting of three questions over three hours, and counting for 75% of the marks.

LL5141

Taxation

Teachers Responsible: Judith Freedman, Room A540 and Rhona Schuz, Room A358 (Secretaries, A302 or A304)

Course Intended Primarily for LL.B. Part I and II.
Core Syllabus: The aim of the course is to examine the U.K. tax system against a background of tax law principles and to study selected policy problems as they arise during the course of this examination.

Course Content:

1. General principles of taxation, objectives of a tax system, types of taxation, income and expenditure taxes, capital and revenue, local taxation. Structure and administration; powers of the Inland Revenue. Outline of British tax system.
 2. Application and interpretation of tax legislation by the Courts; evasion and avoidance and methods of controlling them.
 3. *Employment income* (Sch.E) – application of income tax and national insurance contributions.
 4. *Business income* (Sch.D, Cases I, II & VI) – income taxation of profits of unincorporated businesses, national insurance contributions and value added tax.
 5. *Expenditure* – examination and comparison of deductions available from income in respect of capital and revenue expenditure of different types. (Capital allowances, Sch.D Cases I & II and Sch.E deductions).
 6. *Land and other property* – income tax treatment.
 7. *Tax treatment of capital accretions.* Annual wealth tax and taxes on the transfer of wealth – objectives and effectiveness. Capital gains tax and inheritance tax.
 8. *The individual's tax position* Personal allowances and assessment of total income, the choice of unit of taxation for income and capital taxes (taxation of the family, married couples or individuals?), relationship between tax and social security system and proposals for integration.
 9. *Corporations* Reasons for taxing corporations, corporation tax, integration with taxation of individuals, distributions to shareholders, comparison between incorporated and unincorporated businesses, close companies and groups.
- Pre-Requisites:** LL.B. Intermediate.
Teaching Arrangements: Two meetings weekly (one 1

hour and one 1½ hour) — a combination of lectures and seminars. Sessional.

Written Work: Will form an integral part of the course although it will not be assessed for degree mark purposes.

Recommended Reading: Detailed reading lists will be distributed during the course.

Basic Texts: Whitehouse & Stuart-Buttle, *Revenue Law*; Butterworths, *UK Tax Guide and Policy Supplement*; Easson, *Cases and Materials*; Kay & King, *The British Tax System*.

Legislation: Butterworths, *Orange Tax Guide*; *Yellow Tax Guide*; Sweet & Maxwell, *Tax Statutes*; or CCH, *British Tax Legislation* (Vol. 1A and 1B).

Reference Works will include: Meade Committee, *The Structure and Reform of Direct Taxation*; Prest & Barr, *Public Finance*; Robinson & Sandford, *Tax Policy Making in the UK*; Sandford, Pond & Walker, *Taxation and Social Policy*; Monroe, *Intolerable Inquisition?; Reflections on the Law of Tax*; *Report of the Royal Commission on the Taxation of Profits and Income* (1955, Cmnd. 9474); *Report of the Committee on Taxation of Trading Profits* (1951, Cmnd. 8189); *Reports of the Royal Commission on the Distribution of Income and Wealth*; Treasury and Civil Service Committee 1982-83, *The Structure of Personal Income Taxation and Income Support*; OECD, *The Treatment of Family Units*; OECD, *Company Tax Systems*; *Taxation of Husband and Wife* (Green Paper, 1980); *Proposals for a Tax-Credit System* (Green Paper 1972, Cmnd. 5116); *Corporation Tax* (Green Paper 1982); *British Tax Encyclopaedia*; Simon, *Taxes*; Whiteman & Wheatcroft, *Income Tax*; *Capital Gains Tax*; McCutcheon, *Capital Transfer Tax*; Bramwell, Ivory & Brannan, *Taxation of Companies and Company Reconstruction*; Booth, *Social Security Contributions*; Williams, *Social Security Taxation*. Inland Revenue booklets, statements of practice and consultative documents.

Periodicals: *British Tax Review*; *Fiscal Studies*; *Taxation*.

Reports: Law Reports on Tax Cases; Simon, *Tax Cases*; and non-specialist series.

Examination Arrangements: One 3-hour paper. Copies of any books listed under "Legislation" above may be taken into the examination room, with non-verbal markings only.

LL5142

Computers, Information and Law

Teachers Responsible: Mr. J. Jacob, Room A469 and Mr. W. T. Murphy, Room A361

Course Intended Primarily for Parts I and II of LL.B. LL.B (French), and LL.B (German).

Core Syllabus: This course provides an introduction to the use of computers in legal practice and an assessment of the effects of changing technologies on social, in particular legal, cultures.

Pre-Requisites: Those required for entry to the LL.B. Part I.

Module 1. *Information Technology and Information Handling by Lawyers* (LL135); Computer hardware and software, information systems development and operation and application of information technology.

The use of micro computers with personal databases, integrated packages and wordprocessing.

(A) The public databases (including LEXIS): an introduction to their logical structures and search strategies.

Module 2. *Communication, Technology and Legal Systems* (LL136). (A) Communication and Law: (i) Communication and Society: comparison of the storage, retrieval, and use of information in oral, chirographic, typographic cultures; secondary orality; computerisation.

(ii) The 'legal system' as a communication network: historical perspectives.

(B) Information technology and Law.

(iii) What is technology? Technology and Culture.

(iv) What is information? The costs of information; the regulation information flows in historical perspective.

(v) Technological development and the instruments of government. "Freedom of Information".

Teaching Arrangement:-

Module 1 (LL135) will be taught by lectures and classes (LL135a) in the Michaelmas Term. The classes are used to clarify lecture material. This module will be taught together with relevant parts of *Introduction to Computing*, SM303.

Module 2 (LL136) will be taught by ten two-hour seminars.

Reading List: Reading for each of the modules will be supplied both before and during the course.

The relevant reading for module 1 (under SM303) is: S. L. Mandell, *Computers and Data Processing — Concepts and Applications*;

To this we shall add:

J. Bing, "Legal Sources: Availability and Access by Information Systems" in J. Bing and K. S. Selmer (Ed.) *A Decade of Computers and Law*; C. Campbell (Ed.) *Data Processing and the Law*.

Module 2 reading list:

M. Clanchy, *From Memory to Written Record* — selected chapters; A. Giddens, *A Contemporary Critique of Historical Materialism* — selected chapters or A. Giddens, *The Constitution of Society* — selected chapters; D. Glass, *Numbering the People* — extracts; J. Goody, *The Domestication of the Savage Mind* — selected chapters; Graff (Ed.), *Literacy and Social Development in the West*; W. Holdsworth, *History of English Law* — selected passages; Lyotard, *The Postmodern Condition* — extracts; W. T. Murphy, "Modern Times" (1984) *Modern Law Review*; W. T. Murphy and S. Roberts, *The Question of Law* (forthcoming) — extracts; W. Ong, *Orality and Literacy*; R. Williams, *The Long Revolution* — selected passages.

Examination Arrangements: There will be two two-hour examinations each carrying equal weight. The first will contain questions from module 1, the second from module 2.

LL5170

Outlines of Modern Criminology

Teacher Responsible: Professor Hall Williams, Room A450 (Secretary, A371)

Course Intended Primarily for LL.B. Part I and II (Half Unit Option).

Core Syllabus: This half unit course aims to give an

introduction to selected aspects of Modern Criminology, lasting one term. The course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It is suitable for General Course students, and a limited number may be admitted on application to **Professor Hall Williams**. The main theories about crime and its explanation are examined, including genetic theories, biological and anthropological theories, psychological and psycho-analytical theories, and sociological theories about crime, including the modern social deviancy theories. Also included are an evaluation of criminal statistics and the role of victims in crime and the criminal justice process and the scope of mediation procedures.

Course Content:

1. The history of criminological theory, the anthropological theories and their disproof. Modern efforts in the same direction, including the twin studies, the adoption studies, chromosome abnormalities, biochemical factors
2. The relevance of mental disorder and intelligence
3. Psychological and psycho-analytical explanations of crime
4. Family factors, Area and Gang studies
5. Sociological theories about crime, including the modern social deviancy theories
6. Statistics of crime, derived from official and other sources
7. The Role of the Victim in regard to (a) the crime, and (b) the criminal justice process. The scope of mediation procedures.

Pre-Requisites: None, but some familiarity with sociological or psychological literature would be an advantage.

Teaching Arrangements: LL141 10L (two hours each). Item 3 in the syllabus is taught by **Ms. J. Temkin** and Item 5 by a visiting lecturer.

Written Work: Essays or past examination questions will be set from time to time.

Reading List: H. Prins, *Criminal Behaviour* (1973); H. Prins, *Offenders, Deviants or Patients?* (1980); M. D. Rutter, *Maternal Deprivation Reassessed* (1972); H. J. Eysenck, *Crime and Personality* (1977); I. Taylor, P. Walton & J. Young, *The New Criminology* (1973); A. K. Bottomley and C. Coleman, *Understanding Crime Rates* (1981); J. E. Hall Williams, *Criminology and Criminal Justice* (1986); D. J. West, *Delinquency, Its Roots, Careers and Prospects* (1982); N. Walker, *Crime and Criminology: A Critical Introduction*; J. Shapland, *Victims in the Criminal Justice System* (1985).

Examination Arrangements: There will be one two-hour examination.

LL5171

Sentencing and Treatment of Offenders

Teacher Responsible: Professor Hall Williams, Room A450 (Secretary, A371)

Course Intended Primarily for LL.B. Part I or II (Half Unit Option).

Core Syllabus: This course, which is a half unit course for the purpose of the LL.B., lasts one term. It provides an introduction to the study of sentencing theory and practice, including a discussion of the aims of punishment, and the information received by courts in

the exercise of their sentencing function. It goes on to examine the various custodial and non-custodial measures available, and their effectiveness.

Course Content:

1. Aims and Justifications of Punishment.
2. Sentencing Function of the Courts.
3. Custodial Methods in Dealing with Adults.
4. Custodial Methods for Offenders under 21.
5. Non-custodial Methods.

Pre-Requisites: Most students coming to this course will be familiar with the structure of the English courts, both at trial and appeal levels. As the course is geared to the English system it is not really suitable for General Course students though some have opted for it in the past.

Teaching Arrangements: LL140 10M (two hour summer seminars). In the Lent Term the students meet **Professor Hall Williams** again for two meetings at which papers are presented which they have prepared in the intervening months. Copies of these papers are made available to other students. The choice of subjects is made after discussion with **Professor Hall Williams** at the end of the Michaelmas Term. Students may embark on joint projects, and some original research is encouraged.

Written Work: None except for the above papers.

Reading List: Will be given at the commencement of the course.

Examination Arrangements: There will be one two-hour examination.

LL5172

LL5173

Social Security Law I and II

Teacher Responsible: Dr. Julian Fulbrook, Room A368 (Secretary, Colleen Etheridge, A502, Ext. 2271)

Course Intended Primarily for LL.B. — Parts I and II

Core Syllabus: SS I aims to survey the basic legal theory of the subject. SS II is an advanced practical course on lawyering technique.

Course Content:

(1) *Social Security I:* General Introduction to National Insurance and Income Support Law. Terminology and specialist citations. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system. The Beveridge structure. Contributions. Types of benefits. Social Security Appeal Tribunals. The Commissioners. Ministers Questions. National Insurance Unemployment Benefits. Sickness and Invalidity Benefits. Income Support. Social Security and strikes.

(2) *Social Security II:* Interviewing. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: opening submission, examination-in-chief, cross-examination and final submissions. Tribunal hearings. Appellate work and counselling.

Pre-Requisites: SS I is a pre-requisite for SS II.

Teaching Arrangements: The course is taught partly by lectures (LL144 and LL145) and partly by seminars. Lectures are used to cover a lot of ground quickly, whereas the seminars are to enable us to discuss issues and details on the basis of prior reading. The aim is to analyse the technicalities of the law but also to put the

issues into context — millions of people who every year rely on social security for their basic income.

Reading List: Ogus & Barendt, *The Law of Social Security* (Butterworths, 1988); Tony Lynes, *Penguin Guide to Supplementary Benefits* (5th edn., 1985); Julian Fulbrook, *Law at Work: Social Security* (1980); Social Security Acts 1975 and 1980; LAG *Lawyer's Guide to S.B.*; Julian Fulbrook, *Administrative Justice and the Unemployed* (1978).

Examination Arrangements:

(1) SS I: There is a two-hour paper with two questions: (a) *A Legal problem* in which the student is expected to demonstrate knowledge and familiarity with the statutes and case law. (b) *A general essay* on a question which will deal with one of the following topics: (i) The historical origins of social security, (ii) The tribunal system; (iii) Social security and strikes.

(2) SS II: A two-hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

LL5175

Medical Care and the Law

Teacher Responsible: Joe Jacob, Room A469 (Secretary, Sussana Clay, A371)

Course Intended Primarily for LL.B. Parts I and II.

Core Syllabus: The course is designed to apply, in a unified context, knowledge, techniques and approaches which students will have met elsewhere in the LL.B. The context is, of course, the medical care system. Among the other courses from which themes are taken are: **Public Law, Law and the Social Sciences, Courts and Litigation** and the **Law of Torts**. The course has two purposes. First, by applying themes from other courses, to show their interrelationship and the relationship between theory and practice. Second, by looking at the system of medical practice, to understand it for its own sake and for the contribution law makes to it and as the working of an important profession and an important aspect of the welfare state.

Course Content: selected topics from both sections will be taught from year to year. Each topic in both sections will be taught with reference to the medical profession ethics and administrative issues as well as the relevant law.

Section (A)

1. The structure of the National Health Service including the legal system and accountability of the various bodies.
2. The ethical, disciplinary and legal organisation and control of medical staff.
3. The complaints procedures including the relationship between professional, administrative and legal procedures.
4. The ethical and legal rules relating to medical confidences and the proposals for their reform.
5. The meaning and significance of the concept "clinical freedom".
6. The meaning and significance of the concept of "informed consent" to medical procedures.

Section (B)

1. The provision of mental health services, the Mental Health Review Tribunals, and the current proposals for reform.

2. Medical research, including issues of consent, and in outline only the scheme of the Medicines Act 1968 relating to new medicines.
3. Special issues relating to children, including consent, the age of consent and the rights of parents.
4. Operation and significance of the medical and legal definitions of death.
5. The legal and medical questions relating to euthanasia, including the hastening and delaying of death.
6. The ethical and legal questions relating to transplants, including the operation of the Human Tissue Act 1961.
7. Some aspects of the legal, medical and administrative questions raised by medical developments in abortion and fertility control.

Pre-Requisites: There are none beyond those for entry into the Part I. Students with an interest in public law and torts and how they relate to other social sciences in the medical context will find the course particularly attractive. It is hoped that some non-law students from e.g. Social Administration will attend.

Teaching Arrangements: This is a half-unit course (LL142) within the LL.B. The course will be taught in 1½ to 2 hour sessions once a week in the Lent Term. Lecturing will be kept to a minimum and there will be a large element of student involvement.

Reading List: There is no set text for this subject. The following will be found useful: J. Jacob, *Doctors and Rules. A Sociology of Professional Values*; Mason & McCall Smith, *Law and Medical Ethics*; M. Brazier, *Medicine, Patients and the Law*; R. Yezzi, *Medical Ethics: Thinking about Unavoidable Questions*; *Encyclopedia of Health Services and Medical Law*. Additional reading will be recommended during the course.

Examination Arrangements: There is a two hour formal examination in the Summer Term based on the topics covered in the seminars. There will be a wide choice of questions giving students an opportunity to show the areas of the subject that have most strongly interested them. Students will be required to answer 2 or 3 questions. The number will be notified well in advance.

LL5176

Legal Services to the Community

(Not available 1988-89 and 1989-90)

Teacher Responsible: Professor Michael Zander, Room A457 (Secretary, Angela White, A303)

Course Intended Primarily for LL.B. Parts I and II. Half unit option.

Core Syllabus: To consider in some detail the problems of providing legal services and of the legal profession.

Course Content: The role of the private profession; the legal aid system; the public sector in legal services, especially law centres; costs, methods of paying for legal services, and controls on costs and fees; small claims; monopolies and restrictive practices; the unmet need for legal services, its nature and extent; the quality of legal services, negligence liability of lawyers, complaints, the role of disciplinary proceedings; management of the profession and external participation; alternatives to lawyers.

Pre-Requisites: None.

Teaching Arrangements: There is one two-hour session (LL143) per week in the Michaelmas Term. Students will be assigned reading for each succeeding week's session. The class consists of a seminar with discussion rather than a lecture.

Written Work: No written work is set, but students will be expected to come to each week's session prepared to discuss the topics assigned on the basis of the readings.

Reading List: The main text is Michael Zander, *Legal Services for the Community* together with the *Report of the Royal Commission on Legal Services*, 1979, Cmnd. 7648. In addition reading lists will be supplied with references to other sources.

Examination Arrangements: The examination is a short dissertation of 6,000 to 8,000 words on a topic selected by the student with advice from Professor Zander. The paper must be handed in by the last day of the Lent Term. The first draft should normally be written during the Christmas vacation and then discussed and re-written during the Lent Term.

LL5177

Race, Nationality and the Law

Teacher Responsible: Mrs. Erika Szyszczak

Course Intended Primarily for LL.B. students - 2nd or 3rd year.

Core Syllabus: The focus will be on immigration and nationality.

Course Content:

- (a) Attitudes to aliens, race and religion - early attempts to control immigration - contemporaneous social and economic problems.
- (b) Concept of nationality - consequences of citizenship - effect of Empire and Commonwealth.
- (c) International obligations - Conventions on Human Rights, Refugees, Stateless persons and Establishment.
- (d) Political and Economic background to Commonwealth immigration - legislation of 1962-65, 1968 and 1971.
- (e) Current restrictions on entering and remaining in the U.K. including special provisions for EEC nationals.
- (f) Expulsions - deportation and removal from the U.K.
- (g) Administration of control - by the Home Office and by other government agencies, the relevance of nationality and immigration status to social security and other state provided services or benefits.
- (h) Review of controls - by Immigration Appeals authorities, by the courts, by Parliament.
- (i) Acquisition and Loss of British nationality.

Except as they are relevant to these topics, race discrimination and the Race Relations Act 1976 will not be given detailed treatment.

Pre-Requisites: None.

Teaching Arrangements: The course (LL147) will be given in the Lent Term. There will be 10 x 2 hour seminars. Worksheets will be distributed for each seminar.

Reading List: Text Book: John Evans, *Immigration Law* (1983); Reference: MacDonald, *Immigration Law and Practice* (1983); MacDonald & Blake, *The New Nationality Law* (1982); Grant & Martin,

Immigration Law and Practice (1982); Plender, *International Migration Law* (1972).

Introductory Reading: Ann Dummett, *Citizenship and Nationality* (Runnymede Trust 1976); Paul Foot, *Immigration and Race in British Politics* (1965); Garner, *The Alien Invasion* (1972); Garrard, *The English and Immigration 1880-1914* (1973); Peter Fryer, *Staying Power: The History of Black People in Britain* (1984).

Examination Arrangements: Two-hour examination. Students may take in copies of the Immigration Act 1971, British Nationality Acts 1948 and 1981 and the current Immigration Rules.

LL5178

Public Law and Economic Policy

(This course will not be offered in 1988-89)

Course Intended Primarily for LL.B. Parts I and II.

Core Syllabus: British Governments have been dominated since the last war by a perceived need to guarantee economic "success", and towards that end a variety of institutional structures and methods have been established or extended. Yet until the last few years public lawyers have had virtually nothing to say about these topics, to such an extent that economic policy has been pursued in a legal and constitutional void. There may be good reason for this - economic problems may not be susceptible to legal or constitutional analysis or control, - alternatively, this void may allow economic policy to be framed by a benign, questionably competent and uncontrollable State. This course attempts to provide some resolution of the dichotomy above, and to do so by probing particular areas of economic policy.

Course Content: Section (a) will be taught every year, and selected topics from sections (b) - (h) taught from year to year.

(a) **Introduction:** The particular nature of constitutional problems and the economy; the tension between flexibility and accountability. Formal and informal methods of policy formulation and realisation. The characteristics of the possible accountability agencies and methods in the field (courts, Parliamentary Committees, the PCA, financial control, self-regulation, licensing bodies, etc). A brief history of governmental intervention in Britain, concentrating in particular on the experience of World War II and the White Paper on Employment Policy in 1944.

(b) **Governmental Regulation of the Market:** The administration (though not the legal or economic detail) of anti-trust in relation to both mergers and competition, the problem of justiciability; licensing and approved self-regulation.

(c) **The Government as Market Actor:** The economic and constitutional significance of Government contracts; the legal regime of contracting; contracting as a policy instrument and its control.

(d) **The Government as Monopolist:** The aims and methods of nationalisation. The relationship between the NIs and the Government the accountability of the NIs to courts and Parliament. Consumers and equity shareholders and the NIs. The legal regime of employee/NI relationships. The legal regime of competition between the NIs and the private sector of industry.

(e) **The Government and Selective Intervention in the Market:** The history of intervention; support schemes to individual industries. Intervention in the 1960s; the IRC. The 1970s; the Industry Acts 1972, 1975 and 1980; the NEB. The choice of intervention agency and the accountability of paragonovernmental agencies. Disengagement. The legal problems of the public/private firm and the tension between accountability to the representatives of the public, to employees and to shareholders. The legal problems of discretionary intervention.

(f) **The Government and Finance:** The constitutional position of the central bank, with a comparison of foreign models. The Bank of England Act 1946; the relationships between the Bank and other bankers. 'Moral suasion' and formal law. The Banking Act 1979 and its administration. Governmental relations with the Stock Market, the discount houses and the institutional investors. The PSBR and the National Loans Act 1968. The constitutional basis of monetary policy and the formulation, authority and policing of monetary targets.

(g) **Budgetary and Expenditure Policy:** The constitutional basis of taxation. Parliament and the budgetary process. Judicial review of review decisions. The legal, constitutional and economic aspects of public expenditure. Formulation and control of same. Parliamentary Committees, the Exchequer and Audit Acts, the Comptroller and Auditor General.

(h) **Europe:** The influence of accession to the EEC on certain of the above topics, in particular (c), (d) and (e). The making and control of the Community Budget.

Pre-Requisites: A wide range of material will be recommended, but very little of it will be technical and - emphatically - no prior knowledge of economics is required. An interest in modern politics and government - and better still, economic policy, will, however be a distinct advantage.

Teaching Arrangements: 10, 1½-hour sessions (LL149), Lent Term, evenings from 6.30-8.00 p.m.

Reading List: Tivey, *Nationalism in British Industries: Nationalism in the 1960s*; Ganz, *Government and Industry*; Stevens & Yamey, *The Restrictive Practices Courts*; Daintith, *The Economic Law of the United Kingdom*; Turpin, *Government Contracts*; Young & Lowe, *Intervention in the Mixed Economy*; Chorley, (Parts of) *Modern Banking Law*; Robinson, *Parliament and Public Expenditure*.

Periodical literature will be drawn from, *inter alia*, the following journals: *Journal of Business Law*; *Modern Law Review*; *British Tax Review*; *Common Market Law Review*; *Public Law*; *British Journal of Law and Society*; *Political Studies*; *Government and Opposition*; *Parliamentary Affairs*; *The Parliamentary and Public Administration*. Plus numerous official and Parliamentary papers.

Examination Arrangements: The assessment method for this course will be a two-hour exam worth 40% and a long paper worth 60%.

LL5179

Sociological Theory and the Idea of Law

Teacher Responsible: Mr. D. N. Schiff, Room A460 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.B. Part I and II.
Core Syllabus: (1) To introduce sociological theory as attempts to express knowledge about special phenomena.

(2) To introduce and evaluate ideas about law not written by those who, as lawyers have an interest in the validation of the law in some form or other, but those who, external to the workings of the legal system, have proffered significantly different and often extreme views of law in the context of their theories of society as a whole.

(3) To develop an understanding of what is meant by the social impact and the social context of law.

(4) To allow students to specialize in an area of particular interest.

This is a course in sociological theory and is not designed (i) as an applied social science course (the empirical findings of those who have studied the functioning of law will only be considered by the way) (ii) as an introduction to research methods.

Course Content:

Areas of Study:

1. Theory in the Sociology of Law
2. Mechanical sociology and the idea of law
3. Social behaviour and the law
4. Social control and law
5. Social change and law
6. Law as an index of social change
7. Law and development
8. Law and symbolisation
9. The limits of law
10. Socialization and law

Teaching Arrangements: 4 weekly two-hour seminars (LL148) will be held in the Michaelmas Term, thereafter seminars will be arranged to allow students to present papers on their individual pieces of research.

Suggested Reading: will be given at the beginning of the course. Some use will be made of R. Cotterrell, *The Sociology of Law*; R. Tomasic, *The Sociology of Law*.

Background Reading: R. Aron, *Main Currents in Sociological Thought I and II*; P. Winch, *The Idea of a Social Science*; P. L. Berger & T. Luckman, *The Social Construction of Reality*.

Examination Arrangements: By dissertation of 6,000-8,000 words.

LL5199

Essay on an Approved Legal Topic

The regulations for the LL.B. degree provide that where a student is taking the equivalent of three-and-a-half subjects he/she may make up the final half-subject by writing an essay on a legal topic approved by the School.

This may be done by either Second or Third Year students (subject only to the rule that no one may do more than 25% of their examination by way of essays). Any student thinking of doing the approved legal topic essay should discuss the matter with his/her tutor.

The selection of an appropriate topic would be for the student in consultation with his or her tutor or, if the tutor is not to be the supervisor for the essay, with the supervisor. Once they have settled on a topic it must be approved by the Chairman of the Part I and Part II LL.B. Board (currently Professor Patrick McAuslan).

There is no rule that the topic cannot be from an area covered by a subject being taken (or having been taken) as an ordinary examination subject. But in that case the supervisor and the Chairman of the Examiners will need to consider to what extent the subject is different from what would be done in the other course. Obviously it is not possible to do an essay on a subject which simply repeats material covered elsewhere.

The length of the essay should be 6,000 to 8,000 words (excluding footnotes). In the interests of the candidate a typescript is preferred. Footnotes may be placed at the end of the text or at the bottom of the page to which they relate. The latter is preferable. The essay should include a bibliography.

The supervisor will be available to provide some guidance but basically it is intended that the student should do his own research.

The essay should be handed in to the Examinations Office not later than 1st May.

LL6003

Law and Social Theory

Teacher Responsible: Mr. W. T. Murphy, Room A361 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.M.

Core Syllabus: This course is designed to introduce students to the study of law through the perspective of modern social theory.

Course Content: The course consists of two unequal segments.

I. The Core Seminars

1. The Problem of Order in Social Theory

- (a) Classical perspectives: Durkheim and Weber.
- (b) The problem of positivism in the study of society.
- (c) The perspective of modernity: traditional modern and postmodern in social theory.
- (d) Contemporary syntheses: Lukes and Giddens.
- (e) The distinctiveness of the vision of social theory.

2. Domination and Social Theory

- (a) Legitimation.
- (b) Ideology.
- (c) Ritual.

3. The State in Social Theory

II Special Topic

Each student will be required to study one of the special topics prescribed in any given year.

Teaching Arrangements:

I. An initial "core" segment of 25 two-hour seminars (LL238) which all students will attend.

II. One special topic in law and social theory to be chosen from those on offer in a particular session. Teaching arrangements for each topic will depend on the numbers choosing it in any particular year.

The seminars will be conducted by Mr. Murphy, Professor Roberts, Mr. Cotterrell (QMC) and Dr. Nelken (UCL).

Examination Arrangements:

I. The core segment is assessed by means of ONE three-hour examination. The marks obtained count for two-thirds of the composite mark for the course.

II. The special topic will be assessed by an essay of 5,000 words maximum. The marks obtained count for 40% of the composite mark for the course.

LL6004

Modern Legal History

Course not being taught in 1989-89. Students interested in the subject should consult Professor Cornish.

Teacher Responsible: Professor W. R. Cornish, Room A501 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students.

Core Syllabus: A survey of developments in English law in the period 1750-1950 in their social, economic and political context. Not all the specific topics listed in the syllabus will be covered in any year.

Course Content: Sources and methods; Social change, law reform and the main movements in political and economic thought, Constitutional and administrative law; reform of Parliament and local government; Judicial review; Police and criminal law; The legal system: courts, legal profession, procedural reform; Contract: theoretical basis, commercial contracts, consumer contracts, public policy; Tort: negligence, nuisance, economic torts; Land law: settlements, married women, conveyancing; Personal status: marriage and divorce, family support, children; Associations: incorporation and other forms of business organisation; trade unions and legal regulation of labour; Social welfare law: relief of poverty, public health, environmental control, safety, education.

Pre-Requisites: None, but some knowledge of British political and economic history in the period is desirable.

Teaching Arrangements: One two-hour teaching session weekly throughout the year on Mondays 10-12. One one-hour seminar weekly (time to be arranged).

Reading List: W. R. Cornish and G. de N. Clark, *Law and Society in England 1750-1950* (forthcoming); A. H. Manchester, *Modern Legal History of England and Wales*. Much other reading will be given during the course.

Written Work: No formal written work is prescribed but students will be expected to make presentations to the seminar.

Examination Arrangements: One three-hour paper, requiring 3 questions to be answered from a considerable range of choice.

LL6010

Principles of Civil Litigation

Teacher Responsible: Professor Michael Zander, Room A457 (Secretary, Angela White, A303) with Mr. Cyril Glasser at University College (Professor Zander is on leave 1988-89)

Course Intended Primarily for LL.M. students.

Core Syllabus: The course, as its title indicates, is concerned more with the principles than with the details of civil procedure. Its focus is the English system but reference is made throughout to other models.

Course Content: The general principles and practice of civil litigation, including: the organisation, jurisdiction and functions of the various Courts and Tribunals and of the legal profession. The remedies afforded by civil proceedings (both interlocutory and final) including enforcements of judgements and orders. The procedures adopted in the High Court and in the County Court in ascertaining and dealing with disputed

issues, in preparation for trial, in the trial and post-trial assessment of damages or other consequential relief; the system and right of appeal and the procedure on appeal; the extent to which these procedures enable the courts to arrive at correct and reasonably speedy decisions both on facts and substantive law (knowledge of the law of evidence will not be required, except so far as it affects the general procedure). The organisation and function of Tribunals (in outline only) and the general procedures adopted by Tribunals and arbitrators; comparisons will be made between those procedures and those adopted by the Courts. The social and economic effects and value of the present system of civil litigation; including some comparison with foreign systems.

Pre-Requisites: None.

Teaching Arrangements: There is one lecture per week (LL209) on a Monday at University College at 4.45 or 5 p.m. to 6 p.m. (however, there may also be some lectures on Tuesdays at 6 p.m. to 7.30 p.m. at the London School of Economics when that time is not used for the seminar). There are usually six to eight seminars on **Problems in Civil Litigation** (LL230). These take place on Tuesdays in the Michaelmas and Lent Terms from about the middle of November. The seminars are at the London School of Economics from 6 to 7.30 p.m. The group normally has between 40 and 60 students.

Written Work: No written work is set during the year but students wishing to do essays can get them marked.

Reading List: Students will be issued with a full reading list at the beginning of the year with reading suggested for each lecture topic. There is also a handout consisting of a set of lecture notes. The subject does not have a single book that covers the course. Students will probably wish to buy one or two books. The most useful are: W. B. Odgers, *Pleading and Practice*; P. St. Langan & D. G. Lawrence, *Civil Procedure*; D. Barnard, *The Civil Court in Action*; D. B. Casson & I. H. Dennis, *Modern Developments in the Law of Civil Procedure*; M. Zander, *Cases and Materials on the English Legal System*; Sir Jack Jacob, *The Fabric of English Civil Litigation*; Sir Jack Jacob, *The Reform of Civil Procedural Law*.

Examination Arrangements: There is a three hour formal examination in September based on the syllabus and the series of lectures.

There are normally ten or eleven questions out of which the candidate is expected to answer four.

LL6018

Comparative Family Law

Teachers Responsible: Mr. D. Bradley, Room A462 (Co-ordinating Member of Staff) (Secretary, Miss H. Wisener, A302), Ms. J. Temkin, Room A372 and Ms. R. Schuz, Room A358 (Secretary, Room A304)

Course Intended Primarily for LL.M. students.

Core Syllabus: The aim of the course is to examine from a comparative standpoint contemporary issues in family law.

Course Content: The issues to be discussed will be selected from the following: aspects of capacity; domestic violence, matrimonial property, divorce, reallocation of property on divorce, maintenance on

divorce, custody of children, unmarried cohabitation, illegitimacy, adoption, children in trouble with the law. Jurisdictions discussed will include: England, Canada, Australia, West Germany, Sweden, U.S.A., U.S.S.R. **Pre-Requisites:** Some knowledge of English family law is desirable though not essential.

Teaching Arrangements: One weekly lecture or seminar (LL212) lasting from 1½-2 hours. Materials or reading lists are provided and students are expected to be fully prepared beforehand so that topics may be discussed rather than formally taught.

Written Work: Two full length essays on set topics must be submitted (approximate length: 10 sides of A4).

Reading List: Detailed reading lists are provided. General Reading: M. A. Glendon, *State, Law and Family*; J. Eekelaar, *Family Law and Social Policy*; M. A. Glendon, *The New Family and the New Property*. **Examination Arrangements:** One three hour paper. Four questions must be answered.

Economic Analysis of Law

(Not available 1988-89)

Teacher Responsible: Mr. W. D. Bishop (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. degree.

Core Syllabus: First to introduce students to the economics of law and second to build from this to deal in depth with some important policy problems.

Course Content: Economic theories of legal topics such as:

- (1) Property Rights – allocation and transfer of rights, pollution control.
- (2) Torts – negligence, foreseeability and risk, strict liability, products liability, medical malpractice, valuation of human life.
- (3) Contract – consideration, frustration, mistake, specific performance, damages, fraud, penalty clauses, unilateral contracts, bargaining power.
- (4) The Legal System – class action suits, reimbursement of costs, contingent fees, payment into court, legal aid, the efficiency of the common law, precedent.
- (5) Crime and Law Enforcement.
- (6) Racial and Sexual Discrimination.
- (7) Divorce and Alimony.
- (8) Rent Control.

Pre-Requisites: None, but students would benefit from some knowledge of elementary microeconomics.

Teaching Arrangements: 1 Seminar (LL227) each week.

Students are advised to attend lectures in LL.B. (LL127, SG. LL5136) course as grounding in basic analysis.

Written Work: Students are required to present one paper each term in seminar.

Reading List: Posner, *Economic Analysis of Law* (2nd edn.); Burrows & Veljanovski (Eds.), *The Economic Approach to Law*; Ackerman (Ed.), *Economic Foundations of Property Law*; Kronmann & Posner (Eds.), *Economics of Contract Law*; Rabin (Ed.), *Perspectives on Tort Law*.

Papers in the following journals: *Journal of Legal*

Studies, Journal of Law & Economics, International Review of Law & Economics, Yale Law, Journal, Univ. of Chicago Law Review.

Examination Arrangements: Three-hour formal exam in September, 10 questions, four to be attempted.

LL6031

European Community Competition Law

(Not available 1988-89)

Teacher Responsible: Mr. W. D. Bishop, Room A503 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students.

Core Syllabus: EEC Competition Law with some attention to economic analysis.

Course Content: The competition rules and practice of the EEC: Articles 85-90 of the Treaty of Rome, the implementing regulations and other relevant provisions. Price-fixing and market sharing agreement; boycotts and discrimination; exemptable forms of collaboration; abuse of dominant position; free movement of goods and industrial property rights. The relationship between Community and national anti-trust laws.

Pre-Requisites: Candidates will be expected to have or to acquire adequate knowledge of the institutions of the European Communities.

Teaching Arrangements: One seminar (LL208) (three hours) each week.

Written Work: None.

Reading List: Bellamy & Child, *European Community Competition Law*; Kerse, *EEC Antitrust Procedure*; Korah, *Competition Law in Britain and the Common Market*.

Examination Arrangements: Three hour formal exam, September. Eight questions, four to be attempted.

LL6033

International Business Transactions I Litigation

(Not available 1988-89)

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502) (Offered in 1988-89 at King's College – Mr. Robin Morse)

Course Intended Primarily for LL.M. students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Mr. Hartley. This course is open only to Law students. It is not available for students taking the Diploma in International Law (or other Diplomas) or M.Sc. students.

Core Syllabus: Litigation resulting from international business transactions.

Course Content: The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community law:

1. Judicial jurisdiction in cases involving international business transactions, especially
 - (a) jurisdiction over companies (the "doing business" test);
 - (b) products liability actions;
 - (c) branches and agents;

(d) constitutional limitations on jurisdiction in the United States;

(e) forum-selection clauses;

(f) *forum non conveniens*;

(g) *lis alibi pendens*.

2. Obtaining evidence in transnational business litigation: extraterritorial application of the forum's own discovery rules, international judicial assistance, blocking statutes and injunctions.

3. Provisional remedies and procedural problems in transnational business litigation: Mareva injunctions, Anton Piller orders and equivalent remedies.

4. Sovereign immunity.

5. Enforcement of foreign judgments in commercial matters.

6. International commercial arbitration.

7. The problem of extraterritoriality with special reference to American antitrust law and EEC competition law.

Pre-Requisites: A good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential. This course is not open to non-lawyers.

Teaching Arrangements:

Seminars: Sessional

Teachers: Mr. Hartley and Mr. I. G. F. Karsten (Room A362). Extensive case materials are provided by the School for sale to students, these should be read before each seminar.

Reading List: (Students are not expected to buy any of these books): T. C. Hartley, *Civil Jurisdiction and Judgments*; Lawrence Collins, *Civil Jurisdiction and Judgments Act 1982*; Georges R. Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Ved P. Nanda & David K. Pansius, *Litigation of International Disputes in U.S. Courts*; Henry J. Steiner and Detlev F. Vagts, *Transnational Legal Problems*; Dicey & Morris, *The Conflict of Laws*; J. H. C. Morris, *The Conflict of Laws*; Cheshire & North, *Private International Law*; Robert A. Leflar, *American Conflicts Law*; Russell J. Weintraub, *Commentary on the Conflict of Law*; P. E. Nygh, *Conflict of Laws in Australia*; Eugene Scoles and Peter Hay, *Conflict of Laws*; J.-G. Castel, *Canadian Conflict of Laws*; C. Schmitthoff (Ed.), *International Commercial Arbitration*; Douglas E. Rosenthal & William M. Knighton, *National Laws and International Commerce*; A. V. Lowe, *Extraterritorial Jurisdiction*; C. Canenbley, *Enforcing Anti-Trust Against Foreign Enterprises*; Barry E. Hawk, *United States, Common Market and International Anti-Trust*; Boaz Barack, *The Application of the Competition Rules of the E.E.C. to Enterprises and Arrangements External to the Common Market*.

Examination Arrangements: Normal three hour written examinations.

LL6035

International Business Transactions II: Substantive Law

(Not available 1988-89)

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students

intending to offer this subject in the examinations. Other students may attend only with the prior permission of Mr. Hartley. This course is open only to Law students. It is not available for students taking the Diploma in International Law (or other Diplomas) or M.Sc. students.

Core Syllabus: Legal problems (other than litigation) relating to international business transactions.

Course Content: The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community Law:

1. Applicable law in international commercial contracts.
2. International sale of goods.
3. The international reach of legislation for the regulation of business and the protection of consumers and employees.
4. The private international law aspects of boycotts and embargoes.
5. The application of international conventions to international business transactions.
6. The international aspects of agency.
7. Exchange controls.
8. Financing international business transactions: documentary credits and other financial mechanisms.
9. Currency problems in international contracts.
10. The international aspects of property transactions.
11. The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).

Pre-Requisites: A good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential. This course is not open to non-lawyers.

Teaching Arrangements:

Seminars: Sessional

Teachers: Mr. Hartley, Mr. I. G. F. Karsten (Room A362) Ms. Caroline Bradley and Mr. Morse (King's College). Extensive case materials are provided by the School for sale to students, these should be read before each seminar.

Reading List: (Students are not expected to buy any of these books).

Georges R. Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Henry J. Steiner and Detlev F. Vagts, *Transnational Legal Problems*; Dicey & Morris, *The Conflict of Laws*; J. H. C. Morris, *The Conflict of Laws*; Cheshire & North, *Private International Law*; P. M. North, *Contract Conflicts*; Robert A. Leflar, *American Conflicts Law*; Russell J. Weintraub, *Commentary on the Conflict of Law*; P. E. Nygh, *Conflict of Laws in Australia*; Eugene Scoles and Peter Hay, *Conflict of Laws*; J.-G. Castel, *Canadian Conflict of Laws*; Philip Wood, *Law and Practice of International Finance*; F. A. Mann, *The Legal Aspects of Money*; William Hedley, *Bills of Exchange and Bankers' Documentary Credits*; H. C. Gutteridge and Maurice Megrah, *The Law of Bankers' Commercial Credits*; Lazar Sarna, *Letters of Credit*.

LL6048

Law of International Institutions

Teacher Responsible: Professor R. Higgins, Room

A387 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.M. and Diploma in International Law students.

Core Syllabus: The aim of the course is to provide an understanding of the international legal aspects of international institutions. The focus is primarily on the United Nations, which is dealt with in depth.

Course Content: International legal personality: the capacity to sue, treaty-making power, implied powers. The Secretariat: powers of the Secretary General, role of the international civil service, privileges and immunities. Membership, representation and credentials. Participation of non-members. Structure and voting of General Assembly of UN. Structure and powers of major organs. Financial problems of UN. Securing compliance with obligations: suspension, expulsion, sanctions, UN peacekeeping and dispute settlement. Law making by international institutions. The Economic and Social Council; the Trusteeship Council; the legal concept of self-determination. The International Court of Justice: problems of use and jurisdiction; its role in dispute settlement; its advisory function. The International Labour Organization.

Pre-Requisites: Some knowledge of public international law.

Teaching Arrangements: Teaching is by seminar (LL213), given by Professor Higgins and Dr. Birnie with 1½ hours per week being offered for ten weeks in the Michaelmas and Lent Terms and for six weeks in the Summer Term, LL213.

Reading List: Schermers, *International Institutional Law*, 2 vols; Goodrich, Hambro & Simons, *The Charter of the United Nations*; Bowett, *The Law of International Institutions*; Higgins, *The Development of International Law through the Political Organs of the United Nations*; Rosenne, *The Law and Practice of the International Court*.

Required readings of extracts from books, of articles and cases are available in the syllabus issued and are assigned on a weekly basis.

Examination Arrangements: There is a three hour formal examination in the September following the end of the course, based on the entire syllabus. There are usually nine questions, of which four are to be answered. The paper comprises both essay and problem questions.

LL6049

Law of European Institutions

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502) (in 1988-89 Dr. Neville March Hunnings)

Course Intended Primarily for LL.M. degree. Diploma in International Law.

Core Syllabus: The course is concerned with the law relating to the institutions of the European Community and Comecon (constitutional and administrative law).

Course Content:

Part I: The European Communities

1. The Commission, the Council, the Parliament and the Court: structure and functions.

2. Sources of Community Law: constitutive Treaties, subsidiary conventions, acts of the representatives of the Member States; Community acts: legislative powers, delegation of powers, form and procedure; general principles of law (with special reference to human rights); agreements with third countries.

3. Community Law and National Law: direct applicability, direct effect, the supremacy of Community law; problems raised by national constitutional law, especially in the United Kingdom.

4. Preliminary Rulings: references on interpretation and validity by national courts and tribunals to the European Court.

5. Actions against Member States: enforcement of Community law by means of proceedings brought in the European Court by the Commission or another Member State.

6. Judicial Review of Community Action (with special reference to the rights of individuals): actions to annul Community acts; failure to act; indirect challenge; the plea of illegality; grounds of review.

7. Community Liability: contract, quasi-contract and tort, with special reference to liability for legislative and executive acts and the problem of concurrent remedies in the European Court and in national courts.

Part II: Comparison with Integration in Eastern Europe.

Basic Concepts of Socialist Economic Integration and contrast with EEC - COMECON - International financial institutions - Production-Branch Organisations - Multi-national Enterprises - Association and Co-operation Agreements - Dispute Settlement - Harmonisation and Unification of Law - Comprehensive Programme for Socialist Economic Integration - Long-term Special-purpose co-operation arrangements - Relations with Third Countries, International Institutions, and the EEC.

Pre-Requisites: No previous knowledge of the European Community is expected but general legal skills and some knowledge of constitutional and administrative law (in any system) are required.

Teaching Arrangements:

The European Community

Seminars (LL214) twice weekly by Mr. Hartley (Michaelmas Term only); further seminars to be arranged.

COMECON: (Summer Term)

Seminars at University College by Professor Butler. Materials will be provided.

Reading List: T. C. Hartley, *The Foundations of European Community Law*; Henry G. Schermers, *Judicial Protection in the European Communities*; N. Brown & F. Jacobs, *The Court of Justice of the European Communities*; D. Lasok & J. W. Bridge, *Introduction to the Law and Institutions of the European Communities*; Lawrence Collins, *European Community Law in the U.K.*; Bernard Rudden & Derrick Wyatt, *Basic Community Laws*.

Students should buy Rudden & Wyatt and either Hartley or Schermers.

Examination Arrangements: Normal three-hour written examination paper. Unmarked copies of Rudden & Wyatt, *Basic Community Laws* and Sweet & Maxwell's *European Community Treaties* may be taken into the examination.

LL6052

International Protection of Human Rights

Teacher Responsible: Professor R. Higgins, Room A387 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.M. and Diploma in International Law students.

Core Syllabus: Introduction to the rapidly developing international law of human rights, both at a universal and regional level.

Course Content:

Conceptual Issues: definitions of human rights; distinguishing features from international law generally; the individual and the state; the relevance of difference cultures, stages of development, ideologies; human rights as absolute or qualified rights.

The UN System and human rights. Detailed examination of the various UN institutions and techniques for the protection of human rights.

The Inter-American System and the OAU and human rights.

Various non-institutional methods for promoting human rights, including treaty making and the question of the incorporation of international rights into domestic law. Non-Governmental organisations.

The European Convention on Human Rights: about half of the course is devoted to a study of the institutions of the European Convention and to case law on particular rights (drawing in large measure on European Convention case law). Among the rights examined through the case law are freedom of expression; access to courts; fair trial; freedom from torture; the right to life; the right to organize and associate; freedom of religion; family life and privacy and others.

Pre-Requisites: Some knowledge of public international law.

Teaching Arrangements: This course (LL226) is taught by 1½ hour weekly seminars (10 in Michaelmas, 10 in Lent, 8 in Summer).

Reading List: All students should purchase Brownlie, *Basic Documents on Human Rights*, (3rd edn.) and either Van Dijk and Van Hoof, *Theory and Practice of the European Convention on Human Rights* or Fawcett, *The Application of the European Convention on Human Rights* (2nd edn.). Required readings of extracts from books, articles, journals, and cases are available in the syllabus issued, and are assigned on a weekly basis.

Examination Arrangements: There is a three hour formal examination in the September following the end of the course. There are usually 9 questions, of which 4 are to be answered.

LL6054

International Economic Law

Teacher Responsible: Dr. J. F. Weiss, Room A465 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.M. students at London University.

Core Syllabus: The aim of the course is to study in detail those aspects of public international law which are concerned with the actors of international economic relations, the principles of governing the

production and distribution of goods, invisible international transactions, currency and finance, related services and the structure and operations of international organisations concerned with such activities.

Course Content:

I. Fundamentals. The province, sources, history, economic foundations and sociology of international economic law. International trade theory and policy. Property and its protection.

II. The principles of international economic law. Economic sovereignty and the co-existence of sovereign and heterogenous economies. Extraterritorial effects of economic legislation. Immunities from economic sovereignty. Limitations of economic sovereignty (including freedom of commerce, freedom of land and air communications, freedom of inland navigation, freedom of access to the sea and maritime ports, and freedom of the seas). The problem of international economic public policy.

III. The Persons of international economic law. Natural, legal persons, subjects of International Law, International Organisations, Transnational enterprises, state trading Countries.

IV. The standards of international economic law. Function and types, including the minimum standard of international law, the most-favoured-nation standard, the standard of preferential treatment, the standard of reciprocal treatment, the standard of the open door and the standard of national treatment. The standards of international economic law on the level of international institutions, including the standard of economic good neighbourliness.

V. International economic transactions. General principles. Treaties of friendship, commerce and navigation. Other economic agreements, including double-taxation agreements, commodity trade agreements, development aid agreements for technological co-operation. Unilateral economic acts. International economic torts, with special reference to the protection of foreign investments. The problem of an international economic law of crime.

VI. International Trade Law and economic integration; International Trade policy and law; the GATT, UNCTAD, UNIDO and UNCITRAL; Customs Unions, free trade areas, preferential agreements, regional and sub-regional integration agreements e.g. EEC, EFTA, LAFTA.

VII. International Monetary Law. History and structural elements of the International Monetary order; principles of private and public international law; the IMF, credit facilities, stand-by arrangements, SDRs; IBRD, IDA, IFC; the European Monetary System.

VIII. International Development Law. The NIEO, Principles of international cartel law, IEA, STABEX, SYSMIN; the debt problem.

IX. Patterns of international economic organization.
A. On the level of partly organized international society; the representation and protection of economic interests abroad, with special reference to relevant aspects of diplomatic and consular relations. International adjudication of economic claims.

B. On higher levels of international integration: the economic framework of the United Nations.

Universalist institutions (e.g. the Bretton Woods institutions and GATT). Regional institutions (e.g. the regional Economic Commissions of the United Nations). Sectional institutions (e.g. international commodity agencies). Supra-national institutions (e.g. the European Communities).

X. The law of economic warfare. Economic reprisals. Embargoes. Economic warfare, the position of enemy and neutral property in land and sea warfare. Economic war crimes. War indemnities, reparation and restitution. Collective economic sanctions. COCOM. **Pre-Requisites:** Knowledge of public international law is essential.

Teaching Arrangements: There is a seminar (LL218) of 1½ hours duration each week. Seminar: Sessional.

Reading List: Recommended: J. H. Jackson, W. J. Davey, *Legal Problems of International Economic Relations: Cases, Materials and Text* (2nd edn. 1986). K. W. Dam, *The GATT, Law and International Economic Organisations*; J. Gold, *Legal and Institutional Aspects of the International Monetary System*; J. Jackson, *World Trade and the Law of GATT*; A. Koul, *The Legal Framework of UNCTAD in World Trade*; O. de Rivero, *New Economic Order and International Development Law*; B. Tew, *The Evolution of the International Monetary System*; A. Yusuf, *Legal Aspects of Trade Preferences for Developing States*.

Supplementary Reading List: G. Schwarzenberger, *Frontiers of International Law* (ch. 9); A. Rozenthal, *The Charter of Economic Rights and Duties of States in the New International Economic Order*; K. Hossain, *Legal Aspects of the New International Economic Order*; F. Atling von Geusau, *The Lome Convention and a New International Economic Order*; R. Kemper, *The Tokyo Round: Results and Implications for Developing Countries*; B. Gosovic, *UNCTAD – Conflict and Compromise*; J. Fawcett, *Law and International Resource Conflicts*; D. Shea, *The Calvo Clause*; N. Horn, *Legal Problems of Codes of Conduct for Multinational Enterprises*; G. P. Verbit, *International Monetary Reform and the Developing Countries*; G. Goodwin & J. Mayall, *A New International Commodity Regime*; A. Hazlewood, 'The End of the East African Community: What are the lessons for Regional Integration Schemes', in *Journal of Common Market Studies*, Vol. 18, No. 1, p. 40, (1979); U.N. Charter Chs IX and X (1945); Havana Charter (1948); Vienna Convention on the Law of Treaties (1969); U.N. Charter on Economic Rights and Duties of States (1974).

Examination Arrangements: There is a three-hour formal examination in September, based on the full syllabus. The paper contains 10 questions, of which 4 are to be answered. The paper counts for 100% of the assessment of the course.

LL6057

The International Law of Natural Resources

Teacher Responsible: Professor R. Higgins, Room A387 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for: LL.M.

Core Syllabus: This course is concerned with

international and transnational law relating to the protection, exploitation and allocation of natural resources. It addresses the problems of all those concerned with natural resources, whether developed or developing countries, whether capital exporting or capital importing, whether resources-rich or lacking in natural resources.

Course Content: The relevant law and its development: international contracts, *pacta sunt servanda*, vested rights, *restitutio in integrum*, nationalization, compensation. Pressures for change: permanent sovereignty over natural resources, the new international economic order. Codes of conduct for multinationals. New methods of investment settlement dispute. Coercion and access to natural resources. Studies of particular resources: petroleum – the UK North Sea experience, licences, controls, regulations; water – pollution, shared access; minerals; and others.

Pre-Requisites: A solid grounding in public international law.

Teaching Arrangements: Teaching is by seminar (LL217), with 1½ hours per week being offered for 10 weeks in the Michaelmas and Lent Terms; and for 8 weeks in the Summer Term.

Reading List: Schachter, *Sharing the World's Resources*; Hossain (Ed.), *Legal Aspects of the New International Economic Order*; Weston, Falk, & D'Amato, *International Law and World Order*; White, *Nationalization of Foreign Property*; Lillich, *The Protection of Foreign Investments*; Fawcett & Parry, *International Law and Natural Resources*; Daintith & Willoughby, *United Kingdom Oil and Gas Law* (1984).

Required readings of extracts from books, of articles and cases are available in the syllabus issued and are assigned on a weekly basis.

Examination Arrangements: There is a three hour formal examination in the September following the end of the course, based on the entire syllabus. There are usually 9 questions of which 4 are to be answered. The paper comprises both essay and problem questions.

LL6060

International Law of the Sea

Teacher Responsible: Dr. P. W. Birnie, Room A504 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for: LL.M. degree also for: M.Sc. Sea-Use Law, Economics and Policy-Making, Diploma in International Law.

Core Syllabus: Resources and Uses of the Sea, and applicable international principles, customs and treaties.

Course Content:

1. Sources of the Law.
2. Historical Development of Principal Concepts.
3. The regime based on the 1958 Geneva Conventions on the Law of the Sea.

(i) The Territorial Sea and Contiguous Zone.

(ii) Continental Shelf.

(iii) Fisheries.

(iv) High seas.

4. Issues covered by the 1982 Law of the Sea Convention.

(i) as (i)–(iv) above.

(ii) International Straits and Archipelagoes.

(iii) Deep Seabed and Ocean Floor beyond National Jurisdiction.

(iv) Landlocked and Geographically Disadvantaged states.

(v) Preservation of The Marine Environment.

(vi) Marine Scientific Research.

(vii) Settlement of Disputes.

5. Regional Developments.

Pre-Requisites: Some knowledge of basic concepts of International Law.

Teaching Arrangements: One seminar (LL216) of 1½ hours each week.

Written Work: Students, individually or in groups, may be asked to present one paper in a seminar during the session. They should have prepared the required reading for each seminar to be able to benefit from discussions.

Reading List: Brownlie, *Principles of Public International Law* (3rd edn. chs. 9–11) and *Basic Documents in International Law* (3rd edn.); Barston & Birnie, *The Maritime Dimension* (1980); E. D. Brown, *The Legal Regime of Hydrospace*; Churchill & Lowe, *The Law of the Sea* (1985); McDougal & Burke, *The Public Order of the Oceans*; Churchill et al. (Eds.), *New Directions in the Law of the Sea*, Vols. I–XI; D. P. O'Connell, *The International Law of the Sea* (Ed. I. A. Shearer) Vol. I (1982), Vol. II (1984); Third U.N. Conference on the Law of the Sea, Official Records, Vols. I–XV; Law of the Sea Convention (1982).

Periodicals include: *The American Journal of International Law*; *The British Yearbook of International Law*; *The International and Comparative Law Quarterly*; *Ocean Development and International Law*; *Marine Policy*; *San Diego Law Review* (LOS issues).

A comprehensive reading list to be issued to participants.

Examination Arrangements: 3 hour written examination in September; 9 questions, 4 to be answered.

LL6061

Multinational (Transnational) Enterprises and the Law

Teacher Responsible: Mr. P. T. Muchlinski, Room L107 (Secretary, Mrs. Pam Hodges, A369)

Course Intended Primarily for: LL.M. students.

Core Syllabus: An interdisciplinary analysis of the legal control of multinational business enterprises, both in national and international law.

Course Content:

1. *Introduction:* The MNE and ideas of business and industrial organisation; the historical growth of the modern MNE; economic analysis of the evolution of the MNE.

2. *Structure and Organisation of the MNE:* The forms of international corporate organisation; the legal organisation of MNEs and the doctrine of incorporation; other types of international economic entities.

3. *The Problems created by the MNE:* The political and economic impact of the MNE on home and host states and upon international relations; the regulation of the MNE: policies and problems involved.

4. *The Role of Law in the Regulation of MNEs:* The relationship between different jurisdictions and the MNE, the MNE as an object of international regulation.

5. *International Regulation:* The work of the UN, UNCTAD, ILO, The World Bank Convention for the Settlement of Investment Disputes. The ICC Court of Arbitration.

6. *Regulation by the Home County* (with emphasis on UK and US law): The control of overseas subsidiaries; the remission of overseas profits, the control of relocation and disinvestment from the home jurisdiction.

7. *Regulation by the Host County:* Restrictions on entry and establishment, control of capital flows and transfer pricing, control through company law corporate disclosure, control through anti-trust law, labour relations, control of disinvestment (covering threats by disinvestment by the company, and the threat of expropriation by the state); technology transfer.

8. *Regional Regulation:* Regulation of MNEs by the following organisations will be studied: EEC, ANCOM, ASEAN, OECD, CMEA.

Pre-Requisites: Some knowledge of at least one of the following subjects is preferred: Public International Law; Private International Law; Company/Commercial Law.

Teaching Arrangements: A one-and-a-half hour weekly seminar (LL233), (10 Michaelmas, 10 Lent and 8 Summer Term respectively).

Reading List: Recommended Text: Wallace, *The Legal Control of Multinational Enterprise*.

Further Reading: Channon and Jalland, *Multinational Strategic Planning* (1979); Hood and Young, *The Economics of Multinational Enterprise* (1979); Robinson, *Multinationals and Political Control* (1983); Tricker, *Corporate Governance* (1984); Hadden, *The Control of Corporate Groups* (1983). A full reading list will be supplied at the beginning of the course.

Examination Arrangements: There will be a formal three-hour paper in September after the end of the course.

LL6062

Legal Aspects of International Finance

Teacher Responsible: Caroline Bradley, Room A357 (Secretary, Susanna Clay, A371)

Course Intended Primarily for: LL.M.

Core Syllabus: The course examines the legal issues which arise as a result of the international operations of large commercial banks, merchant banks and investment banks.

Course Content:

1. Euro-Currency Term Loans

2. Syndicated Loans

3. Project Finance

4. Euro-Bonds

5. Guarantees

6. Performance Bonds and Bid Bonds

7. Exchange Control, Moratorium and Insulation of Financing

8. Remedies and Enforcement of Remedies in International Finance

9. Bankers' Documentary Credits and Export Finance
Pre-Requisites: None.

Teaching Arrangements: There is a weekly seminar (LL232) of one and a half hours' duration.

Reading List: Phillip Wood, *The Law and Practice of International Finance*; Rendell, *International Finance Law: Lending, Transfers and Institutions*; Goode, *Commercial Law*.

A full reading list will be distributed during the course.

Examination Arrangements: This subject is examined by means of one three hour written paper.

LL6063

International Environmental Law

(Not available 1987-88)

Teacher Responsible: Dr. P. W. Birnie, Room A504 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students.

Core Syllabus: The course aims at providing a good introduction to the customs, treaties and concepts of international law relating to control or prevention of pollution and for protection and conservation of living resources.

Course Content:

Introduction:

Definition of International Environmental law; factors influencing development; applicable principles of international law preceding 1972 UN Conference on the Human Environment (UNCHE); the UNCHE and UNEP (UN Environment Programme); developments under UNEP.

Prevention of Pollution:

All sources; general principles; creation of standards; regulatory powers; organisational framework; principles of responsibility and liability for pollution damage; regional and international approaches; influence of developing states; relevant regional and international treaties and customary laws.

Conservation of Living Resources:

Emerging principles of international wildlife law concerning land-based and maritime species needing protection for survival; regulatory techniques and powers; state responsibilities; regional and international approaches; organisational framework; dispute settlement; new enforcement techniques, such as control of trade in endangered species; protection of habitats; relevant international and regional conventions and customs.

Pre-Requisites: Some knowledge of concepts of international law.

Teaching Arrangements: Teaching is by weekly 1½ hours seminars held at the IALS for 10 weeks in the Michaelmas and Lent Terms and eight weeks in the Summer Term. Seminars are given by Dr. P. Birnie (LSE) and Mr. A. Boyle (QMC).

Reading List: J. Schneider, *World Public Order of the Environment: Towards an Ecological Law and Organization*; S. Lyster, *International Wildlife Law*; B. Ruster, R. Simma & M. Boch, *International Protection of the Environment: Treaties and Related Documents*; D. Johnston (Ed.), *The Environmental Law of the Sea*; R. McGonigle & M. Zacher, *Pollution, Politics and International Law*; A. Springer, *The International Law of Pollution: Protecting the Global*

Environment in a World of Sovereign States; L. Caldwell, *International Environmental Policy*.

Periodicals include: *Environmental Policy and Law*; *Ocean Development and International Law Journal*; *Ecology Law Quarterly*; *Marine Policy*; relevant articles in international law journals.

Further Reading: Books, periodical articles, conference proceedings and other publications on a weekly basis is included in the comprehensive syllabus issued to participants.

Examination Arrangements: There is a three-hour written examination paper in September, consisting of 9 questions, four of which must be answered.

LL6064

Law and Urbanisation in Developing Countries

Teacher Responsible: Professor J. P. W. B. McAuslan (Secretary, A371)

Course Intended Primarily for LL.M. students.

Core Syllabus: An introduction to the phenomenon of urbanisation in developing and newly industrialising countries, the uses and limits of law and public administration in the regulation and management of land and its use in the process of urban development. The course will focus principally but not exclusively on developing countries within the Commonwealth.

Course Content: The phenomenon of urbanisation; Third world cities and their contexts; indigenous and colonial legacies; a diagnosis of the urban policy problem. The role of law in development and social change. The government of cities; local government central governments; the regional dimension; management and participation in urban development; alternatives to local government. Land policy and the law; land tenure in the city; conflicts between statutory and customary law; land registration; land transactions and their control; land use planning and the regulation of land development; compulsory acquisition and compensation; the institutions of planning. Urban services; paying for urban services, taxes and charges; housing, provision and financing; unauthorised urban settlements; building control; the regulation and management of water and sewerage; environmental protection and pollution control.

Pre-Requisites: No previous knowledge of urbanisation or developing countries is required but some knowledge of planning law and/or administrative law is desirable.

Teaching Arrangements: There is a seminar of two hours duration each week (LL202) accompanied by classes (LL202a) as required.

Reading List: There is no set book that covers the course. Students will receive some handouts of materials and a detailed reading list for each topic.

S. Angel *et al.*, *Land for Housing the Poor*; H. U. Bijlani & M. K. Balachandran, *Law and Urban Land*; R. Bristow, *Land Use Planning in Hong Kong*; K. J. Davey, *Financing Regional Government*; W. A. Doebele (Ed.), *Land Readjustment: A different approach to financing urbanisation*; H. B. Dunkerley, *Urban Land Policies: Issues and Opportunities*; A. Gilbert & J. Gugler, *Cities, Poverty and Development*; Habitat, *Global Report on Human Settlements* (1986); G. W. Kanyehamba & J. P. W. B. McAuslan, *Urban*

Legal Problems in Eastern Africa; I Kato *et al.*, *Environmental Law and Policy in the Pacific Basin Area*; M. G. Kitay, *Land Acquisition in Developing Countries*; J. F. Linn, *Cities in the Developing World*; J. P. Lea & J. M. Courtney, *Cities in Conflict: Studies in the Planning and Management of Asian Cities*; S. Lowder, *Inside Third World Cities*; C. MacAndrews & C. L. Sien, *Developing Economics and the Environment*; J. P. W. B. McAuslan, *Urban Land and Shelter for the Poor*; P. Mawhood, *Local Government in the Third World*; C. S. Ola, *Town and Country Planning Law in Nigeria*; M. Pacione, *Problems and Planning in Third World Cities*; G. K. Payne, *Low Income Housing in the Developing World*; R. B. Potter, *Urbanisation and Planning in the Third World*; W. J. M. Ricquier, *Land Law*; S. R. Simpson, *Land Law and Registration Book I*; P. G. Singh, *Local Democracy in the Caribbean*; J. L. Taylor & D. G. Williams, *Urban Planning Practice in Developing Countries*; A. H. Walsh, *The Urban Challenge to Government*.

In addition, students will be referred to articles in the following journals: *Urban Law and Policy*, *Third World Planning Review*, *Public Administration and Development*; *Planning and Administration*, *Regional Development Dialogue*, *Urban Studies* and relevant articles from Commonwealth and other law journals.

Examination Arrangements: One two hour paper covering the course counting for 60% of the marks in which three out of not less than eight questions must be answered and one essay of between 6000-8000 words counting for 40% of the marks. The essay topic must be approved by Professor McAuslan and must be derived from the syllabus for the course.

LL6075

Industrial and Intellectual Property

Teacher Responsible: Professor W. R. Cornish, Room A501 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M.

Core Syllabus: The course provides a review of the major topics in this rapidly developing field: patents, copyright, confidential information, industrial designs, trade marks and names.

Course Content:

Patents: History and economic purpose. British and European patent systems: infringements; validity; ownership; assignments and licences; compulsory licensing and Crown Use; international arrangements. **Confidential Information:** Scope of present law; relation to patents and copyright.

Copyright: History and objectives; types of copyright; infringement; ownership and transactions; copyright in special circumstances.

Industrial Designs: Artistic copyright; registered designs.

Trade Marks and Names: Protection at common law; passing off, injurious falsehood. Trade marks registration: relation to common law protection: entitlement to register and objections to registered marks: dealings in marks infringement. Relation to consumer protection law.

EEC Law: the impact of free movement and competition rules of the Common Market on

intellectual property rights; integration and harmonisation of intellectual property.

Pre-Requisites: No previous knowledge of the subject is required, nor is a scientific background needed for the treatment of patent law.

Teaching Arrangements: The main teaching is by lectures (LL220) given throughout the three terms. From the second half of the second term onwards there are supplementary meetings. It is not essential to attend these latter. They are designed partly to broaden appreciation of particular aspects by bringing in guest speakers and partly to revise material dealt with earlier in the course.

Reading List: The main textbook is W. R. Cornish, *Intellectual Property; Patents, Copyright Trade Marks and Allied Rights* (Sweet & Maxwell, 1981). Materials may be found in W. R. Cornish, *Cases on Patents and Confidential Information; Cases on Copyright and Designs; Cases on Trade Marks and Names* (ESC Publishing, 1985). Other reading is recommended in a guide issued at the beginning of the course and in further detailed lists of cases and materials.

Examination Arrangements: One three-hour formal examination, in which four questions must be answered. Students are entitled to take into the examination unmarked copies of the Patents Act 1977, Copyright Designs and Patents Act, Trade Marks Act 1938 and either the *Treaty of Rome* or Sweet & Maxwell's *European Community Treaties*.

LL6076

Company Law

Teacher Responsible: Professor Lord Wedderburn, Room A301 Ext. 390 (Secretary, A304)

Course Intended Primarily for LL.M. students.

Core Syllabus: The object of the course is to examine the operation of British Company law (winding-up and insolvency only in outline) in greater depth than can be attained in a first-degree course.

Course Content: Corporate personality and types of company. The historical development of companies. The legal capacity and constitution of companies. The concept of capital. Directors as organs and as agents. Formation and flotation of companies. Shares and debentures. The general meeting; majority and minority shareholders. Duties of directors and those in control. Enforcement of duties in company law. Reconstructions and amalgamations. Liquidation (in outline).

Pre-Requisites: A good knowledge of legal techniques, preferably in a common law system. But most LL.M. students who have a knowledge of any system of commercial or company law should be able to study this course.

Teaching Arrangements: One inter-collegiate seminar (LL203) is held weekly of 1½ hours (normally Thursday 5.30 p.m.) 10 in Michaelmas, 10 in Lent; 6 to 9 in Summer. Discussions in smaller classes are arranged *ad hoc* for LSE students which are sometimes attended by other graduate students studying company law at a higher level (e.g. M.Phil. or Ph.D.)

Reading List: L.G.B. Gower *Modern Company Law* (and 1988 Supplement); new edition forthcoming and J. H. Farrar, *Company Law* (1985) or A. Boyle and J.

Birds, *Company Law* (1987) plus any company law statutes later in date. (Considerable further reading will be recommended in seminars.) Useful works are Butterworth's *Company Law Handbook* and L. Sealy, *Cases and Materials on Company Law*. Students who have no previous knowledge of English Company Law are recommended to read Northey & Leigh, *Introduction to Company Law* (1987).

Examination Arrangements: There is a three-hour written paper, taken in the period August-September. Normally it is in two parts, and students are asked to answer questions in both parts. Answers are required to a certain number of questions; and failure to answer that number of questions may lead to failure in the subject even if the answers offered are above the pass level. Students are allowed to take into the examination an unmarked copy of specified statutory materials.

LL6085

Law of Restitution

Teacher Responsible: Professor W. R. Cornish, Room A501 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M.

Core Syllabus: The course considers in detail the various elements that could properly constitute a law of restitution and the general case for such a classification of rights.

Course Content: The general principles of the law of restitution, including: theoretical basis; personal and proprietary claims. Acquisition of benefit from plaintiff: mistake; compulsion; necessity; ineffective transactions. Acquisition of benefit from third party: attornment; subrogation and related rights; intervention without right; improperly paid beneficiaries etc.; voidable preferences and dispositions in fraud of creditors; imperfect gifts. Acquisition of benefit through a wrongful act: waiver of tort; crime; breach of fiduciary relationship. Defences to restitutionary claims.

Pre-Requisites: The course assumes a knowledge of the common law of contract, tort and trusts. Students with only a civil law background have in the past taken the course successfully but only after very intensive study.

Teaching Arrangements: The course has a weekly meeting (LL206) for two hours once a week during each of the three terms. Students are expected to have read and analysed set cases and other materials before each meeting. Discussion of these materials forms the major part of each meeting.

Reading List: The main textbooks are Lord Goff of Chieveley and G. H. Jones, *Law and Restitution* (3rd edn., Sweet & Maxwell, 1986) and P. B. H. Birks, *Introduction to Restitution* (1985). Further material will be found in the Course guide issued at the beginning of the course.

Examination Arrangements: A three-hour formal examination in which both essay and problem questions will be set. Four questions must be answered.

LL6103

Taxation Principles and Policies

Teacher Responsible: Mrs. J. A. Freedman, Room A504 (Secretary, A302)

Course Intended Primarily for LL.M. degree.

Core Syllabus: This course is designed to provide a theoretical survey and analysis both of general problems of taxation as well as of the United Kingdom tax system, in a way that will be suitable for the tax specialist as well as the non-specialist. It is composed of two elements: first, an overview of policy objectives and issues and of the legal problems inherent in using taxation to realise those objectives; second, an analysis of aspects of the law of current U.K. taxation and tax administration.

Course Content:

A. Policy Issues

1. Objectives of taxation and various criteria for evaluating tax systems.
2. Introduction to basic concepts used in the economic analysis of taxation. (e.g., neutrality, vertical and horizontal equity, progressivity, etc.)
3. Economic analysis of types of taxation – direct/indirect, capital/income/expenditure.
4. Theoretical introduction to income tax and corporation tax and the problem of integration, distinctions between income and capital. Theory of capital taxation, and non-technical introduction to inheritance tax and capital gains tax. Introduction to structure of value added tax.
5. Historical background.
6. Sources of tax law.
7. Interpretation of taxing statutes and introduction to tax avoidance debate.

B. Administration and Enforcement

1. Structure of the Inland Revenue and Customs and Excise.
2. The Court System in relating to tax cases, including Law and Fact.
3. Assessments.
4. Enforcement and Collection (including the Black Economy).
5. Inland Revenue discretion – practice statements and extra-statutory concessions – judicial review and the Inland Revenue.

C. Income Taxation

1. *The Schedular System*.
2. *Personal* allowances, rates of tax, computing personal liability to taxation.
3. *Schedule D*, Cases I and II and Class 4 social security contributions.
4. *Schedule E* and Class 1 social security contributions (omitting profit-sharing schemes and profit-related pay). Including foreign element.
5. *Losses* (in outline).
6. *Capital Expenditure* (in outline).

D. Capital Taxes

Capital gains tax in detail – basic structure – assets; exemptions and reliefs, disposal; computation.

E. Foreign Element

Domicile and Residence of individuals. Relevance to UK taxation.

F. Detailed Discussion of control of tax avoidance

Legislative and judicial treatments.

Proposals for Reform

Pre-Requisites: The course is suitable both for those who have not studied taxation before and for those who have studied the subject in a non-theoretical context. Students intending to take other LL.M. course in U.K. taxation will be expected to take this course in addition

if their knowledge of U.K. taxation is insufficient. Those who have a good grounding in U.K. tax law will be expected not to take this course.

Teaching Arrangements:

Seminars (LL204) 30 sessional (weekly)
Classes – to be determined.

Reading List: F. R. Davies, *Introduction to Revenue Law*, 2nd edn., Sweet & Maxwell 1985; Pinson, *Revenue Law* 17th edn., Sweet & Maxwell; Whitehouse & Stuart-Buttle, *Revenue Law Principles and Practice*, 5th edn. Butterworths; *Butterworths U.K. Tax Guide*, current edition; *Butterworths U.K. Tax Guide Policy Supplement*, current edition; A. Easson, *Cases and Materials on Revenue Law*; Kay & King, *The British Tax System*, 4th edn., (OUP) 1987; Prest & Barr, *Public Finance in Theory and Practice*, Weidenfeld; Musgrave & Musgrave, *Public Finance in Theory and Practice*, 4th edn., McGraw Hill, 1984; Institute for Fiscal Studies, Meade Report, *The Structure and Reform of Direct Taxation*; *Butterworths U.K. Tax Guide, Policy Supplement*; Royal Commission Reports and Green and White Papers Keith Committee Report, Cmnd. 8822, 1983; Adam Smith, *Wealth of Nations*; J. S. Mill, *Principles of Political Economy*; J. Pechman, *The Rich The Poor and the Taxes They Pay*, Wheatsheaf; Barr, James, Prest, *Self-Assessment for Income Tax*, ICAEW, 1977; H. H. Monroe, *Intolerable Inquisition – Reflections of the Law of Tax*, Stevens (Hamlyn lectures); B. Sabine, *A History of Income Tax*; Law Society, *Tax Law in the Melting Pot*; Publications of the Board of Inland Revenue, e.g. *Extra Statutory Concessions*; Sumption, *Taxation of Overseas Income & Gains*; Current Legal Problems Taxation Issue; Sandford, *An Annual Wealth Tax*; C. M. Allan, *The Theory of Taxation*.

For Reference: *British Tax Encyclopaedia*; *Simons Taxes*; *Whiteman & Wheatcroft on Capital Gains Tax*; Potter & Monroe, *Tax Planning with Precedents*.

Periodicals: *British Tax Review*; *Taxation*; *Fiscal Studies*.

Examination Arrangements: The examination will be by 3-hour written paper.

Relevant legislation (to be determined) current on 1 January of the year in which the examination is held may be taken into the examination room.

LL6104

Taxation of Business Enterprises

Teacher Responsible: Mrs. J. Freedman, Room A540 (Secretary, A302)

Course Intended Primarily for LL.M. degree.

Core Syllabus: The course examines the principles governing United Kingdom taxation of business enterprises. It deals with companies, partnerships, individuals, and combinations of these persons.

The course deals primarily with income tax, capital gains tax, corporation tax and value added tax. It also covers stamp duty and the stamp duty reserve tax in outline. The foreign element is covered and tax planning is considered.

Course Content:

General structure of business taxation: income tax, capital gains tax, corporation tax, value added tax, stamp duties and stamp duty reserve tax, inheritance tax (in outline).

2. Schedule D Cases I and II (and aspects of cases III and VI), focusing on problems of taxation of trading and professional incomes and of intellectual property. Relationship between income tax and corporation tax, and between legal provisions and accounting practice.

3. Alternative business structures and taxation: partnerships (including parallel and limited partnerships); corporations and corporate partnerships. Alternative methods of corporate taxation.

4. Corporation tax on income: Imputation system: ACT and Schedule F. Distributions. Computation of income for tax purposes. Charges on income; management expenses; losses; groups and consortia, close companies; reconstructions, mergers and demergers.

5. Special rules for partnerships.

6. Tax efficient remuneration of employees. Benefits in kind; shares, share options and incentives; profit related pay.

7. Value added tax (excluding foreign element).

8. Anti-avoidance. *Furniss v Dawson* doctrine. Specific anti-avoidance legislation, especially cancellation of tax advantages, migrations, and transactions between associated persons.

9. Foreign elements. Residence. Location of trading. Controlled foreign companies. Treatment of U.K. branches and agencies and foreign trading income of U.K. entities.

10. Capital taxation relating to businesses. CGT on the business: special provisions. The business owner and CGT. Aspects of inheritance tax.

11. Stamp duty and capital duty on companies. Stamp duty reserve tax.

12. Proposals for reform.

Pre-Requisites: Students will be expected to have a working knowledge of the U.K. tax system, or to be studying the Taxation Principles and Policy option.

Reading List:

Textbooks:

**Butterworths U.K. Tax Guide* (latest edition); **Butterworths U.K. Tax Guide Policy Supplement* (latest edition); Pinson *On Revenue Law* (latest edition); Davies, *Introduction to Revenue Law* (latest edition); Whitehouse & Stuart-Buttle, *Revenue Law, Principles and Practice* (latest edition).

Detailed references will be made throughout to the relevant Acts of Parliament and European Community Legislation.

Journals:

British Tax Review; *Fiscal Studies*; *Taxation*; *VAT Intelligence*.

Reference and Readings:

Ashton, *Anti-Avoidance Legislation*; Bramwell *Taxation of Companies and Company Reconstructions*; CCH, *British Tax Reporter*; CCH, *British VAT Reporter*; Cooke *Effective Tax Strategies for Corporate Acquisitions*; Cooke, *Tax Aspects of Acquisition and Mergers*; Cope, *Business Taxation: Policy and Practice*; Cox, *Capital Gains Tax on Businesses*; Custom & Excise, *VAT Notices, esp. Notice 700*; Easson, *Cases and Materials in Revenue Law*; Eastway, *Tax and Financial Planning for Professional Profession*; Finney, *Companies operating overseas*; Gammie & Ball, *Tax on Company*

Reorganisations; Gammie, *Tax Strategy for Companies*; Gammie, *Tax Strategy for Directors, Executives and Employers*; Inland Revenue, *Capital Gains Tax*; Inland Revenue, *Corporation Tax*; Inland Revenue, *Extra statutory concessions*; Lawton & Goldberg, *Law of Partnership Taxation*; Jones *Share Capital: Company Law & Taxation*; Mayson, *A Practical Approach to Revenue Law*; Pritchard, *Capital Gains Tax*; Pritchard, *Corporation Tax*; Pritchard, *Income Tax*; Robson Rhodes, *Transactions between Companies and their Directors*; Shock, *Capital Allowances*; Simon's *Taxes*; Sumption, *Capital Gains Tax*; Sumption, *Taxation of Overseas Income and Gains*; Tolley's, *Anti-avoidance provisions*; Tolley's, *Capital Gains Tax*; Tolley's, *Controlled Foreign Companies*; Tolley's, *Corporate Tax*; Tolley's, *Tax Cases*; Tolley's, *Tax Planning*; Tolley's, *VAT*; Tolley's, *VAT Cases*; White, *Law and Tax for Professional Partnerships*; Whiteman, *Capital Gains Tax*; Whiteman & Wheatcroft *Income Tax*.

Teaching Arrangements: 30 one and a half hour seminars (LL205). Sessional (weekly). Additional classes – to be determined.

Examination Arrangements: The examination will be by 3-hour written paper.

Candidates will be permitted to take into the examination room unannotated copies of the *Butterworth Yellow Tax Handbook and Butterworths Orange Handbook*, or *CCH British Tax Legislation Vols. 1a, 1b, and 2*, or any Act contained therein and any Finance Act. Legislation must be the version current on 1 January of the year in which the examination is held.

LL6105

Tax, Social Security and the Family

Teacher Responsible: Mrs. R. Schuz, Room A358 (Secretary, Catherine Pankhurst, A304)

Course Intended Primarily for LL.M.

Core Syllabus: The course aims to provide an integrated study of family finance from the perspectives of both tax law and social security law.

Course Content:

1. Introduction

Purposes of the tax law and social security systems and how they interact.

2. Introduction to the Income Tax System (in outline only)

The schedular system; rates of tax; personal allowances; method of assessment; deduction at source. Introduction to capital taxation.

3. The Unit of assessment

(a) Husband and wife: taxation of spouses (including capital taxation); aggregation for taxation and social security and arguments for disaggregation (including proposals for reform of the taxation of husband and wife).

(b) Cohabitees: the cohabitation rule for social security; taxation of cohabitees.

(c) Dependants: increases in social security benefits; taxation reliefs.

4. Social Security and the Family

(a) Contribution rules (in outline), credits and home responsibilities provisions.

(b) State provision for the family; family credit, child benefit, one-parent benefit, maternity benefits, guardian's allowance.

(c) The impact of other welfare benefits upon the family: income support and the social fund, housing benefit.

5. Income Replacement and the Family

(a) The impact of "income replacement" benefits on the family: maternity benefits, unemployment benefits for sickness and disability, retirement pensions, widows pensions.

(b) Taxation of benefits and state pensions.

6. Marriage Breakdown

(a) Taxation effects: tax planning in relation to settlement and Court orders (including capital taxes).

(b) Social Security provisions and liable relative proceedings.

(c) Interaction between taxation and social security on marriage breakdown and proposals for reform.

7. Impact of EEC Law

The application of EEC equal treatment principles to English social security and tax law.

8. Integration of Tax and Social Security

(a) The Poverty and Unemployment Traps.

(b) Analysis of suggested models of integration (tax credit and negative income schemes).

Pre-Requisites: No previous knowledge of tax, social security or family law is required.

Teaching Arrangements: Teaching is by seminar (LL207) held weekly. Seminars will, for the most part, be conducted by Mrs. Schuz and Dr. Bryan (QMC).

Reading List: Students are advised not to buy any particular textbook before attending the seminar. The following is a list of books and other materials to which students are likely to be referred during the course.

Butterworths Orange Tax Handbook; *Butterworths Yellow Tax Handbook*; *Butterworths U.K. Tax Guide* (latest edition); *Butterworths U.K. Tax Guide Policy Supplement* (latest edition); F. R. Davies, *Introduction to Revenue Law*, 1985; S. Mayson *A Practical Approach to Revenue Law*, 1987; Meade Committee, *The Structure and Reform of Direct Taxation* 1978; Moores and Rowland, *Tax Guide* (latest edition); *Pinson on Revenue Law* (latest edition); *The Reform of Personal Taxation*, Green Paper, Cmnd 9756; *The Taxation of Husband and Wife*, Green Paper, Cmnd 8093; P. White, *Tax Planning for the Family* 1986; White P., *Tax Planning on Marriage Breakdown*, 1986; Whitehouse & Stuart-Buttle, *Revenue Law Principles and Practice* (latest edition); Whiteman & Wheatcroft, *Capital Gains Tax*; Whiteman & Wheatcroft, *Income Tax*; Williams & Newman, *Taxation on Maintenance Payments*, 1986; O. Wylie, *Taxation of the Family* 1987; Calvert, *Social Security Law*; Child Poverty Action Group/Sweet & Maxwell, *Annotated Regulations*

1. Mesher, *Means Tested Benefits*;

2. Bonner, *Non-Means Tested Benefits*;

Deacon & Bradshaw, *Reserved for the Poor*; Dilnot, Kay & Morris, *The Reform of Social Security*; George, *Social Security, Beveridge and After*; Kay & King, *The British Tax System*; Ogus & Barendt, *The Law of Social Security*, (second edition); *Reform of Social Security*, Green Paper, Cmnd 9517; *Reform of Social*

Security, White Paper, Cmnd 9691; Williams, *National Insurance Contributions*; Williams, *Social Security Taxation*.

Students will also be referred to reported decisions of the Social Security Commissioners and articles in the *Journal of Social Welfare Law*, *Legal Action*, *British Tax Review*, *Fiscal Studies*.

Examination Arrangements: The course is assessed entirely by way of a formal three-hour examination held in September. The examination is based on the above syllabus as covered by the course of seminars.

LL6106

International Tax Law

Teacher Responsible: D. Williams (QMC) with LSE contributors

Course Intended Primarily for LL.M. degree.

Core Syllabus: The course is designed to examine taxation law and policy from a comparative and international viewpoint. It is intended to complement the other taxation options in the LL.M. by providing an international, non-U.K. approach to taxation.

Course Content: The course is in two parts, though greater weight is given to the second. The first part looks at comparative tax policy and highlights those differences between various tax systems which give rise to problems in the international sphere. The second part looks at international fiscal law and policy and examines the solutions adopted by states, both unilaterally in their domestic law and by agreement with other countries, to tackle these problems. Particular emphasis is given to double taxation agreements and to the special problem of the taxation of corporations operating internationally.

Throughout the course examples will be drawn from various tax systems of different countries. Some of these examples will be drawn from the law of the U.K., but the course is not and is not intended to be a course in U.K. tax law.

Part 1: Comparative Tax Policy:

A. Fiscal Systems:

1. Types of taxes and tax systems.
2. The theory of tax structure, change during development.
3. Taxation in developing economies: tax incentives to encourage development.
4. Taxation in the developed economies.
5. Taxation in planned economies: socialist approaches to taxation.
6. Other fiscal systems: taxation and customary law; taxation and religious law; Islamic taxation.
7. Tax havens as fiscal systems: the uses of tax havens.

B. Tax Administration

1. Methods of assessment and collection of taxes.
2. Revenue Authorities: administrative control of revenue authorities.
3. Tax appeals and judicial control of revenue authorities.
4. Approaches to tax avoidance: measures to counter tax avoidance (in outline).

Part 2: International Fiscal Law and Policy

1. Taxation and public international law:
 - (a) Jurisdiction to tax: conflicts of tax jurisdiction.
 - (b) Rules of public international law governing the assessment and collection of tax.

(c) Introduction to international fiscal policy: outline history.

(d) International settlement of fiscal disputes.

2. International fiscal policy and income/profits taxation:

(a) Causes of international double taxation of income/profits.

(b) Methods of unilateral relief from international double taxation.

(c) Bilateral relief from international double taxation: double taxation agreements and their operation: analysis of the major model double taxation agreements (OECD Model, U.N. Model, U.S. Model): the negotiation of double taxation agreements.

(d) Special issues in the international taxation of corporations: multinationals and the taxation of intra-group transfers: international mergers and taxation: the taxation of international financial transactions.

3. International fiscal policy and inheritance/gift taxation:

(a) Causes of international double taxation of gifts and inheritance.

(b) Unilateral relief from international double taxation.

(c) Double taxation agreements, analysis of the OECD Model agreement.

4. International fiscal policy and indirect taxation:

(a) Causes of international double taxation of indirect taxes: origin and destination; bases of taxation.

(b) Unilateral relief from double taxation.

(c) Bilateral relief.

(d) GATT and its relevance to taxation.

5. Proposals for harmonisation of tax laws:

(a) EEC proposals and achievements.

(b) Other proposals: regional developments in tax harmonisation.

6. International Co-operation between tax administration:

(a) International co-operation by bilateral agreement: analysis of model agreements on administrative co-operation.

(b) Multilateral co-operation between tax administrations: regional developments on co-operation.

7. Policy issues in international tax avoidance and evasion:

(a) Analysis of the problem: the problem of definition.

(b) An outline of domestic approaches to international tax avoidance.

(c) Bilateral and multilateral approaches to international tax avoidance.

Reading List:

General reading:

Publications of: the Fiscal Committee of the OECD; the U.N. Group of Experts on Double Tax Treaties; the Bureau of International Fiscal Documentation; the International Fiscal Association; the Commission of Taxation of the International Chamber of Commerce; the Board of Inland Revenue.

General journals:

The bulletin of the Bureau of International Fiscal Documentation; *Cashiers de Droit Fiscal International*; *European Taxation*; *BIFD*; *Tax News Service*; *British Tax Review*; *Intertax*.

Reference works:

R. Bird, *Bibliography on Taxation in Developing*

Countries (Cambridge, Mass, 1968); Board of Inland Revenue (U.K.), *Income Taxes outside the U.K.* (8 vols.); Harvard Law School, *World Tax Series*; BIFD, *African Tax Systems* (2 vols.); BIFD, *Taxes and Investment in the Middle East* (2 vols.); BIFD, *Taxes and Investment in Asia and the Pacific* (8 vols.); BIFD, *Corporate Taxation in Latin America* (2 vols.); CBI, *Taxation in the Middle East, Africa and Asia*; CCH Australia, *International Tax Planning Manual* (2 vols.); C. Platt, *Tax Systems of Africa, Asia and the Middle East*; Diamond & Diamond, *International Tax Treaties of All Nations*.

Works on Part 1 (Comparative Tax Policy):

Prest & Barr, *Public Finance in Theory and Practice*; R. Musgrave, *Fiscal Systems*; R. Bird, *Readings on Taxation in Developing Countries*; A. Prest, *Public Finance in Developing Countries*; J. Toye, *Taxation and Economic Development*; R. Chelliah, *Fiscal Policy in Under-developed Countries*; M. Dominic, *Income Taxation and Foreign Investment in Developing Countries*; J. Due, *Indirect Taxation in Developing Economies*; R. Toby, *The Theory and Practice of Income Tax*; Heller & Kaufman, *Tax Incentives in Developing Countries*; M. Taylor, *Taxation for African Development*; R. Clerin-Lisans, *Tax Planning for Middle East Operations*; Askari, Cummings and Glover, *Taxation and Tax Politics in the Middle East*; B. Hansen, *Fiscal Policy in Seven Countries*; P. Jonas, *Taxation of Multinationals in Communist Countries*; F. Holzmann, *Soviet Taxation*.

Works on Part 2 (International Fiscal Law and Policy)

A. Knechtle, *Basic Problems in International Fiscal Law*; A. Chretien, *A La Recherche du Droit Fiscal International Commun*; J. Chown, *Taxation and Multinational Enterprise*; B. Spitz, *International Tax Planning*; M. Grundy, *The World of International Tax Planning*; Adams and Whaley, *The International Taxation of Multinational Enterprises in Developed Countries*; Gifford & Streng, *International Tax Planning*; D. Tillinghast, *Tax Aspects of International Transactions*; C. Dogart, *Tax Havens and Their Uses*; M. Wisselink, *International Tax Avoidance*; B. Bracewell-Milnes, *The Economics of International Tax Avoidance*.

Teaching Arrangements: 30 two-hour seminars (LL229) sessional (weekly).

Examination Arrangements: The examination will be by three-hour written paper.

Candidates will be permitted to take into the examination room unannotated copies of a *Butterworths Yellow Tax Handbook and Butterworths Orange Handbook*, or CCH *British Tax legislation* vols. 1a, 1b and 2, or any Act contained therein and any Finance Act. Legislation must be the version current on 1 January of the year in which the examination is held.

LL6110

Individual Employment Law

Teacher Responsible: Mr. R. C. Simpson, Room A461 (Secretary, A304)

Course Intended Primarily for LL.M. degree.

Core Syllabus: The main aim of the course is to provide a detailed analysis of the law as it affects the relationship between each individual worker and his or

her employer in Britain. Because of its common law base, this has relevance for other common law systems. International influences on British law are part of the course as are social security rights insofar as they are related to employment.

Course Content: The nature of the individual employment relationship: sources of rules and the significance of contract. The contract of employment: employees contrasted with the self-employed and other special groups; formation of the contract, variation of its terms; continuity of employment; express and implied terms; incorporation of collective terms, pay – guarantee pay, sick pay and maternity rights; hours of work – time off work and holidays. Freedom of association and the right to work. Sex discrimination and equal pay; racial discrimination. Discipline; termination of employment – dismissal; rights on dismissal – unfair dismissal, redundancy. Social Security benefits. The international perspective.

Pre-Requisites: Knowledge of at least one system of labour law or industrial relations an advantage but it is NOT essential.

Teaching Arrangements: A weekly seminar (LL225) is held throughout the year. LL225 – 26 Sessional.

The seminars will cover each topic of the syllabus above in detail. Detailed reading for the seminars is handed out one week in advance. The seminars are usually conducted on the basis of general discussion. Students are advised to write an essay during both the Christmas and the Easter vacations.

Written Work: See above.

Reading List: Students should purchase either Lewis (Ed.), *Labour Law in Britain* or Wedderburn, *The Worker and the Law*.

Students should also purchase either Butterworth's, *Employment Law Handbook* or Sweet & Maxwell's, *Labour Relations Statutes and Materials*. Subject to confirmation by the examiners, candidates are allowed to take an unannotated copy of one of them into the examination.

Other important works which should be purchased if possible: Davies & Freedland, *Labour Law Text and Materials*; Kahn Freund, *Labour and the Law*.

Supplementary Reading List: Hepple & Fedman, *Labour Law and Industrial Relations in Britain*; Hepple & O'Higgins, *Employment Law*; Lewis & Simpson, *Striking a Balance? Employment Law after the 1980 Act*; Benedictus & Burcusson, *Labour Law: Cases and Materials*; Freedland, *The Contract of Employment*; Rideout, *Principles of Labour Law*; Grunfeld, *The Law of Redundancy*; Anderman, *The Law of Unfair Dismissal*.

Examination Arrangements: There is a three-hour formal examination in September based on the syllabus above. The paper normally contains 8 or 9 questions of which four are to be attempted.

LL6111

Law of Management and Labour Relations

Teacher Responsible: Professor Lord Wedderburn, Room A301, Ext. 390 (Secretary, A304)

Course Intended Primarily for LL.M., Law Dept., and for M.Sc. students in Industrial Relations with

adequate background knowledge. (LL.M. students should consider the advantages in studying this course together with LL225 **Individual Employment Law**. There is a separate course for M.Sc. students with less legal background, LL6112).

Core Syllabus: This course examines British legal problems arising from collective relationships at the place of work, and the context of industrial relations in which such problems arise. The aim is to study both the legal and the industrial perspectives of such problems in depth.

Course Content: (in outline) Management and recognition of, and consultation with unions; disclosure of information. Workers' rights and trade unions. Employers' associations. The role of state agencies. Collective bargaining and the law: Legal enforceability; "extension" procedures and collective agreements. Structure of corporate enterprise. Management and boards of directors; control and duties. "Industrial Democracy". Industrial discipline and industrial conflict: strikes, lockouts, etc. The closed shop and dismissal. Job-control; discrimination; industrial action and discipline of workers. The place of statutory and other legal regulation in industrial relations. The historical development of labour law in Britain and elsewhere. Law and the labour market: training, incomes policy and job subsidies.

Pre-Requisites: This is the LL.M. course on "Collective" Labour Law. It is well suited to students who have already studied British Labour Law or British industrial relations. Other graduate law students who have some knowledge of similar systems of law or labour relations may, however, find the course attractive; but they will need to catch up on background reading before, or early in, the Michaelmas Term. Students who have no knowledge of either English law or British industrial relations or of a comparable labour law system will find this course demanding. Students who have little up-to-date knowledge of British labour law will find it useful to attend lectures in **Labour Law**, Course LL115 in the Michaelmas Term.

Teaching Arrangements: There is normally one 1½ hour seminar (LL224) each week which must be attended regularly. In some years visiting speakers address the seminar. Students should be prepared to discuss the class papers distributed before each seminar. From time to time they will be asked to make a written presentation.

Reading List: Students should buy and read Wedderburn, *The Worker and The Law* (3rd edn. 1986) and either O. Kahn-Freund *Labour and the Law* or P. Davies and M. Freedland *Labour Law Text and Materials*; or R. Lewis (Ed.), *Labour Law in Britain* (1986) together with either Butterworth's *Employment Law Handbook* (plus any labour law statutes later in date).

Other books: L. C. B. Gower, *Modern Company Law*; The "Donovan Report" on *Trade Unions and Employers' Associations* (Cmd. 3623); Wedderburn, Lewis and Clark, *Labour Law and Industrial Relations* (1983); E. Herman, *Corporate Power, Corporate Control*; J. Smith and J. Wood, *Industrial Law* (1986); R. Lewis (Ed.), *Labour Law in Britain* (1986); Wedderburn and Murphy (Eds.), *Labour Law*

and the Community (1983); S. and B. Webb, *The History of Trade Unionism*; A. Fox, *History and Heritage: The Social Origins of British Industrial Relations* (1985).

Other sources will be recommended in the seminar papers.

Examination Arrangements: There is a three-hour written paper, taken in the period August-September. Normally this is in two parts and students are asked to answer questions in both parts. When answers are required to a certain number of questions, failure to answer that number may lead to failure in the subject, even if the answers offered are above the pass level. Students are allowed to take into the examination unmarked copies of specified statutory materials.

LL6112

Labour Law

Teacher Responsible: Mr. R. C. Simpson, Room A461 (Secretary, A304)

Course Intended Primarily for M.Sc. (Industrial Relations and Personnel Management).

LL.M. students should take LL6111, **Law of Management and Labour Relations**.

Core Syllabus: The aim of the course is to examine the role of the law in British industrial relations. It is concentrated primarily on collective labour relations between trade unions and employers but includes some aspects of the individual labour relationship between each worker and his or her employer. Some reference is made to the role of the law in other systems of industrial relations.

Course Content: The historical development of labour law. Trade unions' organisational rights: legal status of trade unions; the individual right to organise and right to dissociate – the closed shop; time off work for union activities. Internal management of trade unions: admission and expulsion; union democracy; union political activities; inter-union relations. Collective bargaining and the law: union recognition; legal status of collective agreements; disclosure of information; "fair wages"; wages councils. Industrial democracy and worker participation. Legal regulation of strikes and other forms of industrial conflict; picketing; individual workers' rights; civil liabilities for organising industrial action. Aspects of individual employment rights: categorization of the labour force; pay; discrimination on grounds of sex and race; unfair dismissal; redundancy.

Pre-Requisites: While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

Teaching Arrangements:

Lectures: LL162 – **Elements of Labour Law** 20 Michaelmas and Lent Terms.

Seminars: Id115 – **Labour Law** – 25 Sessional.

The lecture course is intended for students on a wide range of courses, none of which require any prior legal knowledge. It covers all the above syllabus and also some other aspects of individual employment law. Students with some previous knowledge or experience in particular may find it helpful to attend the more detailed lectures given under the heading LL115 **Labour Law** 40 Michaelmas and Lent Terms, but

attendance at these lectures is not an essential part of the course.

The seminars will cover each topic of the course in detail. They form the core of the teaching of the course.

Written Work: Students are required to write three essays during the course. They will also normally be required to present seminar papers during the course.

Reading List: Students are advised to purchase the following: Lewis (Ed.), *Labour Law in Britain*; Kahn-Freund, *Labour and the Law*; Wedderburn, *The Worker and the Law*.

If possible, they should purchase, and if not they should consult regularly: Davies & Freedland, *Labour Law, Text and Materials*.

Supplementary Reading List: Lewis & Simpson, *Striking a Balance? Employment Law after the 1980 Act*; Benedictus & Burcusson, *Labour Law: Cases and Materials*; Hepple & Fredman, *Labour Law and Industrial Relations in Britain*; Rideout, *Principles of Labour Law*; Kidner, *Trade Union Law*; Bain (Ed.), *Industrial Relations in Britain*; Fosh & Littler (Eds.), *Industrial Relations and the Law in the 1980s*; Millward & Stevens, *British Workplace Industrial Relations 1980-1984*; Clegg, *The Changing System of Industrial Relations in Great Britain*. The "Donovan" Report of the Royal Commission on *Trade Unions and Employers' Associations*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the syllabus above. The paper contains 10-12 questions of which three have to be answered.

LL6120

Comparative Criminal Law and Procedure

Teacher Responsible: Professor L. H. Leigh, Room A541 (Secretary, Mrs. S. Hunt, A304)

Course Intended Primarily for LL.M.

Core Syllabus: The aim of the course is to discuss problems in the criminal process via comparative law.

Course Content: For the year 1988/89 it is expected that the following matters will be stressed: Theory of mens rea: Mistake; Necessity and duress; Parties to crime; problems of drink and drugs; Strict liability; Group liability; Mentally disordered offenders; murder, manslaughter, mercy killing; Self-defence, Sexual offences including rape; Violence in sport; Theft; Fraudulent trading; Fraud; Pre-trial criminal procedure; Comparative criminal procedure at trial; Plea bargaining; Double jeopardy; Committal proceedings.

Pre-Requisites: The only pre-requisite is admission to the LL.M. programme. The course is, however, not suitable for Diploma students who have no background in law.

Teaching Arrangements: This course is taught by 30 1½ hour seminars (LL210) in Michaelmas, Lent and Summer Terms.

Written Work: Students are not required to submit written work. It is however desirable that we do so and students are encouraged to prepare papers for seminar

discussion. Verbal participation in seminars is obviously essential.

Reading List: The following is a minimal reading list – for a detailed list please see the annual handout for the course. Books marked with an asterisk should be purchased. The basic books are: G. L. Williams *Textbook of Criminal Law* (1983)*; J. C. Smith, *The Law of Theft* (5th edn., 1984); L. H. Leigh, *The Control of Commercial Fraud* (1982); A. V. Sheehan, *Criminal Procedure in Scotland and France* (1976); J. Langbein, *Comparative Criminal Procedures: Germany* (1977); A. S. Goldstein, *The Passive Judiciary* (1981); L. H. Leigh & J. E. Hall Williams, *Denmark, Sweden and The Netherlands* (1982); C. Hampton, *Criminal Procedure* (3rd edn., 1982); C. J. Emmins, *Criminal Procedure* (1985)*; M. Zander, *The Police and Criminal Evidence Act 1984* (1985).

Examination Arrangements: This course is examined by a three hour paper in late August or early September. Ten questions are normally set of which four must be answered.

LL6122

Applied Criminology

Teacher Responsible: Professor Hall Williams, Room A270 (Secretary, A371).

Course Intended Primarily for LL.M.

Core Syllabus: This course is on an inter-collegiate basis, dealing with research methods in criminology and reviewing the research which has been done on specific crimes and aspects of crime prevention and the police. It is hoped to devote some seminars to research methods. The seminars will be conducted by different teachers in the University of London and outside speakers including some drawn from the Home Office.

Course Content:

1. *Research Methods in Criminology:* Hypothesis development. Data Collection. Sampling and survey techniques. Data analysis. The use of computers in criminological research. Limitations and constraints.

2. *The Criminology of Specific Offences:* The types of offence, offenders and victims, including: Homicide, Violent crime (including street crime). Crimes of Dishonesty (including shoplifting). Crimes of Damage to Property (including arson and vandalism). Sexual crime (including rape, incest and offences against children). Occupational and business crime. Political crime. Organised crime. Road traffic offences. Alcohol and drug abuse in relation to crime.

3. *The Prevention of Crime:* The police and prevention. Neighbourhood controls. Public attitudes and values. Individual protection.

Pre-Requisites: Since this is a post-graduate course, an LL.B. or its equivalent.

Teaching Arrangements: LL222 26 MLS (1½ hour seminars).

Written Work: Students may have an opportunity to prepare and present papers to the seminar. Copies of these papers will be supplied to the other students.

Reading List: will be supplied at the commencement of the course.

Examination Arrangements: There will be one three hour examination which will count for 100 per cent of the marks.

LL6124

Sentencing and the Penal Process

Teacher Responsible: Professor Hall Williams, Room A270 (Secretary, A371)

Course Intended Primarily for LL.M., also available for Diploma in Criminal Justice.

Core Syllabus: This course is taught on an inter-collegiate basis, and held at the Institute of Advanced Legal Studies, Russell Square. The sentencing part reviews the aims of punishment, the work of sentencers, and the information they receive in reports. There follows a review of the penal process including custodial measures such as prison and non-custodial measures available in England and Wales. Where possible comparative references are made but this is primarily a course on the English penal system.

Course Content:

1. *Sentencing.* The aims of punishment for crime. The information for the sentencing court (including police antecedents reports, social inquiry reports and medical reports). Psychiatric evidence. Disparities in sentencing, the research findings. Remedies and techniques for improving the sentencing process. Training sentencers. Alternative sentencing structures. Selected issues in sentencing, including: life and long sentences; recidivism and the dangerous offender; exemplary sentences and deterrence; the mentally-disordered offender; the petty inadequate offender.

2. *The Penal Process.* History of the English prisons. Aims of the modern prison system. Organisation of prisons. The pressures on the prison system. Problems concerning accommodation, staff (including recruitment and training), classification of prisoners, and security. Employment of prisoners and pay or earnings. Education and training of prisoners. Welfare and leisure activities. Release procedures, including remission and parole. Prison disciplinary proceedings, the rights of prisoners and their protection under English law and the European Convention on Human Rights. The "Justice" model and the "Treatment" model. Evaluation of the effectiveness of prison. The provisions concerning the custody of young adult offenders.

3. *Non-Custodial Measures.* Probation, including both "traditional" probation and new developments involving the probation and after-care service. Community service orders. Other alternatives to prison: The suspended sentence. The fine. Absolute and conditional discharges. Bind-overs. Restitution and compensation. "Diversion" schemes. Voluntary hostels and after-care schemes.

4. *Crime Prevention.* The police and public attitudes towards crime. The relation of research to criminal policy.

Pre-Requisites: Since this is a post-graduate course, an LL.B. or its equivalent.

Teaching Arrangements: LL223 26MLS (1½ hours each).

Reading List: R. Cross & A. Ashworth, *The English Sentencing System* (3rd edn.), 1975; N. Walker, *Sentencing in a Rational Society*, 1969; Nigel Walker, *Sentencing Theory, Law and Practice*, 1985; A. Ashworth, *Sentencing and Penal Policy*, 1983; D. A. Thomas, *Principles of Sentencing* (2nd edn.), 1979; R.

Cross, *Punishment, Prison and the Public*, 1971; Baldwin & Bottomley, *Criminal Justice, Selected Readings*, 1970; A. Rutherford, *Prisons and the Process of Justice: The Reductionist Challenge* (1983); J. E. Hall Williams, *The English Penal System in Transition*, 1970; *Changing Prisons*, 1975; *Criminology and Criminal Justice*, 1986; Home Office, *Prisons and the Prisoner*, H.M.S.O., 1977; N. Tutt (Ed.), *Alternative Strategies for Coping with Crime*, 1978; S. Stanley and M. Baginsky, *Alternatives to Custody*, 1984; *The Sentence of the Court*, H.M.S.O.; Powers of Criminal Courts Act, 1973; Criminal Justice Act, 1982; Annual Reports of the Prison Department, Home Office; Annual Reports of the Parole Board, Home Office; Home Office Research Unit Publications; Reports of the Advisory Council on the Penal System; House of Commons, Home Affairs Committee Reports.

Supplementary Reading List: will be given during the course.

Examination Arrangements: There will be one three-hour examination which will count for 100 per cent of the marks.

LL6128

Regulation and Law

Teacher Responsible: Dr. R. Baldwin, Room A456 (Secretary, A371)

Course Intended Primarily for LL.M. degree.

Core Syllabus: This course will look at British regulatory processes from legal, governmental and economic perspectives. It considers the rationales for regulation, the alternatives to regulation, the various means of regulation, the nature of regulators, regulatory institutions, and the constitutional questions raised by regulation. General issues will be dealt with at the start of the course but case studies of particular regulatory regimes will also be covered (e.g. civil aviation, broadcasting, health and safety at work). A section of the course will look at the current privatisation programme and the special regulatory problems associated with it. Legal issues will be a major concern but Public Law questions will be dealt with in relation to regulatory processes only. This will minimise any overlap with Administrative Law.

Course Content:

1. *Why Regulate?*

Economic justifications for refulation and political motives for regulation. The alternatives to regulation, e.g.: nationalisation of regulation in Britain and comparisons with other countries.

2. *Who Regulates?*

Regulatory institutions and their development in Britain and elsewhere. Agencies versus departments, courts or tribunals. The place of independent agencies within government. Self-regulation and its limits. Operational pitfalls (e.g. capture; promotion versus enforcement). Accountability and expertise. The procedures appropriate to regulatory decision-making. Benchmarks for assessing agency performance. Judicial versus other controls over regulatory bodies. The Public Law issues raised by regulation.

3. *How to Regulate*

Licensing by the "classical" method. Problems associated with standard-setting. Less restrictive methods of control, e.g.: franchising; taxation; marketable property rights; liability rules; disclosure; anti-trust. Cost-benefit analysis and the evaluation of regulations and regulatory regimes.

4. *Trial-type Processes and Regulation*

The limits of the trial-type process. Adjudication versus rule-making in the development of regulatory policy. Alternative modes of regulatory decision-making. Appeals structures in regulation and the politics thereof. Agencies versus tribunals.

5. *Rules and Discretion in Regulation*

The special problem of controlling regulatory discretions. The purposes and dimensions of rules. Procedures for rule-making. Different types of rule, their governmental purposes and their enforceability. The optimal precision of rules.

6. *Enforcement*

Different enforcement strategies and their legal, economic and administrative rationales.

7. *Case Studies in Regulation*

The case for regulation and the mode of regulation analysed in the fields, *inter alia* of civil aviation, health and safety at work and broadcasting.

8. *Privatisation and Deregulation*

The rationales for the privatisation programme. Regulation in the wake of privatisation – the special problems. Regulating natural monopolies.

Pre-Requisites: This course is suitable for non economists. It deals with broad issues in regulation and may complement other LL.M. courses with particular fields of regulation.

Teaching Arrangements: Seminars (LL241) – 30 sessional (weekly).

Classes – to be arranged.

Main Readings:1. *Why Regulate?*

A. Ogus & C. Veljanovski, *Readings in the Economics of Law and Regulation* (1984); S. Breyer, *Regulation and Its Reform* (1982); B. Mitnick, *The Political Economy of Regulation* (1980); R. Cranston, 'Regulation and Deregulation: General Issues, *UNSW Law J.* 1, 1982; G. Stigler, 'The Theory of Economic Regulation' (*Bell J. of Economic and Man. Sci.*, 2, 1971); G. Stigler, *The Citizen and the State: Essays on Regulation* (Univ. of Chicago, 1975); G. Kolko, *Railroads and Regulation* (Princeton, 1965); S. Peltzman, 'Towards a More General Theory of Regulation' (*Journal of Law and Economics*, 19, 211, 1976); R. Posner, 'Theories of Economic Regulation' (*Bell Journal of Economic and Man. Sci.* 5, 335; 1974); T. McGraw, 'Regulation in America' (*Bus. Hist. Review*; 49, 1975); R. J. Williams, 'Politics and Regulatory Reform: Some Aspects of the American Experience' (*Public Administration* 57, 55, 1979).

2. *Who Regulates?*

R. Baldwin & C. McCrudden, *Regulation and Public Law* (1987); R. E. Cushman, *The Independent Regulatory Commissions* (1941); J. M. Landis, *The Administrative Process* (1938); M. H. Bernstein, *Regulating Business by Independent Commission* (1975); H. J. Friendly, *The Federal Administration Agencies: The Need for Better Definition of Standards*

(1962); J. O. Freedman, *Crisis and Legitimacy* (1978); R. L. Rabin (Ed.), *Perspectives on the Administrative Process* (1979); B. Schwartz & H. W. R. Wade, *Legal Control of Government* (1972); T. Prosser, *Nationalised Industries and Public Control* (1986); W. A. Robson, *Nationalised Industry and Public Ownership* (2nd edn., 1962); N. Chester, 'Public Corporations and the Classification of Administrative Bodies' (*Pol. Studies* 57, 34, 1953); A. Barker, *Quangos in Britain* (1982); R. Baldwin, *Regulating the Airlines* (1985); J. A. Farmer, *Tribunals and Government* (1978); G. Ganz, 'The Allocation of Decision-Making Functions' (*Public Law* 215; 1972); O. Newman, *The Challenge of Corporatism* (1981); J. T. Winkler, 'Law, State and Economy: The Industry Act 1975 in Context' (*BJLS* 103, 1975).

3. *How to Regulate*

S. Breyer, *op.cit.*; L. J. Hector, 'Problems of the CAB and the Independent Regulatory Commissions' *Yale LJ*, 69, 931, 1960; N. Lewis, 'Who Controls Quangos and Nationalised Industries?' in J. Jowell and D. Oliver (Eds.), *The Changing Constitution* (1985); A. C. Page, 'Self-Regulation: The Constitutional Dimension' (*MLR*, 49, 141, 1986); Baldwin & McCrudden, *op.cit.*

4. *Trial-type Processes and Presentation*

J. L. Jowell, *Law and Bureaucracy* (1975); R. Baldwin, *Regulating the Airlines* (1985); R. B. Stevens & B. S. Yamey, *The Restrictive Practices Court* (1965); L. J. Hector, 'Problems of the CAB and the Independent Regulatory Commissions' *Yale LJ*, 69, 931, 1960; L. L. Fuller, 'The Forms and Limits of Adjudication' 92 *Harvard L.R.* 353 (1978); B. B. Boyer, 'Alternatives to Administrative Trial Type Hearings for Resolving Complex Scientific, Economic and Social Issues' (*Mich. L.R.* 111; 1972); D. L. Shapiro, 'The Choice of Rule-making or Adjudication in the Development of Agency Policy' (*Harv. L.R.* 78, 921, 1965).

5. *Rules and Discretion*

K. C. Davis, *Discretionary Justice* (1971); C. Harlow & R. Rawlings, *Law and Administration* (1984); J. L. Jowell, 'The Legal Control of Administrative Discretion' (*Pub. Law* 179; 1973); R. Baldwin & K. Hawkins, 'Discretionary Justice: Davis Reconsidered' (*Pub. Law* 570; 1984); D. J. Gifford, 'Discretionary Decision-making in the Regulatory Agencies: A Conceptual Framework' (*S. Calif. L.R.*, 57, 101; 1983); J. L. Mashaw, *Bureaucratic Justice* (1983); R. A. Katzmann, *Regulatory Bureaucracy* (1980); C. S. Diver, 'The Optimal Precision of Administrative Rules' (*Yale L.J.*, 93, 65, 1983); I. Ehrlich & R. Posner, 'An Economic Analysis of Legal Rule-making' (*J. Legal Studies* 257, 1974); I. Harden & N. Lewis, *The Noble Lie* (1986).

6. *Enforcement*

K. Hawkins, *Environment and Enforcement* (1984); W. G. Carson, 'White Collar Crime and the Enforcement of Factory Legislation' (*B. J. Crim.*, 10, 383, 1970); 'The Conventionalisation of Early Factory Crime' (*J. Soc. Law*, 71, 37, 1979); G. Richardson *et al*, *Policing Pollution* (1983); C. S. Diver, 'A Theory of Regulatory Enforcement' (*Pub. Pol.*, 28, 257, 1980); E. Bardach, *The Implementation Game* (1977); C. McCrudden, 'Law Enforcement by

Regulatory Agency' (*M.L.R.*, 45, 617, 1982).

7. *Case Studies*

Various source materials.

8. *Privatisation and Deregulation*

C. G. Veljanovski, *Selling the State* (1987); J. Kay *et al*, *Privatisation and Regulation* (1986); N. Lewis & I. Harden, 'Privatisation, Deregulation and Constitutionality: Some Anglo-American Comparisons' (*N.I.L.Q.*, 207, 1983); J. Vickers & G. Yarrow, *Privatisation* (1985); D. Steel & D. Heald (Eds.), *Privatising Public Enterprises* (1984); G. Graham & T. Prosser, 'Privatising Nationalised Industries: Constitutional Issues and New Legal Techniques' (*M.L.R.*, 50, 16, 1987).

Examination Arrangements: Three hour written paper.

LL6129

Regulation of Financial Markets

Teacher Responsible: Caroline Bradley, Room A357 (Secretary, Susanna Clay, A371)

Course Intended Primarily for LL.M.

Core Syllabus: This course examines the regulation of financial markets in the context of economic theory relating to such markets, focusing on various theories of how markets operate and different forms of financial market regulation.

Course Content:

1. Economic Theory and Financial Markets
2. Why Regulate Financial Markets?
3. The Impact of Internationalisation of Markets
4. Form and Structure of Regulation
5. Governmental Involvement in Financial Markets
6. Regulation of Business Forms
7. Regulation of Financial Markets
8. Regulation of Market Participants
9. Regulation of Marketing of Investments
10. The Ability of the Regulatory System to Adapt to New Developments

Pre-Requisites: None.

Teaching Arrangements: There is a weekly seminar (LL242) of one-and-a-half hours duration.

Reading List: McRae and Cairncross, *Capital City*; Hamilton, *The Financial Revolution*; Posner and Scott, *Economics of Corporation Law and Securities Regulation*; Ogus and Veljanovski, *Readings in the Economics of Law and Regulation*.

A full reading list will be distributed during the course.

Examination Arrangements: This subject is examined by means of either:

- i. One three hour written paper, or
- ii. one two hour written paper and one course essay not exceeding 8,000 words on a topic chosen in consultation with and with the approval of the teacher of the course.

LL6130

Compensation and the Law

Teacher Responsible: Dr. Julian Fulbrook, Room A368 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. degree.

Core Syllabus: The aim of the course is to analyse compensation claims in torts and in the welfare state at an advanced postgraduate level. The course will also consider alternative methods of compensation in other

countries and the various proposals for reform which have been suggested in Britain.

Course Content:

1. Introductory Topics. The inter-relationship of Torts Liability, private insurance, social security and the personal social services.

A. Negligence Liability

2. Elements of Personal Injuries litigation.
3. Employer's Liability. Health and Safety at Work.
4. Professional Negligence claims.
5. Medical Malpractice litigation.
6. Occupier's Liability.
7. Vicarious Liability.
8. Breach of Statutory Duty. Products Liability.
9. Trespass to the Person and the Criminal Injuries Compensation Board.
10. Causation Problems.
11. Contributory Negligence.
12. Volenti non fit injuria.
13. Damages for personal injuries and death.

B. The Welfare State

14. Workman's Compensation and the origins of National Insurance.
15. The Industrial Injuries system.
16. Industrial Diseases.
17. Sickness and other benefits.
18. The personal social services.

Pre-Requisites: Admission to the LL.M. Some knowledge of torts and welfare law will obviously be helpful, but is not essential.

Teaching Arrangements: A weekly seminar (LL243) of 1½ hours. Detailed reading is handed out one week in advance. The seminars are on the basis of general discussion, but students will be asked to make a presentation from time to time.

Written Work: Students are advised to write an essay during both the Christmas and Easter vacations.

Reading List: Students should purchase a copy of *Atiyah's Accidents, Compensation and the Law* (4th edition by Dr. Peter Cane), Hepple and Matthews, *Casebook on Torts* and a torts textbook.

Supplementary Reading List:

Clerk and Lindsell on Torts (15th edn. 1982); Terence G. Ison, *The Forensic Lottery* (1967); *Accident Compensation* (1980); Ian Goldrein and Margaret de Haas, *Personal Injury Litigation* (1985); A. S. Burrows, *Remedies for Torts and Breach of Contract* (1987); David Berman, *Death on the Job* (1978); Charles B. Drake and Frank B. Wright, *Law of Health and Safety at Work* (1983); Richard Lewis, *Compensation for Industrial Injury* (1987); Michael Joseph, *Lawyers Can Seriously Damage Your Health* (1984); Ross Cranston, *Legal Foundations of the Welfare State* (1985); A. I. Ogus and E. M. Barendt, *The Law of Social Security* (1982); John Munkman, *Employer's Liability* (1985); *Damages for Personal Injuries and Death* (1980); Glanville Williams & B. A. Hepple, *Foundations of the Law of Tort* (1984); Donald Harris (Ed.), *Compensation and Support for Illness and Injury* (1984); Ian Fife & Anthony Machin, *Redgrave's Health and Safety in Factories* (1982); Barry Jacobs, *Understanding Medical Malpractice* (1986); Jane Stapleton, *Disease and the Compensation Debate* (1986); Philip Noble, Bart Hellyer & Elizabeth Fanshawe, *Disability and Compensation Claims*

(1986); K. M. Stanton, *Breach of Statutory Duty in Tort* (1986); D. K. Allen, C. J. Bourn, J. H. Holyoak (Eds.), *Accident Compensation After Pearson* (1979); P. W. J. Bartrip, *Workmen's Compensation in Twentieth Century Britain* (1987).

Examination Arrangements: There is a three-hour written examination in September based on the syllabus above, with a choice of 4 questions from a total of 8.

LL6140

Carriage of Goods By Sea

Teacher Responsible: Professor A. L. Diamond, Room A501 (Secretary, Colleen Etheridge, A502) with Dr. M. Dockray (King's College)

Course Intended Primarily for LL.M.

Core Syllabus: The law of carriage of goods by sea under bills of lading or charter-parties.

Course Content: Historical development of liability of carrier by sea. Commercial practice. Voyage and time charter-parties. Express and implied undertakings of the parties. Representations, conditions and warranties. Frustration. Bills of lading and their function. Carriage of Goods by Sea Act 1971. Usual clauses and implied undertakings in bills of lading. Transfer of rights and liabilities under bills of lading. Preliminary voyage. Loading discharge and delivery. Exclusion and limitation of shipowners' liability. The Master. General Average (including York-Antwerp Rules, 1974). Demurrage. Freight. Liens. Construction of charter-parties and bills of lading.

Pre-Requisites: A knowledge of the law of contract is essential, of tort useful.

Teaching Arrangements: There is a weekly seminar (LL236) of one-and-a-half hours duration (10 Michaelmas, 10 Lent and 6 in the Summer Term respectively).

Reading List: The recommended texts are Payne and Ivamy, *Carriage of Goods by Sea* (12 edn., 1985) or Martin Dockray, *Cases and Materials on the Carriage of Goods by Sea* (Professional Books, 1987).

Other Books: Carver, *Carriage by Sea* (British Shipping Law, 2 Vols., 13 edn., 1982); Scrutton, *Charterparties and Bills of Lading* (19th edn., 1974); Lowndes and Rudolf, *The Law of General Average and the York-Antwerp Rules* (British Shipping Laws, Vol. 7, 10th edn., 1975); Wilford, *Time Charters* (2nd edn., 1982).

A full reading list will be distributed.

Examination Arrangements: There is a three-hour written paper in the period August-September. Candidates may take an unmarked Queen's Printer copy of the *Carriage of Goods by Sea Act 1971* into the examination.

LL6142

Marine Insurance

Teachers Responsible: Professor A. L. Diamond, Room A501 (Secretary, Colleen Etheridge, A502) and Mr. P. T. Muchlinski, Room L107 (Secretary, Mrs. Pam Hodges, A369)

Course Intended Primarily for LL.M. students.

Core Syllabus: A detailed analysis of the law of marine insurance, including its historical evolution and commercial context.

Course Content:

1. *Introductory Topics:* The evolution of marine insurance, the marine insurance business, the development of legal regulation of marine insurance transactions, the Marine Insurance Act 1906.

2. *The Principles of Marine Insurance Law:*

(a) *The making of the contract:* The nature of the marine insurance contract, the avoidance of wagering or gaming contracts, insurable interest, duties of a broker in effecting the policy, non-disclosure, misrepresentation, the premium.

(b) *The Policy:* The types of policies, form and contents, designation of subject-matter, attachment and duration of risk, perils insured against, risks covered by Protection and Indemnity Associations, exceptions, termination and cancellation, rectification and alteration warranties, assignment, construction of the policy, the duties authority, and rights of the broker after effecting the policy.

(c) *Loss and Abandonment:* Type of loss, actual total loss, constructive total loss, abandonment.

(d) *The Measure of Indemnity:* Total loss, partial loss of ship, freight and goods, liabilities of third parties, sue and labour clause.

(e) *The Rights of the Insurer on Payment:* Subrogation, the right of contribution.

(f) *Reinsurance:* The relation between the original assured and the reinsurer, the relation between the reassured and the reinsurer.

(g) *Mutual Insurance*

Pre-Requisites: A general knowledge of the law of contract is essential.

Teaching Arrangements: There is a weekly seminar (LL234) of one-and-a-half hours duration (10 Michaelmas, 10 Lent and 6 in the Summer Term respectively).

Reading List: The recommended text is Ivamy, *Marine Insurance* (4th edn.).

Other Books: Chalmers, *Marine Insurance Act 1906* (9th edn., Ivamy 1983); Arnould, *The Law of Marine Insurance and Average* (16th edn., by Mustill & Gilman, 1981, Vols. 9 & 10, British Shipping Laws); Dover, *Analysis of Marine Insurance Clauses* (8th edn., 1960); Martin, *The History of Lloyds and of Marine Insurance in Great Britain* (1876); Wright & Fayle, *A History of Lloyds* (1928).

A full reading list will be distributed at the beginning of the course.

Examination Arrangements: There will be a three-hour formal examination in the September following the course.

LL6150

Comparative Constitutional Law I

(By essay only, 1988-89)

Teachers Responsible: Professor L. H. Leigh, Room A541 (Secretary, Mrs. S. Hunt, A304) and Mr. P. Creighton, King's College, London.

Course Intended Primarily for LL.M. students, but may also be taken by M.Sc. students.

Core Syllabus: The aim of the course is to discuss problems of comparative federalism with special reference to the constitutions of the United States of America, Canada and Australia.

Course Content:

I. General principles of federalism and the constitutional structures of the United States, Canada, and Australia (in outline). The influence of the imperial structure and the American example in the case of Canada and Australia.

II. Government institutions and the federal principle. First and second chambers. Parliamentary and congressional government and the representation and rights of states and provinces. The federal executive and regional representation. The influence of conventions of the constitution.

III. The judicial structure of the federal principle: the United States contrasted with Canada and Australia. Arguments for and against the several judicial systems.

IV. The doctrine of the separation of powers: the United States and Australia contrasted with Canada; definition of powers; delegation of legislative powers.

V. General principles governing the allocation of legislative powers. Doctrine of implied immunity of instrumentalities. Doctrine of inconsistency. The judicial function in constitutional cases: advisory opinions, political questions.

VI. The regulation of trade and commerce. Freedom of trade within the three federal systems; the effect of other specific powers in the regulation of trade and commerce.

VII. Finance. The allocation of taxing powers. The spending power of the federal governments; intergovernmental grants; the machinery of fiscal allocation in the three systems.

VIII. External affairs: the power to enter into and implement external obligations. Relations between the states and provinces and foreign governments, and between the federal government and foreign governments.

IX. Aspects of constitutional protection of fundamental rights and the rights of minorities. The effect of a Bill of rights on federal-state relationships.

Pre-Requisites: The course is most suitable for students who have previously studied a federal constitution.

Teaching Arrangements: This course is taught by 30½ seminars (LL200) in Michaelmas, Lent and Summer Terms. Seminars are held at the Institute of Advanced Legal Studies.

Written Work: Students are not required to submit written work. It is however desirable that they do so and students are encouraged to prepare papers for seminar discussion. Verbal participation in seminars is obviously essential.

Reading List: The following represents a minimum list. Further reading is assigned on the reading lists prepared for seminars. Reference may be made to this which is distributed as a course handout. L. Tribe, *American Constitutional Law* (1978); P. W. Hogg, *Canadian Constitutional Law*; D. Lumb & K. Ryan, *The Constitution of Australia*; W. A. Wynes, *Legislative, Executive and Judicial Powers in Australia*; G. Sawyer, *Modern Federalism*; G. Gunther, *Constitutional Law, Cases and Materials* (10 edn. 1980 and Supp.); D. V. Smiley, *Canada in Question: Federalism in the Eighties* (1980).

Examination Arrangements: This course is examined by a three hour paper in late August or early

September. Ten questions are normally set of which four must be answered.

LL6151

Comparative Constitutional Law II

Teachers Responsible: Mr. L. A. Wolf-Phillips, Room K208 (Secretary, Miss C. Cowey, K206).

Professor J. S. Read (SOAS), and **Dr. Peter Slinn** (SOAS).

Course Intended Primarily for LL.M. students, but may also be taken by M.Sc. and M.A. (Area Studies) students.

Core Syllabus: A comparative and thematic approach to the constitutional laws of Commonwealth countries other than the United Kingdom, Australia, Canada, India and Malaysia.

Course Content: I. The constitutional structure of the Commonwealth and status within it; full members, special membership, associated states. Consultation and cooperation within the Commonwealth. The Commonwealth Secretariat. The classification of dependent territories (within the Commonwealth) and constitutional structure of government therein; powers of the Crown, the United Kingdom Parliament, Governors and colonial legislatures; constitutional evolution; the attainment of internal self-government. The attainment of independence.

II. Constitutional developments in independent Commonwealth states; problems of constitutional evolution, including divided societies, and the place of elements of traditional government in modern constitutions. The concept of autochthony. Constitutionalism and constitutional breakdowns, including the role of the courts. Military government.

III. Comparative constitutional structure of Commonwealth states. The executive. Cabinet government. Presidential systems. The legislature: structure and powers; minority representation; the role of second chambers; electoral systems. Relations between the executive and the legislature. Single party systems. Procedures for constitutional amendment.

Safeguards against the abuse of power; constitutional guarantees and prohibitions; Bills of Rights; constitutional safeguards, including Ombudsmen.

Constitutional provisions for the protection of the judiciary, the public service, and the police, and for safeguarding the electoral system, the process of prosecution, and the auditing of public accounts. The courts and the scope and exercise of powers of judicial review of the constitutionality of legislative and executive action. Emergency powers. Federal constitutions and experiments in the Commonwealth. Regional associations or Communities. The problems of very small territories. Associated status.

Pre-Requisites: The course is suitable for lawyers who have a background in constitutional law, and for political science graduates with some background or interest in comparative political institutions.

Teaching Arrangements: The course is taught by weekly lecture-seminars (LL201) (Mondays) and fortnightly seminars (alternate Wednesdays) on a sessional basis; that is, a total of 45 seminars of 1½ hours each. All seminars are held at the Institute of Advanced Legal Studies.

Written Work: Students are not required to submit written work, but are encouraged to prepare papers for the Wednesday seminar meetings. Verbal participation in the seminar proceedings by all students is considered by the teachers to be an important part of the learning process. A 'mock examination' will be held during the session.

Reading List: Readings for each seminar topic will be distributed during the session, and the following represents a minimum list of introductory readings to important parts of the course: Sir William Dale, *The Modern Commonwealth*; S. A. de Smith, *The New Commonwealth and its Constitutions*; B. O. Nwabueze, *Constitutionalism in the Emergent States; Presidentialism in Commonwealth Africa; Judicialism in Commonwealth Africa*; D. O. Judd and P. E. Slinn, *The Evolution of the Modern Commonwealth, 1902-1980*; A. Mazrui, *The Anglo-American Commonwealth*; B. Benedict, *Problems of Smaller Territories*; S. A. de Smith, *Microstates and Micronesia*; Sir Kenneth Wheare, *Federal Government*; G. Sawyer, *Modern Federalism*; L. Wolf-Phillips, *Comparative Constitutions; Constitutional Legitimacy: A Study of the Doctrine of Necessity*. A. P. Blaustein and G. Flanz, *Constitutions of the Countries of the World* (Library call-mark K3157 A3.B64) is a multi volume work which is constantly updated; it is the most authoritative and comprehensive reference source as to world constitutional texts together with chronological introductions and bibliographies for each country.

Examination Arrangements: This course is examined by a three-hour paper in late August or early September.

LL6156

Public Interest Law

Teachers Responsible: Professor Carol Harlow, Room A463 and Mr. Richard Rawlings, Room A356 (Secretary, Susan Hunt, A304)

Course Intended Primarily for LL.M.

Core Syllabus: The emphasis is on the use of litigation and 'public advocacy' (e.g. lobbying by representation) to advance the cause of interest groups and/or 'the public interest'. We focus in particular on the procedures and institutions, both legal and political, by which access to the decision-making process may be achieved. Materials from social and political science will be used. The course will be partly comparative.

Course Content:

A. Legal Action and the Administrative Process

(a) Introductory: students will be expected to have an understanding of the main methods of recourse to courts, including Order 53 procedure, and the remedies available.

(b) facilitating legal action:

(i) legal aid and advice

(ii) the law centre movement;

(iii) para-legal advice (e.g. Citizens' Advice Bureaux);

(iv) tribunal representation and advocacy.

(c) substitutes for individual action:

(i) the class and representative actions;

(ii) the relator action (see below) and local authority actions;

(iii) test case strategy (with particular reference to welfare law and prisoners' rights).

B. Access to the political system

(a) The constituency MP: grievances and interest representation (with special reference to immigration and social assistance).

(b) The central government department; grievances and interest representation.

C. Access to Official Information

(a) Parliamentary techniques (questions, Select Committees, debates etc.).

(b) The ombudsman as 'a window on administration'.

(c) Litigation: discovery of documents, public interest immunity and contempt of court.

(d) 'Freedom of Information' legislation, Data Protection and the Official Secrets Acts.

D. Public Advocacy

(a) The office of Attorney-General and other public interest representation.

(b) Semi-autonomous agencies; extended case studies will be made of institutions such as:

(i) The Commission for Racial Equality

(ii) The Equal Opportunities Commission

(iii) United Kingdom Immigrants Advisory Service.

E. Interest Groups

Composition of activities; case studies will be made of areas of activity such as:

(i) environmental protection;

(ii) immigration control;

(iii) welfare and housing;

(iv) civil liberties and the legal process.

F. Extra-Judicial Redress of Grievance

Comparison will be made of the following complaints systems, with special reference to negotiation, conciliation and interest representation; adversarial and inquisitorial procedure; and stimulation of administrative grievance procedure e.g.,

(a) Ombudsman techniques

(i) the Parliamentary Commissioner for Administration.

(ii) The Commission for Local Administration.

(iii) The Health Service Commissioner.

(b) The Police complaints system

(c) Complaints about:

(i) the legal process;

(ii) the nationalised industries;

(iii) the National Health Service.

Pre-Requisites: Some knowledge of a common law system of administrative law will be helpful but not essential.

Teaching Arrangements: There will be 30 two-hour seminars meeting weekly LL235 (time and place to be arranged) and the subject will be examined by a 3-hour examination at the end of the year. There will be the opportunity to contribute papers and to develop research interests through the year.

Reading List: The proposed course book will be Harlow & Rawlings, *Law and Administration* (1984). Much of the reading will be from the extensive periodical and pamphlet literature. More detailed reading lists on specific topics will be issued from time to time. A study guide is filed in the LSE library.

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number			Course Guide Number
Ph100	Problems of Philosophy and Methodology Dr. J. Worrall, Dr. D. Ruben and Dr. E. Zahar	25/MLS	Ph5211; Ph5240; Ph6200; Ph6208
Ph101	Philosophical Problems in the Social Sciences Dr. D. Ruben	10/M	Ph5320; Ph5251; Ph6208
Ph102	Scientific Method Dr. P. Urbach	20/ML	Ph5231; Ph5240; Ph6200
Ph103	Social Philosophy Dr. D. Ruben	25/MLS	Ph5250; Ph6250
Ph104	More Philosophical Problems in the Social Sciences Dr. D. Ruben	10/L	Ph5251; Ph6208
Ph105	Philosophy of Economics Mr. K. Klappholz, Dr. P. Urbach and Dr. M. Perlman	16/ML	Ph5320; Ph6208
Ph106	History of Modern Philosophy: Bacon to Hume Dr. D. Ruben, Dr. C. Howson, Professor J. Watkins, Dr. E. Zahar and Dr. P. Urbach	25/MLS	Ph5300; Ph6204; Ph6205
Ph107	Kant Dr. E. Zahar	10/M	Ph5300; Ph6204; Ph6205
Ph108	History of Epistemology After Kant Dr. E. Zahar	15/LS	Ph5310; Ph6204; Ph6205
Ph109	The Rise of Modern Science Dr. E. Zahar	25/MLS	Ph5240; Ph6200; Ph6207
Ph110	Fundamental Ideas in Classical and Relativistic Physics Dr. E. Zahar	15/LS	Ph5240; Ph6205; Ph6207; SM7024

Lecture/ Seminar Number		Course Guide Number	
Ph112	Introduction to Logic Dr. J. Worrall	25/MLS	Ph5200; Ph6209
Ph113	Rise of Modern Science: Darwinism Dr. H. Cronin	10/L	Ph5240; Ph5310; Ph6205; Ph6207
Ph114	Introduction to Mathematical Logic Dr. C. Howson	25/MLS	Ph5201; Ph5220; Ph6201; Ph6203
Ph115	Mathematical Logic Dr. M. Machover (Chelsea/King's)	60/MLS	Ph6202
Ph116	Philosophy of Mathematics Dr. J. Worrall	20/ML	Ph5315; Ph6201; Ph6203; Ph6206
Ph117	Problems of Metaphysics Professor J. Watkins	20/ML	Ph5310; Ph6205
Ph118	Theories of Probability Dr. C. Howson	25/MLS	Ph5223; Ph6200; Ph6210
Ph120	Philosophy and Scientific Method — Seminar Professor J. Watkins and others	30/MLS	Ph6200; Ph6250
Ph122	Scientific Method — Seminar Professor J. Watkins	20/ML	Ph6200
Ph123	Combined M.Sc. Students — Seminar Dr. J. Worrall, Dr. D. Ruben and Dr. E. Zahar	25/MLS	Ph6205; Ph6207; Ph6208; Ph6250
Ph130	Problems of Metaphysics — Seminar Professor J. Watkins and Dr. H. Fields	16/ML	Ph5310; Ph6205

Course Guides**Introduction to Logic**

Teacher Responsible: Dr. John Worrall, Room A211 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u. main fields Soc. Psych., Soc.
Core Syllabus: The aim of the course is to teach the student to recognise and formulate correct arguments or inferences from given assumptions.

Course Content: A: The importance and scope of clear, deductive reasoning. The main problem of logic: which inferences or deductions are 'correct' or valid? The related problems of which sets of assumptions are consistent and of which sentences are logically true ('true in all possible worlds'). Truth-functional logic: a restricted system in which many intuitive inferences can be formally expressed and a decision about their validity achieved via a finite decision procedure.

B: First-order predicate logic: a system in which the overwhelming majority of inferences both from ordinary discourse and from mathematics and science are adequately representable; rules of proof for first-order logic and proofs of validity; the method of interpretation: invalidity of inference, consistency and independence; first-order logical truth and falsity. First-order logic with identity.

C: Some topics concerning the role and status of logic. The match between formal and informal reasoning: how formal logic helps in the analysis of these; informal arguments; articulating 'hidden assumptions' and detecting fallacies. A brief account of some problems in the foundations of logic including the 'paradoxes' of set theory and of truth. Logic and the foundations of mathematics: the power and limitations of the axiomatic method; completeness, incompleteness and undecidability.

Pre-Requisites: None. Prospective students should not be afraid of symbolic reasoning but no formal mathematical background is presupposed.

Teaching Arrangements: There will be 25 lectures (Ph112) (Sessional) and weekly classes (Ph112a). Problem sheets will be handed out in the lectures and students will be expected to complete the exercises and discuss them in the class.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: Patrick Shaw, *Logic and its Limits*. (This is a useful introductory book but does not begin to cover the syllabus). There are various text books, which do cover sections A and B of the syllabus. The most helpful of which is: P. Suppes, *Introduction to Logic*.
Background Reading: R. Smullyan, *What's the Name of this Book?*; E. Nagel & J. R. Newman, *Gödel's Proof*.

A full set of lecture notes will be distributed.

Examination Arrangements: The examination paper will contain about 12 questions arranged in three sections corresponding to the three parts of the syllabus. Section A: truth-functional logic. Section B: first order predicate logic. Section C: general questions

Ph5200

on the foundations and applications of logic. Candidates are required to answer five questions, AT LEAST ONE question from each section and no more than two from Section A.

Ph5201**Introduction to Mathematical Logic**

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u. main fields Maths., Stats., Comp., Act. Sci., Maths. and Phil.; M.Sc. Logic and Sci. Method; M.Sc. Soc. Phil.; Dip. Logic and Sci. Method; Dip. Soc. Phil.

Core Syllabus: Elementary logic of first order, excluding the Completeness Theorem; establishing results by induction.

Course Content: Propositional logic (the theory of negation, 'and', 'or', 'if...then' and truth-functions generally). Predicate languages of first order. Axiomatisation of first-order validity. Interpretations and models.

Pre-Requisites: None.

Teaching Arrangements: One one-hour lecture (Ph114), **Introduction to Mathematical Logic**, per week during the Michaelmas and Lent Terms and for the first five weeks of the Summer Term, combined with one one-hour class (Ph114a) per week during the Michaelmas and Lent Terms. Exercises will be regularly distributed and worked through in the classes. Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: A complete set of lecture notes will be distributed. For auxiliary reading E. Mendelson, *Introduction to Mathematical Logic*. Chapters 1 and 2 will be useful.

Examination Arrangements: One three-hour paper of ten questions, of which four must be completed correctly to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5211**Problems of Philosophy and Methodology**

Teacher Responsible: Dr. John Worrall, Room A211 (Secretary, A214)

Core Syllabus: A critical introduction to some of the central problems of modern western philosophy.

Course Content:

I Philosophical Problems concerning Social Science.

(5 lectures: Dr. D. Ruben)

Are human actions and social events to be explained in the same way as physical events? What exactly is involved in the notion of free will? Is the idea that humans possess free will compatible with a scientific approach in the study of society? Are there special difficulties involved in the fact that the social scientists may themselves be members of the social group whose development they attempt to predict?

Required Reading:

William Dray, *Philosophy of History*;
Richard Rudner, *Philosophy of Social Sciences*;
John Hospers (Ed.), *Readings in Introductory
Philosophy*, Papers 11,12.

Further Reading:

Karl Popper, *The Poverty of Historicism*.

II Philosophical Problems concerning the Natural Sciences.

(10 lectures: **Dr. J. Worrall**)

What is special about 'the scientific method'? Can evidence ever establish scientific theories? If not, what exact role does empirical testing play in science? Are there any special problems concerned with testing statistical or probabilistic theories? How do revolutionary changes in accepted scientific theories affect the view that science consists of a body of established truths?

Required Reading:

K. R. Popper, 'Science: Conjectures and Refutations', Chapter 1 of *Conjectures and Refutations*;

I. Lakatos, 'Falsification and the Methodology of Scientific Research Programmes' in his *Methodology of Scientific Research Programmes*, Philosophical Papers, Vol. 1;

J. Worrall, 'Scientific Realism and Scientific Change', *Philosophical Quarterly*, July 1982.

Further Reading:

P. Kitcher, *Abusing Science*;

A. Chalmers, *What is this thing called Science?*;
John Hospers (Ed.), *op. cit.*, Papers 7, 8.

III Epistemology and Metaphysics

(5 lectures: **Dr. E. Zahar**)

Can we really be said to know anything? If so, on what grounds? Are mind and matter distinct? Can we know whether another being has a mind?

Required Reading:

R. Descartes, *Meditations*,

J. Hospers (Ed.), *op. cit.*, Papers 1-3, 13-15.

Further Reading:

E. Mach, *Analysis of Sensations*;

E. Husserl, *Cartesian Meditations*;

B. Russell, *Problems of Philosophy*;

B. Russell, *Logic and Knowledge*;

J. W. N. Watkins, *Science and Scepticism*;

R. Descartes, *Discourse on Method*;

K. Popper, *Conjectures and Refutations*.

IV Moral Philosophy

(5 lectures: **Dr. D. Ruben**)

Are there moral facts or are moral judgements conventional? What role does empirical evidence play in ethics? Is the morally right action that which produces 'the greatest happiness of the greatest number'?

Required Reading:

John Stuart Mill, *Utilitarianism*.

I. Kant, *Groundwork of the Metaphysics of Morals*, Preface, Chapters 1-2;

J. Hospers (Ed.), *op. cit.*, Papers 25-28.

Further Reading:

F. Feldman, *Introductory Ethics*;

Smart & Williams, *Utilitarianism: For and Against*;

J. L. Mackie, *Ethics*.

Note: Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Examination Arrangements: Assessment for both Part I and Part II candidates is entirely based on a three-hour formal examination in the Summer Term.

Ph5220**Ph6201****Logic**

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy; B.Sc. c.u. main field Chem. and Phil.; M.Sc. Logic and Sci. Method; M.Sc. Soc. Phil.; Dip. Logic and Sci. Method; Dip. Soc. Phil.

Core Syllabus: Elementary first order logic, up to but not including the Completeness Theorem. Proofs by induction.

Course Content: Propositional logic (the theory of negation, 'and', 'or', 'if...then' and truth-functions generally). Predicate languages of first order. Axiomatisation of first-order validity. Interpretations and models.

Pre-Requisites: None.

Teaching Arrangements: One one-hour lecture (Ph114), **Introduction to Mathematical Logic**, per week during the Michaelmas and Lent Terms and for the first five weeks of the Summer Term, combined with one one-hour class (Ph114a) per week during the Michaelmas and Lent Terms. Exercises will be regularly distributed and worked through in the classes. The lecture course Ph116 is also relevant for Ph6201. Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: A complete set of lecture notes will be distributed. For auxiliary reading E. Mendelson, *Introduction to Mathematical Logic*. Chapters 1 and 2 will be useful.

Examination Arrangements: One three-hour paper of about ten questions, of which four must be completed to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5223**Ph6210****Theories of Probability**

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main field Maths. and Phil.; M.Sc.; Dip. Logic and Sci. Meth.

Core Syllabus: The main theories of probability.

Course Content: The Probability Calculus. Theories of objective probability: the frequency theory of von Mises; the propensity theory of Popper; other theories. Theories of inductive probability: the 'Classical' theory; the logical theory of Keynes and Carnap; the theories of personal probability of Ramsey, de Finetti and Savage.

Pre-Requisites: None, but elementary calculus would be helpful.

Teaching Arrangements: There is a lecture course of 25 lectures (Ph118). A weekly class (Ph118a) is attached to this lecture course.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Recommended Reading: A set of lecture notes will be distributed. Reference to parts of each of the following will be necessary, and other reading will be suggested during the course.

Reading List: W. Feller, *An Introduction to Probability Theory and its Applications*, Vol. I; P. S. Laplace, *A Philosophical Essay on Probabilities*; J. M. Keynes, *A Treatise on Probability*; R. von Mises, *Probability, Statistics and Truth*; H. Jeffreys, *Theory of Probability*; R. Carnap, *Logical Foundations of Probability*; K. R. Popper, *Logic of Scientific Discovery*; H. E. Kyburg and H. Smokler, *Studies in Subjective Probability* (2nd edn.).

Examination Arrangements: Assessment is entirely based on a three-hour formal examination in the Summer Term.

Ph5231**Scientific Method**

Teacher Responsible: Dr. Peter Urbach, Room A208 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.), Part II Special Subject Philosophy, or Philosophy and Economics and B.Sc. c.u. main field Philosophy and Mathematics. It is normally taken in the second year of study. The course is also available as an outside option to students whose main subject is not one of those mentioned, and is available as an intercollegiate course. However those students must have already passed the course in **Problems of Philosophy and Methodology** or a suitable equivalent course.

Core Syllabus: The course covers various aspects of scientific reasoning, particularly in regard to explanation and confirmation.

Course Content: Hempel's, Salmon's and other leading theories of scientific explanation. The problem of induction. Different theories of confirmation, especially probabilistic inductive theories. Testing statistical hypotheses. A critical survey of some of the standard methods of statistical inference, including significance tests. The structure of clinical trials. Various issues in the metaphysics of science.

Teaching Arrangements: The course comprises 20 lectures in the Michaelmas and Lent Terms (Ph102) and 20 accompanying classes (Ph102a). Students would also find it helpful to attend course Ph118 **Theories of Probability**.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List:

I. Hacking, *The Foundations of Statistical Inference*;
C. Hempel, *Aspects of Scientific Explanation*;
C. Hempel, *The Philosophy of Natural Science*;
P. Horwich, *Probability and Evidence*;
W. Salmon (Ed.),

Statistical Explanation and Statistical Relevance;
W. Salmon, *Scientific Explanation and the Causal Structure of the World*.

In addition, a comprehensive set of notes will be made available, together with problem sheets for use in class.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. To obtain full marks, four questions must be answered.

Ph5240**The Rise of Modern Science**

Teacher Responsible: Dr. E. G. Zahar, Room A210 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths and Phil., Phil. and Chem.; M.Sc. Logic and Sci. Meth.; Dip. Logic and Sci. Meth.

Core Syllabus: The main object of this course is to trace the development of Mechanics and Astronomy from the early Renaissance to the beginning of the 18th Century; or equivalently, from Ptolemy to Newton. It is highly selective history, the selection being carried out in terms of philosophical relevance. In the case of certain scientists, like Kepler and Newton, a modern simplified account of their theories is given before looking into the historical origins of these theories and the way they gradually evolved.

NOTE: Dr. Cronin will give ten lectures on the history and foundations of Darwinian Theory. This is examinable under **The Rise of Modern Science**.

Course Content For Ph109: (1) The Scientific Revolution which started with Copernicus and culminated with Galileo, Kepler, Descartes and Newton.

(2) A brief account of the discovery of the Calculus.
(3) The philosophical aftermath of the emergence of Newtonian science, in particular Kant's Mach's and Poincaré's respective appraisals of Newtonian dynamics.

For Ph110:

Physics: Basic notions of Newtonian Mechanics. Mass, momentum, energy, Conservation Laws. D'Alembert's Principle. Lagrange's and Hamilton's equations. Space and Time in Classical Physics. Maxwell's and Lorentz's electromagnetic theories. Einstein's Special Theory of Relativity. Role of positivism in Science. Mach's problem and the genesis of General Relativity. The Correspondence Principle: the transition from Hamilton's to Schrodinger's equations.

For Ph113:

A critical history of selected issues:

How Darwinism explains adaptation; conceptual and empirical inadequacies of rival theories. Genes and phenotypes; units of selection. Why sex?; sex ratios; sexual selection. Issues in taxonomy; fixity of species; natural classification; Great Chain of Being versus hierarchical tree. Mendel; blending versus particulate inheritance; the supposed conflict between Mendel and Darwinism. Altruism. Humans and other African apes; molecular taxonomy of primates.

Pre-Requisites: **Ph109:** Mathematics 'O' Level and some acquaintance with the Calculus would help towards an understanding of the course, but are not absolutely necessary.

Ph110: A-level Mathematics (acquaintance with the differential calculus).

Ph113: None.

Teaching Arrangements: The basic course is Ph109 25 lectures and a weekly class (Ph109a) during the Michaelmas and Lent Terms.

Ph100 and Ph102 are also relevant.

For Ph110: There are also two lecture courses (SM123; Ph110), each accompanied by a class (SM123a), as follows: Lectures: **Ideas in Mathematics and Science**, and **Fundamental Ideas in Classical and Relativistic Physics**. These are more mathematical courses.

For Ph113: 10 lectures and 5 classes in the Lent Term. (**Dr. Helena Cronin**) **Rise of Modern Science: Darwinism**.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Written Work: Students are given a list of possible topics and will be expected to present a minimum of two class papers per term.

Reading List For Ph109: G. Holton & D. H. D. Roller, *Foundations of Modern Physical Science*; C. Howson (Ed.), *Method and Appraisal in the Physical Sciences*; I. B. Cohen, *The Birth of a New Physics*; T. S. Kuhn, *The Copernican Revolution*; A. I. Sabra, *Theories of Light from Descartes to Newton*; S. Westfall, *Never at Rest*; R. Palter (Ed.), *The Annus Mirabilis of Sir Isaac Newton, 1666*; A. Koyre, *Newtonian Studies: From the Closed World to the Infinite Universe*; E. A. Burt, *The Metaphysical Foundations of Modern Physical Science*; A. Einstein & L. Infeld, *The Evolution of Physics*; H. Butterfield, *The Origins of Modern Science*; A. Koestler, *The Sleepwalkers*; S. Toulmin & J. Goodfield, *The Fabric of the Heavens: The Architecture of Matter: The Discovery of Time*; C. Boyer, *The Concept of the Calculus*; S. Drake (Ed.), *Discoveries and Opinions of Galileo*; Galileo, *Dialogue Concerning the Two Chief World Systems*; E. Meyerson, *Identity and Reality*; O. Toepflitz, *The Calculus*; G. Cantor, *Optics after Newton*; A. Koyrè, *The Astronomical Revolution*; A. Koyrè, *Galileo Studies*; E. Mach, *Science of Mechanics*.

For Ph110: For Physics: E. Mach, *The Science of Mechanics*; A. Einstein & L. Infeld, *The Evolution of Physics*; A. Einstein, *Relativity: A Popular Approach*; M. Born, *Einstein's Theory of Relativity*; G. Holton & D. H. D. Roller, *Foundations of Modern Physical Science*; E. Meyerson, *The Relativistic Deduction*.

Supplementary Reading List: S. Goldstein, *Classical Mechanics*.

For Ph113: Peter Bowler, *Evolution*, chs. 1, 7, 9, 11; Charles Darwin, *Origin of Species*, chs. 3, 4, 6, 7, 13, 14 (or 6th edn., chs. 3, 4, 6, 7, 8, 14, 15); Richard Dawkins, *The Blind Watchmaker*; John Maynard Smith, *On Evolution*, chs. 1, 2, 6, 7; Mark Ridley, *The Problems of Evolution*; Michael Ruse, *The Darwinian Revolution*.

Examination Arrangements: Three-hour formal examination in the Summer Term. About fifteen questions of which three should be answered. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Social Philosophy

Teacher Responsible: Dr. D. Ruben, Room A212 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.; Dip. Soc. Phil.; M.Sc. Soc. Phil.

Core Syllabus: The main areas of normative philosophy, viz., ethics or moral philosophy and political philosophy.

Course Content: The foundations of ethics: naturalism and non-naturalism. Ethical relativism. Ethical egoism. Types of ethical theories: consequentialism and deontology. Theories of the good. Morality and personal ideals. Positive and negative liberty. Justice as fairness and justice as merit. Natural and human rights.

Pre-Requisites: None.

Teaching Arrangements: There is a lecture course of 25 lectures (Ph103) that covers moral and political philosophy and which is taught in the Michaelmas, Lent and Summer Terms. A weekly class (Ph103a) is attached to this lecture course.

Students taking Ph6250 should attend seminars Ph120 and Ph123. All students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: For Ph103: Aristotle, *Nicomachean Ethics*; Plato, *Gorgias*; Kant, *Fundamental Principles of Metaphysics of Morals*; J. S. Mill, *Utilitarianism*; William Frankena, *Ethics*; Philippa Foot (Ed.), *Theories of Ethics*; Joel Feinberg, *Social Philosophy*; A. Quinton (Ed.), *Political Philosophy*; P. Laslett et al (Eds.), *Philosophy, Politics and Society*, Series 1-5; R. B. Brandt, *A Theory of the Good and the Right*; G. Harman, *The Nature of Morality*; F. Feldman, *Introductory Ethics*; D. Lyons, *Forms and Limits of Utilitarianism*; Smart & Williams, *Utilitarianism: For and Against*; J. L. Mackie, *Ethics*; T. Nagel, *The Possibility of Altruism*; S. Scheffler, *The Rejection of Consequentialism*; D. H. Regan, *Utilitarianism and Co-operation*; Ted Honderich (Ed.), *Morality and Objectivity*; K. Lee, *A New Basis for Moral Philosophy*; J. Rawls, *A Theory of Justice*; N. Daniels (Ed.), *Reading Rawls*; B. Barry, *Political Argument*; R. Nozick, *Anarchy, State and Utopia*; J. Paul (Ed.), *Reading Nozick*.

Examination Arrangements: Assessment is entirely based on a three-hour formal exam in the Summer Term. Three questions must be answered in all. Students attending relevant intercollegiate philosophy lectures will have an opportunity to answer examination questions based on them.

Ph5250
Ph6250

Ph5251

Methodology of the Social Sciences

Teacher Responsible: Dr. D. Ruben, Room A212 (Secretary, A214)

Course Intended Primarily for: B.Sc. c.u. main field Philosophy 2nd or 3rd year; B.Sc. (Econ.) Part II Special Subject Philosophy 2nd or 3rd year; B.Sc. c.u. 2nd or 3rd year.

This course is available as an outside option to students whose main subject is not Philosophy.

Core Syllabus: This course covers many of the central problems in the philosophy of the social sciences.

Course Content: Individual and collective decision making. Social choice theory. Irrational actions. Rationality and social relativism. Egoism and altruistic theories of human nature.

Explanation in the social sciences. Cause and meaning in explaining social action. Interpretation and understanding. Functional and teleological explanations in the social sciences.

Self-fulfilling and self-defeating predictions. Self-prediction. Holism and individualism. Historicism. Social laws. Determinism and inevitability in history. Objectivity and value neutrality in the social sciences.

Teaching Arrangements: There are two lecture courses and two associated series of classes. Ph101 **Philosophical Problems in the Social Sciences** (10 lectures, Michaelmas Term, Dr. Ruben). Ph104 **More Philosophical Problems in the Social Sciences** (10 lectures, Lent Term, Dr. Ruben and Dr. Urbach).

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: K. R. Popper, *The Poverty of Historicism*; P. Winch, *The Idea of a Social Science*; Jon Elster, *Ulysses and the Sirenes*; *Sour Grapes*; *Explaining Technical Change*; John O'Neill (Ed.), *Modes of Individualism and Collectivism*; Michael Lesnoff, *The Structure of Social Science*; Richard Rudner, *The Philosophy of Social Science*; Alan Ryan (Ed.), *The Philosophy of Social Explanation*; Patrick Gardiner (Ed.), *The Philosophy of History*; G. H. von Wright, *Explanation of Behaviour*; Charles Taylor, *The Explanation of Behaviour*; B. Wilson, *Rationality*; Hollis & Lukes, *Rationality and Relativism*; M. Brodbeck (Ed.), *Readings in the Philosophy of the Social Sciences*; Borger & Cioffi (Eds.), *Explanation in the Behavioural Sciences*.

Examination Arrangements: Assessment is entirely based on a three-hour examination in the Summer Term. Students attending relevant intercollegiate philosophy lectures will have an opportunity to answer examination questions based on them.

Ph5300

History of Modern Philosophy: Bacon to Kant

Teacher Responsible: Professor J. Watkins, Room A286 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy, B.Sc. Course Unit.

Core Syllabus: A critical historical review and an introduction to some of the main problems of philosophy.

Course Content: The philosophers discussed are: Bacon, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant. The main problems raised by these philosophers concern, for example: the question of a method for advancing science; theories of knowledge (scepticism, rationalism, empiricism); theories about reality (dualism, idealism, monism); 'proofs' of the

existence of God; the mind-body problem; free-will and determinism.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Ph106, **History of Modern Philosophy, Bacon to Hume** (Dr Howson, Professor Watkins, Dr. Ruben and Dr. Zahar); 1½ hour lectures, MLS Sessional. For second-year students.

Ph107 **Kant** (Dr. Zahar) 10 MT. For third year students.

Classes: Ph106a **Dr. Martin** (Room A213) Sessional for third year students.

Ph107a **Dr. Martin** (Room A213) L.T.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Written Work: Students are required to attend the class and to give papers based on a critical reading of texts.

Reading List: Students are advised to buy all, or most, of the following: Bacon, *Novum Organum* (Ed. F. H. Anderson); Descartes, *Philosophical Writings* edited by D. Anscombe and P. Geach (or an edition edited by J. Cottingham, R. Stoothoff & D. Murdoch); Spinoza, *Ethics* (in *The Collected Works of Spinoza*, Ed. Edwin Curley, Vol. 1); Locke, *Essay Concerning Human Understanding* (Ed. P. H. Niddich); Leibniz, *Monadology* (Ed. P. and A. Schrecker); *Selections* (Ed. P. P. Wiener); Berkeley, *Three Dialogues between Hylas and Philonous*; *The Principles of Human Knowledge*; Hume, *Treatise of Human Nature*, Book 1 (Ed. P. H. Niddich); Kant, *Prolegomena*.

Supplementary Reading List: Richard H. Popkin, *The History of Scepticism from Erasmus to Spinoza*; E. A. Burt, *The Metaphysical Foundations of Modern Science*; R. S. Westfall, *The Construction of Modern Science*; M. Mandelbaum, *Philosophy, Science and Sense Perception*; J. Bennett, *A Study of Spinoza's Ethics*; Bertrand Russell, *The Philosophy of Leibniz*; S. Brown, *Leibniz*; A. Koyrè, *From the Closed World to the Infinite Universe*; P. Urbach, *Francis Bacon's Philosophy of Science*; *Philosophical Writings*, Ed. Parkinson (Everyman); S. Korner, *Kant*.

Examination Arrangements: Assessment is based entirely on a three-hour formal examination in the Summer Term. The examination paper consists of one question on each of the eight philosophers, of which three are to be answered. Each question is split into two (occasionally three) alternatives, only one of which may be selected. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5310

Epistemology and Metaphysics

Teacher Responsible: Professor J. Watkins, Room A286 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths. and Phil., Phil. and Chem.; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.; M.Sc. Logic and Sci. Meth.; M.Sc. Soc. Phil.

Core Syllabus: The course deals with questions about some of the most fundamental philosophical issues, such as: scepticism, probabilism, truth; space and time; consciousness and the mind-body problem; freedom and determinism; existence of God.

Teaching Arrangements:

Lectures: Ph117 **Problems of Metaphysics (Professor Watkins)** 20 Michaelmas and Lent Terms.

Ph108 **History of Epistemology after Kant (Dr. Zahar)** 15 Lent and Summer Terms.

Seminars: Ph130 **Problems of Metaphysics (Professor Watkins)**.

Ph113 is also relevant.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Course Content for Ph117: Is a strong theory of human freedom compatible with a thoroughly naturalistic view of man and his place in nature? What view of the mind should naturalism adopt? An evolutionary argument for interactionism. What do genes determine? First-order and second-order strategies.

A heteronomy-autonomy state. Setting course and staying on course. Creativity and the partial transcendence of local limitations. The problems of physical determinism.

Ph108: Problems of demarcation: analytic *versus* synthetic, science *versus* non-science. Euclidean geometry and the problem of synthetic *a priori* truth. The epistemological status of scientific laws. The positivism and conventionalism of Mach, Duhem, Poincaré and Meyerson. The status of Conservation Laws.

Reading List for Ph117: C. V. Borst (Ed.), *The Mind/Brain Identity Theory*; C. D. Broad, *The Mind and its Place in Nature* (Chs. I-III); Keith Campbell, *Body and Mind*; Richard Dawkins, *The Blind Watchmaker*; Daniel C. Denett, *Brainstorms; Elbow Room*; Konrad Lorenz, *Evolution and the Modification of Behaviour*; Thomas Nagel, *The View from Nowhere*; Wilder Penfield, *The Mystery of the Mind*; Karl R. Popper, *Objective Knowledge* (Chs. 6 and 7); *The Open Universe*; Hilary Putnam, *Philosophical Papers*, Vol. 2 (Chs. 16-20); Gilbert Ryle, *The Concept of Mind*.

Ph108: E. Mach, *Science of Mechanics*; P. Duhem, *Aim and Structure of Physical Theory*; H. Poincaré, *Science and Hypothesis*; E. Meyerson, *Identity and Reality*.

Written Work: At least one paper per term to be presented at the **Problems of Metaphysics Seminar** (Ph130).

Examination Arrangements: Three-hour formal examinations in the Summer Term; about fifteen questions in all, the student being required to answer three questions. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5315
Ph6206

Philosophy of Mathematics

Teacher Responsible: Dr. John Worrall, Room A211 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths., Stats., Comp., Act. Sci.; M.Sc. Logic and Sci. Method; M.Sc. Soc. Phil.; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.

Core Syllabus: A study of the main philosophical problems arising from mathematics.

Course Content: Platonism (or realism) *vs* constructivism. Early 'logician' views, J. S. Mill's empiricism and some of its more recent descendants. Kant's idea of mathematics as synthetic *a priori*. The three great 20th century foundational schools; logicism (Frege and Russell), intuitionism (Brouwer), formalism (Hilbert). Some more specific problems arising from the foundational schools: the relationship between logic and set theory, the epistemological impact of Gödel's incompleteness theorem and of the independence results in set theory; the epistemological status of logic – rivals to classical logic. Some problems concerning the *growth* of mathematical knowledge: 'proofs and refutations'.

Pre-Requisites: Knowledge of set theory is very helpful but not essential.

Teaching Arrangements: There is a course of 20 lectures (Ph116) (Michaelmas and Lent Terms) and an associated series of classes (Ph116a).

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Written Work: Students are expected to write papers for the classes.

Reading List: No book covers the syllabus.

Students will need to consult: A. Fraenkel, Y. Bar-Hillel & A. Levy, *Foundations of Set Theory*; H. Putnam & P. Benacerraf (Eds.), *Philosophy of Mathematics – Selected Readings*; S. Haack, *Deviant Logic*; I. Lakatos, *Proofs and Refutations*.

Further Reading List: G. Polya, *Mathematics and Plausible Reasoning; Mathematical Discovery*; I. Lakatos (Ed.), *Problems in the Philosophy of Mathematics*; J. Hintikka (Ed.), *Philosophy of Mathematics*; J. van Heijenoort (Ed.), *From Frege to Gödel*; I. Lakatos, *Mathematics, Science and Epistemology (Philosophical Papers Vol. 2)*; G. Frege, *The Foundations of Arithmetic: The Basic Laws of Arithmetic*; M. Dummett, *Frege; Elements of Intuitionism*; H. Putnam, *Mathematics, Method and Matter (Philosophical Papers Vol. 1)*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term of which four questions must be answered. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5320

Philosophy of Economics

Teacher Responsible: Mr. K. Klappholz, Room S88 (Secretary, S86)

Course Intended Primarily for Part II students reading for the B.Sc. (Econ.) degree Special Subject XXVII, Philosophy and Economics, as well as for General Course students and others interested in the methodological and philosophical aspects of economics.

Core Syllabus: The course will examine some philosophical issues which arise in the social sciences, and especially in economics.

Course Content: A philosophical examination of the

idea of rational choice, both individual and collective. The historical development of theories of individual rationality. Rationality and uncertainty. Welfare Economics. Classical utilitarianism and the social interest. Individual rights and distributive justice. See also course content for Ph101.

Pre-Requisites: Students are expected to have taken, or to be taking **Economic Principles** or its equivalent elsewhere.

Teaching Arrangements:

Ph105, **Philosophy of Economics (Mr. Klappholz, Dr. Perlman and Dr. Urbach)**, 16 lectures, Michaelmas and Lent Terms; 10 classes, Ph105a, Lent Term. Ph101, **Philosophical Problems in the Social Sciences (Dr. D. Ruben)**, 10 lectures, Michaelmas Term; 10 classes, Ph101a, Michaelmas Term.

Students may take the course in their 2nd or 3rd year. Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Written Work: Written work is done mainly in conjunction with the classes. Students are expected to present papers in the course of the two series of classes, on topics arranged in consultation with the class teachers.

Reading List: L. C. Robbins, *The Nature and Significance of Economic Science*; H. A. Simon, *Models of Man*; J. Rawls, *A Theory of Justice*; R. D. Luce & H. Raiffa, *Games and Decisions*; R. Nozick, *Anarchy, the State, and Utopia*; J. Elster, *Ulysses and the Sirens*; Ward Edwards & Amos Tversky (Eds.), *Decision-Making*; John C. Harsanyi, *Rational Behaviour and Bargaining Equilibrium in Games and Social Situations*; F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; A. Rosenberg, *Micro-Economics Laws*; M. Blaug, *The Methodology of Economics*.

See also Reading List for Ph101.

Additional reading suggestions, particularly of articles, may be made in the lectures and the classes.

Examination Arrangements: There is a three-hour formal examination at the end of the year.

Candidates will be expected to answer four questions out of a wide choice. The assessment for the course is based wholly on the results obtained in the examination.

Ph5398

Essay

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy; B.Sc. c.u. main field Maths. and Phil., Chem. and Phil.

Core Syllabus: The essay may be on any topic falling within the scope of the philosophy courses for the special subject of Philosophy.

Selection of Topic: Candidates should have the subject of their essay approved by their tutor.

Arrangements for Supervision: The essay should reflect the candidates' own views. This means that, while they may discuss its contents in a general way with their tutor, and may of course present it at seminars, they should not submit a draft to their tutor.

Examination Arrangements: Essays must be submitted

by May 15. They should be 5,000-7,000 words, and should be typewritten.

Ph5399

Essay

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy; B.Sc. c.u. main field Chem. and Phil.

Core Syllabus: The essay may be on any topic falling within the scope of the philosophy courses for the special subject of Philosophy.

Examination Arrangements: There is a three-hour formal examination in the Summer Term.

Ph6200

Advanced Scientific Method

Teacher Responsible: Professor J. Watkins, Room A286 (Secretary, A214)

Course Intended Primarily for M.Sc. Logic and Scientific Method, M.Sc. Social Philosophy; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.

Core Syllabus: Live issues in contemporary philosophy of science.

Course Content: The aim of science and the nature of scientific progress. Corroboration *versus* confirmation. Paradoxes of confirmation. Probabilism. Realism and anti-realism. Scientific reductions. The empirical basis. The Duhem-Quine problem, verisimilitude. Simplicity. Science and metaphysics. The methodology of scientific research programmes. The pragmatic problem of induction.

Pre-Requisites: Some familiarity with the philosophy of science or with a scientific discipline.

Teaching Arrangements: Lectures: Ph100

Problems of Philosophy and Methodology (this course may be useful, especially for those who have not studied the subject before). Ph102 **Scientific Method (Dr. Urbach)** 20 Michaelmas and Lent Terms. Ph118 **Theories of Probability (Dr. Howson)** 25 Sessional. Seminars: Ph120 **Philosophy and Scientific Method** (all members of the department). Ph122 **Scientific Method (Professor Watkins)** 20 Michaelmas and Lent Terms.

Alternative theories of discoveries in science. Constraints on discovery. Are discoveries rendered inevitable? Some case histories will be examined. Students are recommended to attend Ph109.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: Rudolf Carnap, *Logical Foundations of Probability*, Chapters I to III and Appendix; Pierre Duhem, *The Aim and Structure of Physical Theory*; Carl G. Hempel, *Aspects of Scientific Explanation*; T. S. Kuhn, *The Structure of Scientific Revolutions*; Imre Lakatos, *Philosophical Papers*, Vol. I; Henri Poincaré, *Science and Hypothesis*; Karl R. Popper, *The Logic of Scientific Discovery; Conjectures and Refutations; Objective Knowledge*; W. V. O. Quine, *From a Logical Point of View*; Wesley C. Salmon, *Statistical Explanation and Statistical Relevance*; John Watkins, *Science and Scepticism*.

Supplementary Reading List: Percy W. Bridgman, *The Logic of Modern Physics*; Bas van Fraassen, *The Scientific Image*; Jerzy Giedymin, *Science and*

Convention; Clark Glymour, *Theory and Evidence*; Nelson Goodman *Fact, Fiction and Forecast*; Risto Hilpinen, *Rules of Acceptance and Inductive Logic*; Jaakko Hintikka, *Logic, Language Games and Information*; P. Horwich, *Probability and Evidence*; Richard von Mises, *Probability, Statistics and Truth*; Ernest Nagel, *The Structure of Science*, Chapter 11; Graham Oddie, *Likeness to Truth*; Israel Scheffler, *The Anatomy of Inquiry*, pp. 203f; Moritz Schlick, *Philosophical Papers*, Vol. II, Chapter 10.

Examination Arrangements: Assessment is based entirely on a three-hour formal examination near the end of the Summer Term. The examination paper merely lists a wide variety of topics and requires candidates to write essays on three of them. It is left to the candidate to set himself or herself a good question within a chosen topic. Because the paper is of this form, a rather higher standard than otherwise is expected. Copies of previous examination papers are available from the cupboards in the corridor outside room A214.

Logic

See Ph5220

Mathematical Logic

Teacher Responsible: M. Machover, Room A4, Chelsea/Kings College, Manresa Road, London SW3.
Course Intended Primarily for: M.Sc. Logic and Sci. Method; Dip. Logic and Sci. Method.

Core Syllabus: A course in Mathematical Logic, beginning from scratch and going on to the main completeness and incompleteness results.

Course Content: Propositional logic. Truth-tables. Tableaux. The Propositional Calculus. Soundness and Completeness Theorems. First order logic. First order semantics. Tableaux. The Predicate Calculus. Soundness and Henkin's Paradox. Limitative results: the theorems of Tarski, Church and Gödel (Incompleteness Theorem).

Pre-Requisites: None.

Teaching Arrangements: Two two-hour lecture/tutorials per week during the Michaelmas, and one two-hour lecture/tutorial in the Lent Term. Lectures/tutorials given at Chelsea/Kings campus. Students should be aware that the term dates at Chelsea/Kings may not be exactly the same as L.S.E.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: A complete set of lecture notes will be distributed.

Supplementary Reading List: J. R. Crossley, *What is Mathematical Logic?* W. Hodges, *Logic*; Bell & Machover, *A Course in Mathematical Logic*, Chs. 6 & 7.

Examination Arrangements: One three-hour paper of about seven questions, of which five must be correctly completed to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6201

Ph6202

Advanced Mathematical Logic

Teacher Responsible: Dr. J. L. Bell, Room S467 (Secretary, S464)

Course Intended Primarily for Dip. Logic and Sci. Method; M.Sc. Logic and Sci. Method.

Core Syllabus: This course comprises one undergraduate course: **Sets and Models** SM127 (q.v.) and one graduate course **Axiomatic Set Theory** SM128. The first of these courses is designed to provide an introduction to (axiomatic) set theory and the model theory of first-order languages. The second gives an account of formal set theory up to Gödel's proof of the relative consistency of the axiom of choice and the generalized continuum hypothesis.

Course Content: (i) **Sets and Models.** Axiomatic approach to set theory. Sets and classes. Well-orderings. Cardinals and Ordinals. The axiom of choice and Zorn's lemma. First-order languages and their models. Completeness, compactness and Lowenheim-Skolem theorems.

(ii) **Axiomatic Set Theory.** Axiomatic development of Zermelo-Fraenkel set theory. Definitions by transfinite induction. Reflection principles. Constructible sets. Consistency of the axiom of choice and the generalized continuum hypothesis.

Pre-Requisites: Acquaintance with predicate calculus, as provided by the course Ph114: **Introduction to Mathematical Logic.**

Teaching Arrangements: (i) **Sets and Models** (SM127): 20 lectures on set theory in first term, 20 on model theory in second term. (Full lecture notes provided). 20 problem classes over the two terms.

(ii) **Axiomatic Set Theory** (SM128); 10 lectures in the second term, 5 in the third term. The lecture course Ph116 is also relevant.

Classes: SM127a.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: J. Bell & Machover, *A Course in Mathematical Logic*; J. Bridge, *Beginning Model Theory*; K. Kuratowski & A. Mostowski, *Set Theory*; E. Mendelson, *Introduction to Mathematical Logic*; P. Cohen, *Set Theory and the Continuum Hypothesis*; F. Drake, *Set Theory*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for the two courses. The paper contains ten questions (five on set theory, five on model theory). Full marks may be obtained on five questions. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214 in the Philosophy Department.

Ph6204

History of Epistemology

Teacher Responsible: Professor J. Watkins, Room A286 (Secretary, A214)

Course Intended Primarily for M.Sc. Logic and Scientific Method, M.Sc. Social Philosophy; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.

Core Syllabus: A critical review of philosophy of

Ph6203

science from the early seventeenth to the late nineteenth century.

Course Content for Ph106 & Ph107: The philosophers discussed are: Bacon, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant. The main problems raised by these philosophers concern: the question of a method for advancing science; theories about the status of scientific and mathematical knowledge (scepticism, inductivism, apriorism, conventionalism, instrumentalism); theories about reality (dualism, phenomenalism, transcendental idealism, monism); the mind-body problem. Causality and determinism.

Ph108: Problems of demarcation: analytic *versus* synthetic, science *versus* non-science. Euclidean geometry and the problem of synthetic *a priori* truth. The epistemological status of scientific laws. The positivism and conventionalism of Mach, Duhem, Poincaré and Meyerson. The status of Conservation Laws.

Pre-Requisites: None, but some knowledge of the seventeenth century scientific revolution is desirable.

Teaching Arrangements:

Lectures: Ph106 **History of Modern Philosophy: Bacon to Hume** (Dr. Howson, Dr. Zahar, Professor Watkins, Dr. Ruben and Dr. Urbach)

Ph107 **Kant** (Dr. Zahar)

Ph108 **History of Epistemology after Kant** (Dr. Zahar)
Class: Ph106a History of Modern Philosophy: Bacon to Kant (Dr. Martin, Room A213).

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Written Work: Students are required to attend the seminar and class and to give papers based on a critical reading of texts.

Reading List: It is important for a student to own a copy of the main works of each philosopher he or she intends to study closely.

For Courses Ph106 and Ph107 see Ph5300.

Ph108: E. Mach, *Science of Mechanics*; P. Duhem, *Aim and Structure of Physical Theory*; H. Poincaré, *Science and Hypothesis*; E. Meyerson, *Identity and Reality*.

Examination Arrangements: Assessment is based entirely on a three-hour formal examination near the end of the Summer Term. The examination paper merely lists the names of philosophers within the syllabus and requires candidates to write essays on three of them. It is left to the candidates to set themselves good questions, and they should begin each essay by stating clearly the question they are addressing. Because the examination has this form, a higher standard is expected than would otherwise be the case. Guidance on the selection of suitable topics for these essays and supervision in studying them will, of course, be available from Tutors. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6205

Metaphysics and Epistemology

Teacher Responsible: Dr. E. G. Zahar, Room A210 (Secretary, A214)

Course Intended Primarily for M.Sc. in Logic and

Scientific Method, M.Sc. in Social Philosophy; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.

Core Syllabus: Metaphysical problems generated by developments in the history of science and mathematics (especially where these seem to conflict with entrenched ideas of common sense). Open problems in the theory of knowledge.

Course Content: There is no rigid syllabus but the following will illustrate what kinds of topics are admissible: Platonism in mathematics; the status of Euclidean geometry; the question of synthetic *a priori* truth; the Tarskian theory of truth; the nature of time; the tenability of the analytic/synthetic distinction; the foundations of probability; alternative interpretations of the probability calculus; the role of metaphysics within science; scientific realism *versus* positivism, conventionalism, etc; the nature of scientific laws; the question of determinism in the light of modern physics; theories of the mind-body relationship; the question of human freedom in the light of natural science; the quest for certainty and the challenge of scepticism.

Pre-Requisites: Some knowledge of the history of philosophy and or sciences and/or mathematics.

Teaching Arrangements:

Lectures: as for Ph5310; Ph5300 is also recommended. Ph113 and Ph110 are also relevant.

Seminars: Ph123 **Combined M.Sc. Students Seminar** (Dr. Ruben, Dr. Worrall and Dr. Zahar) and Ph130 **Problems of Metaphysics** (Professor Watkins).

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Examination Arrangements: Assessment is based entirely on a three-hour formal examination near the end of the Summer Term. The examination paper lists a variety of topics and requires the candidates to write essays on three of these. Candidates should begin their answers by clearly specifying the question they are addressing.

Ph6206

Philosophy of Mathematics

See Ph5315

Ph6207

Growth of Modern Science

Teacher Responsible: Dr. E. Zahar, Room A210 (Secretary, A214)

Course Intended Primarily for M.Sc. in Logic and Scientific Method; Dip. Logic and Sci. Meth.

Core Syllabus: The main object of this course is to trace the development of Mechanics and Astronomy from the early Renaissance to the beginning of the 18th Century; or, equivalently, from Ptolemy to Newton. It is highly selective history, the selection being carried out in terms of philosophical relevance. In the case of certain scientists like Kepler and Newton a modern simplified account of their theories is given before looking into the historical origins of these theories and the way they gradually evolved.

NOTE: Dr Cronin will give ten lectures on the history and foundations of Darwinian Theory. This is examinable under **The Growth of Modern Science.**

Course Content: For Ph109: (1) The Scientific Revolution which started with Copernicus and culminated with Galileo, Kepler, Descartes and Newton.

(2) A brief account of the discovery of the Calculus.
(3) The philosophical aftermath of the emergence of Newtonian science, in particular Kant's Mach's and Poincaré's respective appraisals of Newtonian dynamics.

For Ph110: Physics: Basic Notions of Newtonian Mechanics, Mass, momentum, energy. Conservation Laws. D'Alembert's Principle. Lagrange's and Hamilton's equations. Space and Time in Classical Physics. Maxwells and Lorentz's electromagnetic theories. Einstein's Special Theory of Relativity. Role of Positivism in Science. Mach's problem and the genesis of General Relativity. The Correspondence Principle: the transition from Hamilton's to Schrodinger's equations.

For Ph113: A critical history of selected issues: How Darwinism explains adaptation; conceptual and empirical inadequacies of rival theories. Genes and phenotypes; units of selection. Why sex?; sex ratios; sexual selection. Issues in taxonomy; fixity of species; natural classification; Great Chain of Being versus hierarchical tree. Mendel; blending versus particulate inheritance; the supposed conflict between Mendel and Darwinism. Altruism. Humans and other African apes; molecular taxonomy of primates.

Pre-Requisites: For Ph109: Mathematics 'O' Level and some acquaintance with the Calculus would help towards an understanding of the course, but are not absolutely necessary.

Ph110: A-level Mathematics (acquaintance with the differential calculus).

Ph113: There is no pre-requisite.

Teaching Arrangements: The basic course is Ph109 25 lectures and a weekly class (Ph109a) during the Michaelmas and Lent Terms, and the seminar Ph123. Ph102 is also relevant.

For Ph110: There are also two lecture courses (SM123; Ph110), each accompanied by a class (SM123a), as follows: Lectures: **Ideas in Mathematics and Science**, and **Fundamental Ideas in Classical and Relativistic Physics**. These are more mathematical courses.

For Ph113: Rise of Modern Science, 10 lectures in the Lent Term given by **Dr. Helena Cronin**.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: For Ph109: G. Holton & D. H. D. Roller, *Foundations of Modern Physical Science*; C. Howson (Ed.), *Method and Appraisal in the Physical Sciences*; I. B. Cohen, *The Birth of a New Physics*; T. S. Kuhn; *The Copernican Revolution*; S. Westfall, *Never at Rest*; A. I. Sabra, *Theories of Light from Descartes to Newton*; R. Palter (Ed.), *The Annus Mirabilis of Sir Isaac Newton, 1666*; A. Koyre, *Newtonian Studies: From the Closed World to the Infinite Universe*; E. A. Burt, *The Metaphysical Foundations of Modern Physical Science*; A. Einstein & L. Infeld, *The Evolution of Physics*; H. Butterfield, *The Origins of Modern Science*; A. Koestler, *The Sleepwalkers*; S.

Toulmin & J. Goodfield, *The Fabric of the Heavens; The Architecture of Matter; The Discovery of Time*; C. Boyer, *The Concept of the Calculus*; S. Drake (Ed.), *Discoveries and Opinions of Galileo*; Galileo, *Dialogue Concerning the Two Chief World Systems*; E. Meyerson, *Identity and Reality*; O. Toeplitz, *The Calculus*; G. Cantor, *Optics after Newton*; A. Koyré, *The Astronomical Revolution*; A. Koyré, *Galileo Studies*; E. Mach, *Science of Mathematics*.

For Ph110: For Physics: E. Mach, *The Science of Mechanics*; A. Einstein & L. Infeld, *The Evolution of Physics*; A. Einstein, *Relativity: A Popular Approach*; M. Born, *Einstein's Theory of Relativity*; G. Holton & D. H. Roller, *Foundations of Modern Physical Science*; E. Meyerson, *The Relativistic Deduction*.

For Ph113: Peter Bowler, *Evolution*, chs. 1, 7, 9, 11; Charles Darwin, *Origin of Species*, chs. 3, 4, 6, 7, 13, 14 (or 6th edn., chs. 3, 4, 6, 7, 8, 14, 15); Richard Dawkins, *The Blind Watchmaker*; John Maynard Smith, *On Evolution*, chs. 1, 2, 6, 7; Mark Ridley, *The Problems of Evolution*; Michael Ruse, *The Darwinian Revolution*.

Examination Arrangements: Three-hour formal examination in the Summer Term. About fifteen questions of which three should be answered. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6208

Philosophy of the Social Sciences

Teacher Responsible: Dr. D. Ruben, Room A212 (Secretary, A214)

Course Intended Primarily for M.Sc. in Logic and Scientific Method, M.Sc. in Social Philosophy; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.

Core Syllabus: Methodological problems arising in the social sciences.

Course Content: Individual and collective decision making. Social choice theory. Irrational actions. Rationality and social relativism. Egoism and altruistic theories of human nature.

Explanation in the social sciences. Cause and meaning in explaining social action. Interpretation and understanding. Functional and teleological explanations in the social sciences.

Self-fulfilling and self-defeating predictions. Self-prediction. Holism and individualism. Historicism. Social laws. Determinism and inevitability in history. Objectivity and value neutrality in the social sciences.

Teaching Arrangements: There are three lecture courses and two associated series of classes. Ph101 **Philosophical Problems in the Social Sciences** (10 lectures, Michaelmas Term, **Dr. Ruben**). Ph104 **More Philosophical Problems in the Social Sciences** (10 lectures, Lent Term, **Dr. Ruben** and **Dr. Urbach**). Ph105 **Philosophy of Economics** (16 lectures, Michaelmas and Lent Terms, **Mr. Klappholz**, **Dr. Perlman** and **Dr. Urbach**). Students should also attend seminar Ph123 given by **Dr. Ruben**, **Dr. Worrall** and **Dr. Zahar**.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: K. R. Popper, *The Poverty of Historicism*; P. Winch, *The Idea of a Social Science*; Jon Elster, *Ulysses and the Sirenes*; *Sour Grapes*; *Explaining Technical Change*; John O'Neill (Ed.), *Modes of Individualism and Collectivism*; Michael Lesnoff, *The Structure of Social Science*; Richard Rudner, *The Philosophy of Social Science*; Alan Ryan (Ed.), *The Philosophy of Social Explanation*; Patrick Gardiner (Ed.), *The Philosophy of History*; G. H. von Wright, *Explanation of Behaviour*; Charles Taylor, *The Explanation of Behaviour*; B. Wilson, *Rationality*; Hollis & Lukes, *Rationality and Relativism*; M. Brodbeck (Ed.), *Readings in the Philosophy of the Social Sciences*; Borger & Cioffi (Eds.), *Explanation in the Behavioural Sciences*.

Examination Arrangements: Assessment is entirely based on a three-hour examination in the Summer Term. The examination paper merely lists a wide variety of topics and requires candidates to write essays on three of them. It is left to the candidate to set himself a good question, and he should begin each essay by stating clearly the question to which he will address himself. Because the examination takes this form, a higher standard is demanded than would otherwise be the case. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214. Students attending relevant intercollegiate philosophy lectures will have an opportunity to answer examination questions based on them.

Ph6209

Elements of Logic

Teacher Responsible: Dr. John Worrall, Room A211 (Secretary, A214)

Course Intended Primarily for M.Sc. Logic and Sci. Meth.; M.Sc. Soc. Phil.; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.

Core Syllabus: The course is intended for those with no previous training in symbolic logic. Its aim is to teach the student to recognise and formulate correct arguments or inferences from given assumptions, and to introduce them to some formal systems in which these inferences can be expressed.

Course Content: A: The importance and scope of clear, deductive reasoning. The main problem of logic: which inferences or deductions are "correct" or valid? The related problems of which sets of assumptions are consistent and of which sentences are logically true ("true in all possible worlds"). Truth functional logic: a restricted system in which many intuitive inferences can be formally expressed and a decision about their validity arrived at via a finite decision procedure.

B: First order predicate logic: a system in which the overwhelming majority of inferences both from ordinary discourse and from mathematics and science are adequately representable; rules of proof for first order logic and proofs of validity; the method of interpretation; invalidity of inference, consistency and independence; first order logical truth and falsity. First order logic with equality.

C: Informal arguments: how formal logic helps in the analysis of these; articulating "hidden assumptions" and detecting fallacies. A brief account of some problems in the foundations of logic including the "paradoxes" of set theory and of truth. Logic and the foundations of mathematics; the power and limitations of the axiomatic method; completeness, incompleteness and undecidability.

Pre-Requisites: None. Prospective students should not be afraid of symbolic reasoning but no formal mathematical background is presupposed.

Teaching Arrangements: The lecturers for this course are the same as for **Introduction to Logic** (Ph112)-25 lectures (sessional). There will also be a weekly class (Ph112b). Problem sheets will be handed out in the lectures and students will be expected to complete the exercises and discuss them in the class where some extra material arising out of the lectures will be introduced.

Students are encouraged to attend relevant intercollegiate philosophy lectures when timetables make this possible. A list of relevant lectures is posted on the philosophy notice-board.

Reading List: Patrick Shaw, *Logic and its Limits* (This is a useful introductory book but does not begin to cover the syllabus). There are various text books, which do cover sections A and B of the syllabus. The most helpful of which is: P. Suppes, *Introduction to Logic*. For the extra class material students will need to consult the early chapters of Mendelson, *Introduction to Mathematical Logic*.

Background Reading: E. Nagel & J. R. Newman, *Gödel's Proof*; R. Smullyan, *What's the Name of this Book?*

A full set of lecture notes will be distributed.

Examination Arrangements: There is a three hour formal examination at the end of the course.

Ph6210

Theories of Probability

See Ph5223

Ph6250

Social Philosophy

See Ph5250

POPULATION STUDIES

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

<i>Lecture/ Seminar Number</i>			<i>Course Guide Number</i>
Pn100	Population, Economy and Society Professor E. A. Wrigley and Dr. C. Wilson	24/MS	Pn7100
Pn101	Demographic Description and Analysis Dr. C. Wilson and Mr. C. M. Langford	20/M	Pn7120
Pn102	The Population History of England Professor E. A. Wrigley	24/MLS	Pn7121; Pn8102
Pn103	The Demographic Transition and the Western World Today Dr. C. Wilson	24/MLS	Pn7122; Pn8102
Pn104	Third World Demography Mr. T. Dyson	24/MLS	Pn7123; Pn8102
Pn105	Population, Family and Health in Britain and the West Professor J. N. Hobcraft and Mr. M. J. Murphy	24/MLS	Pn7129; Pn8102
Pn106	Family Composition in Developed and Developing Countries Dr. P. Kreager	24/MLS	Pn7125; Pn8102
Pn107	Mathematical and Statistical Demography Mr. M. J. Murphy and Professor J. N. Hobcraft	13/LS	Pn7126
Pn108	Demographic Methods and Techniques Mr. M. J. Murphy and Professor J. N. Hobcraft	24/MLS	Pn7128
Pn150	Social and Economic Demography Mr. C. M. Langford	10/M	Pn8102
Pn151	The Analysis of Fertility and Mortality Mr. C. M. Langford and Professor J. N. Hobcraft	20/M	Pn8100; Pn8110
Pn152	Population Dynamics and Projections Professor J. N. Hobcraft	10/L	Pn8101
Pn153	The Collection of Demographic Data Mr. T. Dyson	10/M	Pn8100; Pn8110
Pn154	Demographic Sampling and Survey Design Mr. M. J. Murphy	10/L	Pn8100
Pn155	Indirect Demographic Estimation Mr. T. Dyson	10/L	Pn8101; Pn8110
Pn156	The Analysis of Demographic Event Histories Professor J. Hobcraft	10/L	Pn8101; Pn8110

<i>Lecture/ Seminar Number</i>			<i>Course Guide Number</i>
Pn157	Evaluation of Family Planning Programmes Mr. T. Dyson	5/S	Pn8100
Pn158	Sources and Techniques of Historical Demography Professor E. A. Wrigley	5/S	Pn8100
Pn159	Computing for Demographers — Class Mr. M. J. Murphy and Dr. C. Wilson	20/ML	Pn159
Pn160	Social Demography — Graduate Class Mr. C. M. Langford	15/S	Pn8102
Pn161	Fertility and Mortality in their Socio-Economic Context — Seminar Mr. C. M. Langford	19/ML	Pn8102; Pn8110

Course Guides**Computing and Statistics for Demographers****Pn159****Teacher Responsible:** Mr. M. Murphy, Room A328 (Secretary, A337)**Course Intended Primarily for** M.Sc. Demography.**Core Syllabus:** The course is a practical introduction to computing and statistics for demographic analysis. It does not presume any prior familiarity with computers. It includes: the use of micro and mainframe computers in general; input and output of data; operating systems and editors; the use of interactive statistical packages and the interpretation of results; and the use of programs for indirect demographic estimation. For half of the course, students will be undertaking practical projects, and the other half will be concerned with discussion and interpretation of statistical and computing topics.**Teaching Arrangements:** Pn159 19 Michaelmas Terms.**Pn7100****Population, Economy and Society****Teacher Responsible:** Professor Tony Wrigley, Room A342 (Secretary, Mrs. Doreen Castle, A339)**Course Intended Primarily for** B.Sc. (Econ.) Part I and Course Unit. The paper assumes no previous knowledge of the subject. It is one of the Group VI papers in Part I of the B.Sc. (Econ.) and is a suitable general introduction to population studies. It can also be taken as an outside option in Part II of the B.Sc. (Econ.) or as a Course Unit option (in any year).**Core Syllabus:** The paper deals with the inter-relationship between the demographic characteristics of a society (its fertility, mortality and nuptiality) and the economic and social context within which the characteristics develop and are maintained. It concentrates especially on the contrasts between traditional and industrialised societies.**Course Content:** Topics covered include: general models of population behaviour in pre-industrial and industrial societies; the relationship between population size and available resources; the nature and relative importance of economic, social and biological influences on population growth rates; the special character of pre-industrial western Europe; pre-industrial familial forms and functions; the disappearance of old patterns in the course of industrialisation; the demographic transition; the changing balance of social and individual control of fertility; characteristics of the modern family; the interpretation of fertility fluctuations in the recent past; the causes and consequences of rapid population growth in the Third World.**Teaching Arrangements:** Pn100 24 Sessional. Pn100a 22 Sessional.**Written Work:** One substantial essay is required from each member of a class in each of the first two terms. Essay topics are chosen from a list handed out in class, and the essays are marked by the class teacher.**Reading List:** Two reading lists are handed out at the beginning of the course, one dealing with books and the

other with articles. Most of the articles are available in xerox form in the offprint collection and such items are asterisked on the reading list. The following are among the more important items on the book reading list:

M. Anderson, *Approaches to the History of the Western Family 1500-1914*; R. Easterlin, *Birth and Fortune*; D. V. Glass & D. E. C. Eversley (Eds.), *Population in History*; G. Hawthorn, *The Sociology of Fertility*; W. H. McNeill, *Plagues and Peoples*; E. A. Wrigley, *Population and History*; The World Bank, *Population Change and Economic Development*.**Examination Arrangements:** There will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions.**Pn7120****Demographic Description and Analysis****Teacher Responsible:** Chris Wilson, Room A326 (Secretary, Doreen Castle, A339)**Course Intended Primarily for** B.Sc. (Econ.) Part II and Course Unit. This paper assumes no previous knowledge of the subject. It is a compulsory paper for students taking the special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option both by Part II non-specialists and by Course Unit students. When taken as part of Part II Population Studies it is a second year paper. Non-specialists, however, may take it in either the second or third years. The course is not particularly mathematical or statistical and students with non-mathematical backgrounds should not be at a disadvantage.**Core Syllabus:** This paper provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. The main style of presentation is to introduce and discuss techniques of analysis and then examine examples of their use to illustrate demographic concepts and trends.**Course Content:** This course provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. Topics covered include sources of information about populations; current and cohort methods of description and analysis; the construction of lifetables; measurement of fertility, mortality and nuptiality; the determinants of age structure and the intrinsic growth rate; survey data; the interpretation of demographic statistics; tests of consistency and reliability.**Teaching Arrangements:** Pn101 20 Michaelmas Term. Pn101a 20 Michaelmas and 5 Lent Terms.**Written Work:** A number of practical exercises involving either computations or the interpretation of data will be set during the course and discussed in classes. In addition, a number of brief essays will be required from each student.**Reading List:** A general reading list is circulated at the start of the course. In each lecture attention is drawn to the relevant readings. The following, however, are useful introductions: R. Woods, *Population Analysis in Geography* and R. Pressat, *The Dictionary of Demography*, edited by C. Wilson.**Examination Arrangements:** There will be one three-hour examination in the Summer Term. The examination is in three sections. Section 1 involves

answering a computational question, section 2 deals with questions of data interpretation and section 3 is composed of essay questions dealing with concepts and techniques discussed in the course. Students answer one question from section 1, one from section 2 and two from section 3.

Pn7121**The Population History of England****Teacher Responsible:** Professor Tony Wrigley, Room A342 (Secretary, Mrs. Doreen Castle, A339)**Course Intended Primarily for** B.Sc. (Econ.) Part II. The paper forms part of the special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option by Part II non-specialists. It may be taken in either the second or third year. When taken as an outside option by a non-specialist it is an advantage to have taken **Demographic Description and Analysis** (or to be taking it in the same session), but this is not a pre-requisite.**Core Syllabus:** The paper covers English population history principally between the mid-sixteenth and the mid-nineteenth centuries. It covers both population history in a narrow sense (population size, population growth rate, fertility, nuptiality, mortality, etc.), and also broader issues about the links between economic, social and demographic variables.**Course Content:** Topics covered include: the sources available and their use; recent advances in techniques of analysis; English family structure and marriage behaviour; secular and short-term demographic trends and their relationship to economic and social change in early modern England; demographic crises; urbanisation; migration patterns; the institution of service; the significance of the industrial revolution and its impact on fertility; theories and models of the relationship between demographic, economic and social change in England between c.1550 and c.1850.**Teaching Arrangements:** Pn102 24 Sessional. Pn102a 12 Sessional.**Written Work:** One substantial essay is required from each member of a class in each of the two first terms. Essay topics are chosen from a list handed out in class, and the essays are marked by the class teacher.**Reading List:** Two reading lists are handed out at the beginning of the course, one dealing with books, and the other with articles. The following are among the more important items on the book reading list: A. B. Appleby, *Famine in Tudor and Stuart England*; J. D. Chambers, *Population, Economy and Society in Pre-Industrial England*; M. W. Flinn, *British Population Growth 1700-1850*; D.V. Glass & D. F. C. Everesley (Eds.), *Population in History*; H. J. Habakkuk, *Population Growth and Economic Development since 1750*; A. S. Kussmaul, *Servants in Husbandry in Early Modern England*; P. Laslett, *Family Life and Illicit Love in Earlier Generations*; D. Levine, *Family Formation in an Age of Nascent Capitalism*; T. R. Malthus, *Essay on Population*; T. McKeown, *The Modern Rise of Population*; E. A. Wrigley & R. S. Schofield, *The Population History of England 1541-1871*.**Examination Arrangements:** There will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions.**Pn7122****The Demographic Transition and The Western World Today****Teacher Responsible:** Chris Wilson, Room A326 (Secretary, Doreen Castle, A339)**Course Intended Primarily for** B.Sc. (Econ.) Part II and Course Unit. The paper forms part of the special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option both by Part II non-specialists and by Course Unit students. When taken as part of the Population Studies Part II it is a second year paper, but non-specialists may take it in either second or third years. The course assumes a basic familiarity with demographic terminology and measures and thus it is advantageous for non-specialists to have taken either course Pn100, **Population, Economy and Society** or course Pn101, **Demographic Description and Analysis**. However, this is not compulsory.**Core Syllabus:** This paper deals with the demographic history of Western societies over the last two centuries. This covers the period of change from a situation characterised by high birth and death rates to one where such rates are low, and known as the demographic transition. Post-transitional demographic patterns are also examined. The paper has a principally substantive focus and is organised on a thematic rather than strictly chronological basis.**Course Content:** The nature of pre-transitional Western societies; the acceleration of growth in the 18th century; the mechanism of growth and the social and economic changes which accompanied it. The course and characteristics of falling mortality; the control of fertility within marriage; fertility control as innovation or diffusion. The degree of homogeneity with the Western experience; the special case of France. The limits to mortality decline; the consequences of changes for age structure, dependency and social service provision. Post-transitional fertility behaviour; changes in the form and function of marriage; the modern determinants of fertility, mortality and nuptiality; patterns of internal and international migration; changes in household size and composition.**Teaching Arrangements:** Pn103 24 Sessional. Pn103a 12 Sessional.**Written Work:** A number of essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once.**Reading List:** A general reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings. The following are useful introductions: A. J. Coale and S. C. Watkins, *The Decline of Fertility in Europe*; M. Anderson, *Approaches to the History of the Western Family*; E. A. Wrigley, *Population and History*.**Examination Arrangements:** There will be one three-hour examination in the Summer Term. This will require the answering of four essay questions.**Pn7123****Third World Demography****Teacher Responsible:** Tim Dyson, Room A327 (Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.) Part II and Course Unit; M.Sc. Demography.

Core Syllabus: The general aim of the course is to give students an overview of both the causes and consequences of population trends in developing countries. As such the course is interdisciplinary in scope, and is expected to have relevance for social scientists concerned with a wide variety of Third World issues.

Course Content: The course covers the size, distribution and growth of the populations of the main developing regions and countries; data sources; levels, trends and differentials in fertility, mortality and marriage in developing countries; the causes of mortality decline in the Third World – disease control, sanitation and water supply, economic betterment, nutrition, health service provision etc; the extent and explanation of the recent slow-down in Third World mortality improvement; synergistic interactions associated with infectious diseases and child malnutrition; the social and economic consequences of rapid population growth; possible costs and benefits of having children for peasant couples; other factors affecting fertility – child mortality, maternal education, breastfeeding patterns, the status of women, income levels and distribution. Additionally, the course will cover topics such as Aids in the Third World; the influence of climate; patterns and trends in migration and urbanization in developing countries; the populations of India and China; hunter-gatherer demography; the development of family planning programs, and an assessment of the efficiency of population programs. Finally, the course attempts to put Third World experience in perspective: in what way does developing country experience relate to that of the historical demographic development of the west?

Pre-Requisites: The paper is part of a special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an *outside option* by non-specialists in Part II and by Course Unit students. When taken as part of Population Studies Part II it is a third year paper but otherwise it may be taken in either the second or third year.

Teaching Arrangements: Pn104 24 Sessional. Pn104a 24 Sessional.

Reading List: Certain readings have direct relevance for most aspects of the course. In particular: the journal, *Population and Development Review* (PDR) published quarterly since 1975 by the Population Council, New York; R. H. Cassen, *India: Population, Economy, Society*, Macmillan Press, London, 1978; R. A. Easterlin (Ed.), *Population and Economic Change in Developing Countries*, University of Chicago Press, London, 1980; R. G. Ridker (Ed.), *Population and Development, The Search for Selective Interventions*, The John Hopkins Press, Baltimore and London, 1976; P. Reining & I. Tinker (Eds.), *Population: Dynamics, Ethics and Policy*, A Science Compendium, 1975; United Nations, *The Determinants and Consequences of Population Change*, U.N. New York and United States National Academy of Sciences, *Rapid Population Growth, Consequences and Policy Implications*, Baltimore, 1971. It should not be necessary to buy any of the above. A possible, reasonably priced purchase however is, R. Woods,

Theoretical Population Geography, Longman, London, 1982.

Supplementary Reading List: A supplementary reading list is available upon request from the secretary in Room A337.

Examination Arrangements: Examinations will be by a three-hour formal examination in the Summer Term. Students will be expected to undertake four questions.

Pn7125

Family Composition in Developed and Developing Countries

Teacher Responsible: Dr. P. Kreager, Room A328 (Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.) Part II, Course Unit and M.Sc. Demography. The course is both part of the Part II B.Sc. (Econ.) special subject in Population Studies and a Course Unit option. When taken as part of the Population Studies Part II it is a third year paper but Course Unit candidates and Part II candidates taking it as an outside option may take it in either the second or third year.

Core Syllabus: This paper is designed to give a broad, comparative perspective on the demography of family systems, especially on the ways in which the composition, size and structure of families adjust as mechanisms of wider social and economic change. Examples are drawn both from contemporary and historical societies. The approach is inter-disciplinary, showing how the demography of the family informs development studies, anthropology and sociology.

Course Content: Family demography in European history. The myth of large historical family size. The emergence of regional patterns: northwestern, eastern, and southern. Peasant family demography in relation to strategies of marriage, property transmission, land tenure, kinship. Patriarchal authority and sexual behaviour. Proto-industrialisation and proletarianisation. The family and fertility decline. Recent patterns in fertility, marriage, cohabitation, age and kin composition of the family in light of its history. The family in contemporary developing countries: the "continuity-in-change" of family systems. Household and kinship organisations as mechanisms for the distribution of labour and resources. The changing balance of dependents during domestic life cycles. Adjustment of marriage preferences and family identities. Generational authority and the "rationality of high fertility". Female status and sex-selective mortality. The migration of family demographies (e.g. New Commonwealth Immigrants in Britain). Family demographies in the context of rapid development (e.g. Taiwan, Japan) and slow (e.g. Bangladesh, Central Africa).

Demographic description and analytic techniques for the study of families and households. Typologies and their limitations. Construction and interpretation of life cycle measures for the individual and the family. Marriage "markets". The role of longitudinal data and life table methods. Problems with the use of census, administrative and local sources of data. Relation of family demography to theories of the family.

Pre-Requisites: The course is not highly technical. Students will be expected to do some arithmetic and to interpret quantitative data.

Teaching Arrangements: 24 one-hour lectures (Pn106) given weekly throughout the session and 24 corresponding one-hour classes.

Work Requirements: Students will be expected to prepare verbal and written presentations based upon class readings.

Reading List: M. Anderson (Ed.), *Sociology of the Family* (2nd edn., 1980); *Approaches to the History of the Western Family 1500–1914*, 1980; Office of Population Censuses and Surveys, *The Family: British Society for Population Studies Conference, 1983*, 1983; J. C. Caldwell, *Theory of Fertility Decline*, 1982; F. Engels, *The Origin of the Family, Private Property and the State*, 1942; J.-L. Flandrin, *Families in Former Times*, 1979; R. Forster and O. Ranum (Eds.), *Family and Society*, 1976; J. Goody et al (Eds.), *Family and Inheritance*, 1976; J. Goody, *Production and Reproduction*, 1976; D. Herlihy and C. Klapisch-Zuber, *Tuscans and their Families*, 1985; P. Laslett (Ed.), *Household and Family in Past Time*, 1972; R. Netting et al (Eds.), *Households*, 1984; OECD, *Child and Family: Demographic Developments in OECD Countries*, 1979; R. M. Smith (Ed.), *Land, Kinship and Life-Cycle*, 1984; R. Wall et al (Eds.), *Family Forms in Historic Europe*, 1983; A. P. Wolf and C.-S. Huang, *Marriage and Adoption in China, 1845–1945*, 1980. **Examination Arrangements:** There will be a three-hour formal examination in the Summer Term (except for M.Sc. Demography students, who should consult the corresponding guide for **Social and Economic Demography**) in which students will be expected to answer four questions.

Pn7126

Statistical Demography

Teacher Responsible: Mr. M. Murphy, Room A328 (Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.) Part II special subject in Population Studies. It may be taken in either the second or third year and is also available to suitable non-specialists in Part II and Course Unit candidates. The course requires no formal prior demographic training but it does assume a reasonable degree of mathematical competence covering matrix algebra (including eigenvalue theory) and calculus. In general EMM or EST would be sufficient. (It should also be noted that a degree of literacy is also useful.) The course is likely to be of particular interest to students who wish to adopt a more analytical approach to demography than, for example, Pn101, especially those with main interests in actuarial science, statistics and associated subjects.

Core Syllabus: The course covers the use of statistical and mathematical techniques to illuminate demographic processes. Mathematical models are applied to fertility, mortality, nuptiality, migration, reproductive and household change areas. The formal dynamics of population projection techniques. Statistical estimation of demographic parameters from empirical data is also covered.

Course Content: Simple models of population growth, exponential, logistic etc. Analysis of mortality using life tables: model life tables, continuous and multiple decrement formulations; statistical properties of life table estimators; Proportional hazards and multistate

life tables. Stable and stationary populations and their use for estimation of demographic parameters in less developed countries. Continuous (Lotka) formulation of population dynamics equation, why a population converges to a stable form (strong and weak ergodicity): solutions of renewal equation. Discrete (Leslie) formulation of population dynamics and its use in making population projections. Prospects of change in fertility and mortality in developed countries and their implications for population growth. The existence of cycles in population growth: their analysis and interpretation in historical and current populations. Parity progression ratios. Mathematical models for fertility and mortality schedules: relational Gompertz and logit models. Quantitative models of nuptiality. Models of reproductivity and measurement of fecundability. Analytic and simulation approaches to reproductivity and household structure. Sources of demographic data.

Teaching Arrangements:

Lectures: Pn107 13 Lent and Summer Terms.

Classes: Pn107a 13 Lent and Summer Terms.

Mr. M. Murphy (A328) will take all lectures and classes for this course.

Written Work: Written work consists of weekly set exercises associated with the lectures. These are mainly of a mathematical nature.

Reading List: The first two volumes given here cover a substantial part of the course. Keyfitz is more comprehensive, but rather expensive. Pollard is available in paperback.

N. Keyfitz, *Introduction to the Mathematics of Population*, Addison Wesley (1977 revised edn.); J. H. Pollard, *Models for Human Populations*, Cambridge (1973); A. J. Coale, *The Growth and Structure of Human Populations: a Mathematical Investigation*, Princeton (1972); R. C. Elandt-Johnson & N. L. Johnson, *Survival Models and Data Analysis*, J. Wiley (1980).

Examination Arrangements: Examination is by a single three-hour examination in the Summer Term. Four questions are to be answered: one out of three in Section A, which is an essay or note-type question and three out of nine in Section B, which are generally mathematical in nature.

Pn7128

Demographic Methods and Techniques

Teacher Responsible: Mr. M. Murphy, Room A328 (Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.) Part II Special Subjects Economics, Econometrics, Statistics, Computing, Population Studies and Mathematics and Economics, and Course Unit degrees in Mathematics, Statistics and Actuarial Science and in Management Science. The course forms part of the special subject Population Studies, but may also be taken as an outside option by other students (students who take this course may not take either Pn101 **Demographic Description and Analysis** or Pn107 **Mathematical and Statistical Demography**).

No prior knowledge of demography is required but the course assumes a basic knowledge of calculus and matrix algebra. Students will normally be expected to have taken SM102, **Mathematical Methods** or **Mathematics for Economics**.

Core Syllabus: This course covers the main aspects of the measurement, use and inter-relationships of the demographic components of fertility and mortality. It also provides an arena within which to apply mathematical and statistical approaches to a 'real world' topic.

Course Content: Models of overall population growth, exponential, logistic etc., and their suitability for representing human population growth. Measures of mortality and their comparison: standardization. The classical life table and some of its continuous-form analogues. Logit life table models. Fertility measurement: the construction and use of parity-specific measures: proximate determinants models. Stationary and stable populations and their uses. Applications of demographic techniques for simple population projections and indirect estimation of mortality. Sources of data and their limitations: interpretation of data.

Teaching Arrangements: There are 24 lectures and associated classes given weekly throughout the year. Lectures and classes are given by **Professor J. Hobcraft** (A340) and **Mr. M. Murphy** (A328). Lectures Pn108. **Demographic Methods and Techniques**, 24 Sessional. Classes Pn108a, 24 Sessional.

Work Requirements: Students will be given weekly exercises which will be marked and discussed in class.

Reading List: A fuller reading list will be available, but the following items are useful general references:

L. Henry, *Population: Analysis and Models*, Arnold, 1976; C. L. Chiang, *The Life Table and its Applications*, Kreager, 1984; N. Keyfitz, *Applied Mathematical Demography* (2nd edn.), Springer-Verlag, 1985; J. Bongaarts and R. Potter, *Fertility, Biology and Behavior. An Analysis of the Proximate Determinants* Academic Press, 1983.

Examination Arrangements: There will be one three-hour examination in the Summer Term in which candidates will be expected to answer four questions.

Pn7129

Population, Family and Health in Britain and the West

Teacher Responsible: Professor John Hobcraft, Room A340 (Secretary, Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part II and Course Unit. The paper forms part of the special subject in Population Studies in Part II of the B.Sc. (Econ.) and of the course unit degree in Demography, but may also be taken as an outside option both by Part II non-specialists and by Course Unit students. The course assumes a basic familiarity with demographic terminology and measures and thus it is advantageous, though not essential, for non-specialists to have taken either course Pn100 **Population Economy and Society** or course Pn101 **Demographic Description and Analysis**.

Core Syllabus: This course provides an overview of contemporary British demography, with considerable comparison with other developed societies. Current and likely future developments are also set in the context of recent historical change. Major determinants and consequences of recent changes in population composition, distribution and size are examined.

Patterns of cohabitation, marriage, divorce, and fertility and their implications for the family and for household structure are studied. The main trends in mortality and morbidity are also evaluated. This course has wide relevance to all those interested in modern developed countries.

Course Content: The importance of changes in population, family and health. The changing population of Britain and Europe. Population distribution, migration and the 'flight from cities'. Immigrants and guest-workers: contrasts between European societies in migration policies.

Changing patterns of mortality by cause and by age. Measures of morbidity and health. Inequalities in health. Contrasts in infant mortality and in specific diseases among developed countries.

The rise of cohabitation and illegitimacy. Trends in marriage and the upsurge in divorce. Patterns of fertility change. Consequences for the family and household structure. Economic and social explanations for differentials in fertility and family formation. Similarities and differences among developed societies. Interpretation of trends: tempo and quantum.

Population estimates and projections. Use of population data for resource allocation. Consequences of changing population structure for education, housing, health and social services. Ageing in a European context.

Family and household structure: the rise of the primary individual. Existence of wider kin support networks.

Teaching Arrangements: There are 24 lectures and associated classes weekly throughout the year. Lectures and classes are given by **Mr. M. Murphy** (A328) and **Professor J. Hobcraft** (A340). Lectures: Pn105, 24 Sessional; Classes Pn105a, 24 Sessional.

Work Requirements: Students will be expected to do the reading associated with the classes and also to give presentations in these classes. In addition a number of essays will be set. In each case the appropriate lecturer will assign the work.

Reading List: A main reading list is handed out at the start of each term and additional material is recommended during lectures. The following items are among the more useful general works on the reading list:

Office of Population Censuses and Surveys, *The Demographic Review*, HMSO 1987, M. Alderson, *Introduction to Epidemiology*; R. Andorka, *Determinants of Fertility in Advanced Societies*, Methuen 1978; BSPS, *The Family: OPCS Occasional Paper 31*, Office of Population Censuses and Surveys 1983; ECE, *Fertility and Family Planning in Europe around 1970. A Comparative Study of Twelve National Surveys*, UN Department of Economic and Social Affairs, New York, 1976; J. Ermisch, *The Political Economy of Demographic Change*, Heinemann 1983; M. Kirk (Ed.), *Demographic and Social Change in Europe: 1975-2000*, Liverpool University Press 1981; P. Townsend and N. Davidson (Eds.), *Inequalities in Health: The Black Report*, Penguin 1982; UN ECE, *Labour Supply and Migration in Europe: Demographic Dimensions 1950-1975 and Prospects*, ECE, Geneva, 1979; J. Vallin and A. Lopez (Eds.), *Health Policy, Social Policy and Mortality Prospects*, Ordina for IUSSP, 1986; WHO, *Health and the*

Family, WHO, Geneva, 1978; WHO, *Socio-economic Differentials in Mortality*.

Examination Arrangements: The course is examined by a three-hour examination in the Summer Term. Candidates are required to answer four questions.

Pn8100

Analytic and Applied Demography I

Teacher Responsible: Tim Dyson, Room A327 (Secretary, A337)

Course Intended Primarily for M.Sc. Demography.

Core Syllabus: The aim of this course is to introduce students to four essential areas of demography. The first area is basic methods relating primarily to the analysis of fertility and mortality. The second is approaches and difficulties involved in collecting demographic data. The third area consists of demographic sampling and survey design. The final course component introduces students to sources and techniques employed in the study of historical demography.

Course Content: The paper covers elementary technical demography as well as several subject areas of practical concern to working demographers, especially those involved with the 'dirty' - but vitally important - jobs of gathering and evaluating demographic data.

The syllabus of this paper can best be summarised by reference to the component courses.

Pn151 The Analysis of Fertility and Mortality deals with measures of overall and marital fertility, nuptiality and replacement; intermediate fertility variables and models of fertility; the construction and interpretation of life tables and other measures of mortality; logit life tables and the concepts of stable and stationary population.

Pn153 The Collection of Demographic Data

The historical development of demographic statistics. The stages involved in planning a census. The content of census and survey schedules. Basic response errors. The structure of census organisations. Vital registration. Types of demographic sample survey. The World Fertility Survey programme.

Pn154 Demographic Sampling and Survey Design

Basic principles of statistical sampling and their application to demographic surveys. Different types of demographic sample survey design. Questionnaire and schedule design.

Pn157 Evaluation of Family Planning Programmes

The aims of programmes; the concept of evaluation; 'internal' methods of evaluation - cost/benefit, acceptor data, coupon systems. Evaluation of programmes' demographic impact: standardization, fertility trend analysis, couple years of protection, births averted, multiple areal regression and path analysis, contraceptive prevalence surveys. Case studies.

Pn158 Sources and Techniques of Historical Demography

The nature of historical source material: problems of coverage and bias. Opportunities and problems presented by the data. Aggregative and nominal techniques of tabulation and analysis.

Pre-Requisites: The paper is primarily designed for

students taking the M.Sc. in Demography. For these students it is compulsory.

Teaching Arrangements: Teaching consists of 50 one-hour lectures and approximately 45 allied classes spread throughout the Michaelmas, Lent and Summer Terms. These lectures and classes are distributed by course as follows:

Lectures:

Pn151 The Analysis of Fertility and Mortality 20 Michaelmas Term

Pn153 The Collection of Demographic Data 10 Michaelmas Term

Pn154 Demographic Sampling and Survey Design 10 Lent Term

Pn157 Evaluation of Family Planning Programmes 5 Summer Term

Pn158 Sources and Techniques of Historical Demography 5 Summer Term

Classes:

Pn151a 20 Michaelmas Term

Pn153a 10 Michaelmas Term

Pn154a 9 Lent Term

Pn157a 3 Summer Term

Pn158a 3 Summer Term

Written Work: Students will be expected to do the bulk of the reading associated with lectures and classes. They will be required to undertake several class practicals. Finally, each student will be responsible for approximately two class presentations.

Reading List: There is a separate reading list for each course. However, the following readings are particularly central:

Pn151 G. W. Barclay, *Techniques of Population Analysis*, 1958.

Pn153 H. S. Shryock & J. S. Siegel, *The Methods and Materials of Demography* (condensed version), especially chapters 2, 3 and 24.

Pn154 C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*, Heinemann, London - chapters 4, 5, 6, 7 and 13.

Pn157 A. I. Hermalin & C. Chandrasekaran, 'Overview', in Chandrasekaran & Hermalin (Eds.), *Measuring the Effect of Family Planning on Fertility*, Ordina Editions, Dolhain, Belgium, 1975.

Pn158 E. A. Wrigley (Ed.), *An Introduction to English Historical Demography*.

Supplementary Reading List: Reading lists specific to each of the courses constituting this paper are available upon request from the secretary in Room A337.

Examination Arrangements: The paper is examined by a three-hour formal examination in the Summer Term. Candidates are required to answer four questions.

Pn8101

Analytic and Applied Demography II

Teacher Responsible: Professor John Hobcraft, Room A340 (Secretary, Doreen Castle, A339)

Course Intended Primarily for M.Sc. in Demography. The paper is compulsory.

Core Syllabus: The paper deals principally with demographic techniques and concepts. The treatment is both theoretical and quantitative with the aim of providing students with a sound basis in the main techniques of demographic analysis and an

understanding of the inter-relationships between demographic processes. It draws on the teaching provided in a number of courses.

Course Content: The syllabus of this paper can best be summarised by reference to the component courses. In the course Pn152, **Population Dynamics and Projections**, the following topics are dealt with: population growth theory; stable and semi-stable populations; relations between demographic processes and the age structure; the nature and patterns of variation in fertility, mortality and nuptiality. The course Pn155, **Indirect Demographic Estimation** introduces techniques for estimating demographic parameters from unconventional or limited data sources with particular attention to mortality and fertility. Course Pn156, **The Analysis of Demographic Event Histories** covers frameworks and procedures of analysis for event history data, particularly those emanating from retrospective demographic surveys. **Teaching Arrangements:** The teaching arrangements for this paper vary from course to course. However, the usual format is for there to be a number of lectures with the associated classes given over to practical examples. The hours of lectures associated with each course is presented below, along with the term in which they occur.

Lectures: Pn152 **Population Dynamics and Projections** 15 Lent and Summer Terms.

Pn155 **Indirect Demographic Estimation** 10 Lent Term.

Pn156 **The Analysis of Demographic Event Histories** 10 Lent Term.

Classes: Pn152a 15 Lent and Summer Terms.

Pn155a 15 Lent and Summer Terms.

Pn156a 10 Lent Term.

Written Work: This again varies between courses. In general, however, students will be expected to undertake computational exercises at regular intervals throughout each course. Given the mainly technical nature of the course, there are few essay requirements, although an occasional essay may be required.

Reading List: Reading lists will be handed out for each course.

Examination Arrangements: The paper is examined by a three-hour formal examination in the Summer Term.

Pn8102

Social and Economic Demography

Teacher Responsible: Mr. C. M. Langford, Room A341 (Secretary, A337)

Course Intended Primarily for M.Sc. Demography.

Core Syllabus: The course is intended (i) to give students a grasp of the main demographic changes there have been in the West during the past 150 years and in other countries more recently, and of the causes and implications of these changes, and (ii) a more detailed understanding of ONE of the following topics:

(a) **Third World Demography**, (b) **The Demographic Transition and the Western World Today**, (c) **The Population History of England**, (d) **Family Composition in Developed and Developing Countries**, and (e) **Population, Family and Health in Britain and the West**.

Availability: This paper is a compulsory part of the M.Sc. in Demography.

Course Content: Core part of the course. The socio-economic context and its relationship to the fertility, mortality and nuptiality characteristics of populations; contrasts between traditional and modern societies. Models of the inter-relationships between demographic, social and economic variables.

Options

(a) Third World Demography

Source of data and approaches to them. Distribution and growth of population in developing countries and their demographic characteristics. Causes and concomitants of fertility differentials and trends: mortality, nuptiality, contraception, breast-feeding, education, economic motivation, urbanization, status of women. The mortality decline: nutrition and health. Demographic-economic interrelations: fertility, mortality, age structure, income level and distribution, social capital provision. Family planning programmes. Explanations of fertility decline.

(b) The Demographic Transition and the Western World Today

The acceleration of population growth in the eighteenth and nineteenth centuries, the mechanism of growth and the changes in economy and society which accompanied it. The course and characteristics of falling mortality. The control of fertility within marriage; fertility control as diffusion or innovation; revisions made necessary by micro-level studies. The degree of homogeneity within European experience; the special case of France. The limits of mortality decline. Post-transition fertility behaviour; changes in the form and function of marriage. The modern determinants of short and long-term trends in fertility, nuptiality and mortality; age structure, dependency and social service provision.

(c) The Population History of England

Available sources and their exploitation. The phasing of growth; relative importance of fertility, mortality and net migration changes in determining growth rates. Secular and short-term economic and demographic trends. English family structure and marriage behaviour. Fertility and mortality in the industrial revolution; family and kin during the period of rapid urban and industrial growth; the cities, public health and mortality. The decay of the traditional system of social regulation of fertility; the control of fertility within marriage; the special features of the demographic transition in England.

(d) Family Composition in Developed and Developing Countries

Principal forms of family organisation in developing and developed countries, and their implications for fertility, mortality and migration. The relation between demographic determinants of the family (such as the timing and incidence of marriage, childbearing and household formation) and social structures (e.g. transmission of property, division of labour and social status). Demographic description and analytical techniques arising from the study of micro- and macro-level data. Examples are drawn both from contemporary and historical populations.

(e) Population, Family and Health in Britain and the West

The importance of changes in population, family and health. The changing population of Britain and Europe.

Population distribution, migration and the 'flight from cities'. Immigrants and guest-workers: contrasts between European societies in migration policies. Changing patterns of mortality by cause and by age. Measures of morbidity and health. Inequalities in health. Contrasts in infant mortality and in specific diseases among developed countries. The rise of cohabitation and illegitimacy. Trends in marriage and the upsurge in divorce. Patterns of fertility change. Consequences for the family and household structure. Economic and social explanations for differentials in fertility and family formation. Similarities and differences among developed societies. Interpretation of trends: tempo and quantum. Population estimates and projections. Use of population data for resource allocation. Consequences of changing population structure for education, housing, health and social services. Ageing in a European context. Family and household structure: the rise of the primary individual. Existence of wider kin support networks.

Teaching Arrangements: Core part of the course

(i) Pn150 **Social and Economic Demography:** There are 10 lectures and 5 classes (all taken by Mr Langford) in the Michaelmas Term.

The main object of the classes will be to promote discussion of matters arising from the lectures and associated reading.

(ii) Pn160 **Social Demography** (Graduate Class): 15 one-and-a-half hour meetings in the Summer Term on topics arising from Pn150 (taken by Mr. Langford). Students will be required to present at least one paper at this class.

(iii) Pn161 **Fertility and Mortality in Their Socio-Economic Context (Seminar):** 19 one-and-a-half hour meetings in the Michaelmas and Lent Terms (arranged by Mr. Langford). Talks, mainly on recent research and work in progress, given by invited speakers, often from outside the School.

Options

(a) Lectures Pn104 **Third World Demography** 24 Sessional

Classes Pn104a 24 Sessional

(b) Lectures Pn103 **The Demographic Transition and the Western World Today** 24 Sessional

Classes Pn103a 12 Sessional

(c) Lectures Pn102 **The Population History of England** 24 Sessional

Classes Pn102a 12 Sessional

(d) Lectures Pn106 **Family Composition in Developed and Developing Countries** 24 Sessional

Classes Pn106a 24 Sessional

Written Work: Core part of course. Two essays will be required in the Michaelmas Term, at least one class paper in the Summer Term. Class presentations and essays will be required in the options.

Reading List: The following is a general and introductory reading list. Further reading will be given during the course.

G. W. Barclay, *Techniques of Population Analysis*, 1958; D. V. Glass, *Numbering the People*, 1973; W. Petersen, *Population*, 1969; R. Pressat, *Population*, 1970; A. Sauvy, *General Theory of Population*, 1969 (hardcover), 1974 (paperback); United Nations, *The Determinants and Consequences of Population Trends*, *Population Studies* No. 17, 1953; *Population Studies*,

No. 50, 1973 (2 volumes); United Nations; *The Population Debate: Dimensions and Perspectives*, Papers of the World Population Conference, Bucharest 1974; *Population Studies*, No. 57, 1975 (2 volumes); United Nations, *World Population Trends and Policies*, 1977 Monitoring Report, *Population Studies* No. 62, 1979 (2 volumes); E. A. Wrigley, *Population and History*, 1969.

Examination Arrangements: There will be a three-hour written examination in the Summer Term. The paper will require four questions to be answered, one relating to the core part of the course described here, and three relating to the chosen option.

Pn8110

Demographic Techniques and Analysis

Teacher Responsible: Mr. C. M. Langford, Room A341 (Secretary, A337)

Course Intended Primarily for M.Sc. Statistics: students intending to undertake the course should contact Mr. Langford in the first instance.

Core Syllabus: The course is intended to cover the main aspects of the measurement and analysis of major demographic variables with special reference to developing countries.

Course Content: The following courses comprise the basis for this paper:

Pn151 **The Analysis of Fertility and Mortality** deals with measures of marital and overall fertility, nuptiality and replacement; intermediate fertility variables and models of fertility; the construction and interpretation of life tables and other measures of mortality; logit life tables and the concepts of stationary and stable populations.

Pn153 **The Collection of Demographic Data.** The historical development of demographic statistics. The stages involved in planning a census. The content of census and survey schedules. Basic response errors. The structure of census organisations. Vital registration. Types of demographic sample survey. The World Fertility survey programme.

Pn155 **Indirect Demographic Estimation** introduces techniques for estimating demographic parameters from unconventional or limited data sources with particular attention to fertility and mortality.

Pn156 **The Analysis of Demographic Event Histories** covers frameworks and procedures of analysis for event history data, particularly those emanating from retrospective demographic surveys.

Pn161 **Fertility and Mortality in their Socio-Economic Context** Seminars on current research and work in progress given by invited speakers, often from outside the School.

Teaching Arrangements: Lectures: Pn151 20 Michaelmas Term; Pn153 10 Michaelmas Term; Pn155 10 Lent Term; Pn156 10 Lent Term; Pn161 19 Michaelmas and Lent Terms.

Classes: Pn151a 20 Michaelmas Term; Pn153a 10 Michaelmas Term; Pn155a 15 Lent and Summer Terms; Pn156a 10 Lent Term.

Reading List: Reading lists will be given out in the appropriate courses.

Examination Arrangements: The paper is examined by a three-hour formal examination in the Summer Term.

PSYCHOLOGY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number	
Ps100	Introduction to Individual and Social Psychology Dr. J. E. Stockdale, Mr. R. Holmes, Mr. A. D. Jones and Dr. J. McShane	23/MLS	Ps5400
Ps101	Psychoanalytic Theories and their Derivatives Ms. S. Numa	6/L	Ps101; Ps5400
Ps103	Social and Biological Processes in Behaviour		
	(i) Social Processes Mr. A. D. Jones and Dr. J. Dockrell	20/ML	Ps5404
	(ii) Biological Processes Dr. S. Green	12/ML	Ps5404
Ps105	Methods of Psychological Research I: Laboratory Dr. J. E. Stockdale	22/MLS	Ps5406
Ps106	Social Psychology Dr. A. P. Sealy, Professor R. M. Farr, Dr. A. E. Seaborne and Dr. G. Gaskell	23/ML	Ps5423
Ps108	Methods of Psychological Research II:		
	(i) Methods Dr. G. D. Gaskell and other Members of the Department	20/ML	Ps5420
	(ii) Laboratory Dr. G. D. Gaskell, Dr. A. P. Sealy, Dr. J. McShane, Dr. J. E. Stockdale, Professor R. M. Farr, Mr. A. Wells and Dr. J. Dockrell	22/MLS	Ps5420
	(iii) Psychological Statistics Dr. J. E. Stockdale	23/MLS	Ps5420
Ps109	Cognitive Science Dr. J. McShane, Dr. A. E. Seaborne, Dr. J. Dockrell and Mr. A. Wells	23/MLS	Ps5424
Ps113	Abnormal Psychology Dr. Trauer	4/M	Ps113
Ps115	Advanced Study of Psychological Processes Dr. G. D. Gaskell, Mr. R. Holmes, Professor R. M. Farr and Mr. S. Wooler	23/MLS	Ps5501

Lecture/ Seminar Number			Course Guide Number
Ps116	Methods of Psychological Research III Dr. J. E. Stockdale and Mr. A. Wells	20/MLS	Ps5500
Ps118	Cognitive Development Dr. J. Dockrell	10/M	Ps5521
Ps119	Personality and Psychopathology Dr. A. P. Sealy	10/M	Ps5524
Ps123	Collective Psychologies Professor R. M. Farr and Dr. C. R. Badcock	10/M	Ps5523
Ps124	Social Psychology of Health Dr. A. N. Oppenheim	10/M	Ps5525
Ps125	Artificial Intelligence Dr. J. McShane and Dr. J. Dockrell	10/M	Ps5533
Ps150	Applied Developmental Psychology Dr. J. McShane	10/L	Ps5526; Ps6414
Ps151	Life-Span Development Mr. A. D. Jones	10/L	Ps5527; Ps6418
Ps152	Personality and Social Pathology Dr. A. P. Sealy	10/L	Ps5528; Ps6415
Ps153	Psychological Aspects of Legal Processes Dr. A. P. Sealy	10/L	Ps5529; Ps6417
Ps154	The Social Psychology of Conflict Dr. A. N. Oppenheim	10/L	Ps5530; Ps6421
Ps155	The Social Psychology of the Media Dr. P. C. Humphreys	10/L	Ps5531; Ps6416
Ps160	Contemporary Social Psychology Professor R. M. Farr, Dr. G. D. Gaskell, Dr. P. C. Humphreys and Dr. A. P. Sealy	20/ML	Ps6423
Ps161	People and Organisations Mr. R. Holmes	10/L	Ps6420
Ps162	Sociological Forms of Social Psychology (Not available 1988-89) Professor R. M. Farr	10/L	Ps5532; Ps6422
Ps163	Decision Making and Decision Support Systems Dr. P. C. Humphreys	10/L	Ps6419
Ps165	Methods of Research in Social Psychology		Ps6498
	(i) Principles of Social Research	10/M	
	(ii) Research Techniques	10/M	
	(iii) Advanced Data Analysis	20/M	
	Dr. G. D. Gaskell, Professor R. M. Farr, Dr. J. E. Stockdale, Dr. P. C. Humphreys, Dr. A. P. Sealy, Dr. A. N. Oppenheim and Mr. A. Wells		
Ps166	Industrial Psychology Mr. R. Holmes	10/L	SM8345

**Lecture/
Seminar
Number****Course Guide
Number**

Ps169	Psychology Seminar Professor R. M. Farr	12/MLS	Ps169
Ps170	Current Research in Social Psychology Dr. G. D. Gaskell	20/ML	Ps170

Course Guides**Ps101****Psychoanalytic Theories and their Derivatives****Teacher Responsible:** Ms. S. Numa.**Course Intended Primarily for** B.Sc. c.u. main field Social Psychology 1st year; optional for B.Sc. S.S. and A. 3rd year.**Teaching Arrangements:** Six lectures (Ps101) Lent Term.**Examination Arrangements:** Non-examinable.**Ps113****Abnormal Psychology****Teacher Responsible:** Dr. Trauer.**Course Intended Primarily for** B.Sc. c.u. main field Social Psychology 2nd year; optional for M.Sc.; B.Sc. S.S. and A. 3rd year; Diploma in Soc. Pol. and Admin I.**Course Content:** Aspects of abnormal psychology; classification; aetiology, treatments, theories of mental illness.**Teaching Arrangements:** Four two-hour lectures (Ps113), Michaelmas Term.**Examination Arrangements:** Non-examinable.**Ps169****Psychology (Seminar)****Teacher Responsible:** Professor R. M. Farr, Room S303 (Secretary, Miss M. Rennie, S304)**Course Intended Primarily for** graduate students; B.Sc. c.u. main field Social Psychology 3rd year.**Teaching Arrangements:** Fortnightly seminars (Ps161), Sessional.

Papers will be presented by outside speakers.

Examination Arrangements: Non-examinable.**Ps170****Current Research in Social Psychology****Teacher Responsible:** Dr. G. Gaskell, Room S307 (Secretary, S316)**Course Intended Primarily for** staff and graduates.**Teaching Arrangements:** Weekly seminars (Ps162) Michaelmas and Lent Terms.**Examination Arrangements:** Non-examinable.**Ps5400****Introduction to Individual and Social Psychology****Teacher Responsible:** Dr. J. E. Stockdale, Room S386 (Secretary, S316)**Course Intended Primarily for** B.Sc. (Econ.) Part I and Part II; B.Sc. c.u. main fields Soc. Psych., Maths., Stats., Comp., Act. Sci., Man. Sci., Geog. 1st year, Soc., Soc. Anth.; B.Sc. Soc. Policy and Admin. 2nd and 3rd years.; Dip. Soc. Admin.**Core Syllabus:** An introduction to the theories and concepts of psychology concerned with human behaviour: how people perceive, think, feel and learn, and how they act in social settings.**Course Content:** Origins of behaviour. Mechanisms

and theories of learning, perception, memory, reasoning and language. Cognitive development and socialisation. Individual differences in ability and personality: the meaning and measurement of intelligence; definitions and dynamics of personality. Social cognition and social behaviour: the role of attitudes in behaviour and their measurement; group dynamics; intergroup behaviour and interpersonal communication.

Pre-Requisites: None.**Teaching Arrangements:** The course comprises a sessional weekly lecture and class.

(i) Ps100: A weekly lecture. The lectures in this series are given by Dr. Stockdale, Mr. Holmes, Mr. Jones and Dr. McShane.

(ii) Ps100a: A weekly class to which students are allocated in the early part of the Michaelmas Term. Class teachers are generally part-time.

(iii) Ps101: **Psychoanalytic Theories and their Derivatives** (6 lectures). Ms. S. Numa. These lectures are compulsory for 1st year B.Sc. Main Field Soc. Psych. and optional but highly recommended for other students attending Ps100.**Written Work:** Students are expected to write 5 essays during the Session. Topics are set by class teachers who assess the essays and discuss students' work.**Reading List:** Recommended reading: R. L. Atkinson *et al.*, *Introduction to Psychology*, Harcourt Brace & World, 1980 (8th edn.); Brown & Herstein, *Psychology*, Methuen, 1975; R. Brown, *Social Psychology*, Macmillan 1965; R. Brown, *Social Psychology* (2nd edn.), Macmillan, 1986; H. Gleitman, *Psychology* (2nd edn.), Norton, 1986; Taylor & Sluckin, *Introducing Psychology*, Penguin, 1982; Tajfel & Fraser, *Introducing Social Psychology*, Penguin, 1978. Additional references and a synopsis of lectures and class topics is distributed in the first lecture of the series and available in S316.**Examination Arrangements:** There is a three-hour examination in the Summer Term based on the syllabus of the lectures and classes. Students must answer 4 questions.**Ps5404****Social and Biological Processes in Behaviour****Teacher Responsible:** Mr. A. D. Jones, Room S364 (Secretary, Morag Rennie, S304)**Course Intended Primarily for** B.Sc. Social Psychology (first year), and B.Sc. (Econ.) Part II Special Subject Social Psychology.**Core Syllabus:** The course comprises two separate sections: A. **Social Processes**, and B. **Biological Processes in Behaviour**. The course is an introductory one in both areas.**Course Content:** A. **Social Processes** (Teacher: Mr. A. D. Jones and Dr. J. Dockrell): Social learning and imitation; observational learning; early social interaction; social facilitation effects; the social psychology and development of the emotions; expressive behaviour, especially in its relation to impression formation, the evolution of consciousness and the nature of the human self; gender differences; social skills training; gestures and their meanings.

B. Biological Processes (Teacher: **Dr. Simon Green**, Birkbeck College): Psychobiology; structure and function of the nervous system, including sense organs, physiological aspects of arousal, motivation, emotion and cognition; drugs and behaviour.

Teaching Arrangements: Social Processes: 20 weekly lectures of one hour. Classes are held fortnightly.

Biological Processes: Twelve weekly lectures of two hours (beginning in November).

Written Work: Students are required to write three essays on set topics in **Social Processes**.

Reading List: Social Processes: A reading list will be distributed during the course.

Biological Processes (in order of preference): S. E. Green, *Physiological Psychology: An Introduction*, Routledge and Kegan Paul, 1987; N. R. Carlson, *Physiology of Behaviour* (2nd edn.), Allyn and Bacon, 1980; R. F. Thompson, *Introduction to Physiological Psychology*, Harper and Row, 1975.

Examination Arrangements: A three-hour written examination in the Summer Term. The examination paper consists of two parts that correspond to the two sections of the course. Students are required to answer two questions from each section. In addition candidates may submit two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5406

Methods of Psychological Research I: General and Statistical

This comprises two components:

(i) Ps105 Laboratory Course;

(ii) SM202 Statistical Methods for Social Research.

Students must attend *both* components. This study guide deals with the LABORATORY course. For details of the Statistics component, students should consult the Course Guide SM7215: *Statistical Methods for Social Research*.

Teacher Responsible: Dr. J. E. Stockdale, Room S386 (Secretary, S316)

Course Intended Primarily for B.Sc. c.u. Main Field Soc. Psych. 1st year.

Core Syllabus: An introduction to experimental design and research methods in Psychology.

Course Content: Introduction to experimental design and research methods in relation to the design and conduct of laboratory and field studies. The areas examined will include learning, memory, thinking, perception, child behaviour and social processes. Students will also be introduced to measurement and scaling, and techniques of testing in relation to psychological assessment of attitudes, personality and intelligence. An introduction to statistical analysis of experimental data using computer packages. The experiments conducted will be related to topics discussed in Ps100.

(Introduction to Individual and Social Psychology).

Pre-Requisites: None.

Teaching Arrangements: Sessional, weekly three-hour laboratory session (Ps105). Students participate in the design and conduct of experiments and are expected to write reports on each of the studies they carry out.

These reports are marked by the teaching assistant and **Dr. J. E. Stockdale** and may be discussed with them.

Reading List: Students are not advised to purchase any text, but they may wish to consult:

H. H. Johnson, & R. L. Solso, *An Introduction to Experimental Design in Psychology. A Case Approach*, Harper & Row, 1971; A. M. Snadowsky (Ed.), *Social Psychology Research: Laboratory Field Relationships*, Free Press, 1972; B. J. Underwood & J. J. Shaughnessy, *Experimentation in Psychology*, Wiley, 1975. Recommended reading related to individual content areas will be given during the course.

Examination Arrangements: The Laboratory Course assessment is based on EIGHT laboratory reports completed during the session and formally submitted for assessment in the Summer Term. This amounts to 50% of the marks awarded for this unit, the remainder comprising Statistics exam. (35%) and Statistics exercises (15%).

Ps5420

Methods of Psychological Research II: Social and Statistical

Teachers Responsible: Dr. George Gaskell, Room S307 and Dr. J. E. Stockdale, Room S386 (Secretaries, S316)

Course Intended Primarily for B.Sc. c.u. main field Social Psychology 2nd year, B.Sc (Econ.) Special Subject Social Psychology Part II, Diploma in Social Psychology and other interested students.

For the sake of clarity this guide is divided into two sections covering:

Section A Methods of Psychological Research – Laboratory Sessions

Section B Psychological Statistics.

Each section comprises 50% of the assessment of the course.

Section A: Methods of Psychological Research: Lectures and Laboratory Sessions

Teacher Responsible: Dr. G. Gaskell, Room S307, (Secretary, S316)

Core Syllabus: The course is intended to give students an understanding of the concepts and methods of research and experience in the design, execution and analysis of cognitive and social psychological research and the assessment of individual differences.

Course Content: Assumptions underlying psychological experimentation and research. Problems of measurement and the assessment of individuals in particular attitude scaling, personality questionnaires, projective techniques and repertory grids, computer based analysis: on-line control of experiments and cognitive modelling. Elementary programming constructs. Practical experience in the conduct of experiments in the areas of cognitive and social psychology. Training in qualitative research and interviewing.

Teaching Arrangements: Ps108(i): **Methods of Psychological Research:** Lectures: 20, Members of the Department. Ps108(ii) **Laboratory Sessions:** 22 Sessions, Members of the Department.

Written Work: Research reports on the empirical projects carried out during the year. The reports relating to the first term should be submitted before the end of the 1st week of the Lent Term, those relating to the Lent Term's work before the end of the 1st week of the Summer Term. The reports will be assessed by the relevant lecturer with whom students can discuss their work.

Reading List: A. F. Chalmers, *What is this thing called Science?*, Open University Press, 1978; T. D. Cook & D. Campbell, *Quasi Experimental Design and Analysis: Issues for Field Settings*, Rand McNally, 1979.

Examination Arrangements: There is a two-hour written examination in the Summer Term containing 8 questions of which 3 must be answered. Laboratory notebooks containing the research reports, with a suitable index must be submitted for final examination by the date of the written examination. The examination and notebooks are given equal weight in the assessment of Section A of the course.

Section B: Psychological Statistics

Teacher Responsible: Dr. J. E. Stockdale, Room S386 (Secretary, S316)

Core Syllabus: The course aims to familiarize students with parametric and non-parametric techniques of data analysis and their application to psychological data.

Course Content: Revision: Sampling, inference and hypothesis testing. Non parametric tests for comparing 2 & k samples, related and independent groups. Non parametric measures of association and correlation. Simple linear regression and correlation. Assumptions and models underlying analysis of variance (fixed and random factors). One-, two- and three-way analysis of variance (independent randomized groups design). Planned and unplanned comparisons and tests of trend. Repeated measures and partial repeated measures (split plot) analysis of variance. Test Selection.

Pre-Requisites: Completion of SM202 *Statistical Methods for Social Research* or a comparable course which covers descriptive statistics; elementary probability; sampling, statistical inference, estimation and hypothesis testing, simple regression and correlation and elementary non-parametric techniques.

Teaching Arrangements: Sessional, weekly lecture and class. Lectures: Ps108(iii) 10 Michaelmas Term, 10 Lent Term, 3 Summer Term. Classes: Ps108(iii) (a) 10 Michaelmas Term, 10 Lent Term, 3 Summer Term. Exercises related to the lecture content are carried out in the weekly class.

Written Work: In addition to the class exercises, weekly exercises are assigned and the marks obtained contribute to the final overall assessment. The exercises are marked by the teaching assistant and may be discussed with **Dr. J. E. Stockdale**.

Reading List: No one book covers the entire course. Students are advised to buy:

S. Siegel, *Non-parametric Statistics for the Behavioural Sciences*, McGraw Hill, 1956 or B. Singer, *Distribution Free Models for Non-Parametric Problems*, B.P.S., 1979; and one of the following: H. M. Blalock, *Social Statistics*, McGraw Hill, 1960; G. Glass & J. Stanley, *Statistical Methods in Education and Psychology*, Prentice Hall, 1970; D. C. Howell,

Statistical Methods for Psychology (2nd edn.), Duxbury Press, 1987.

Books which students may wish to consult include: G. Keppel, *Design and Analysis: A Researchers' Handbook*, Prentice Hall, 1973; W. L. Hays, *Statistics*, Holt, Rinehart & Winston, 1969.

Examination Arrangements: There is a two-hour examination in the Summer Term divided into three sections. Students are required to answer one question from Section A, one question from Section B and three questions from Section C. 40% of the marks are allocated to Section A and 30% to each of the other two sections. Copies of previous years' papers are available. 70% of the assessment of the statistics course is based on the exam paper and 30% on the set of exercises submitted during the session.

Note: The relative weightings across *all* components of the course are as follows:

(i) Methods of Psychological Research: Examination 25%

(ii) Laboratory work 25%

(iii) Psychological Statistics: Examination 35%

(iv) Statistics Exercises 15%

Ps5423

Social Psychology

Teacher Responsible: Dr. A. E. Seaborne, Room S387 (Secretary, S316). **Other participants:** Professor R. M. Farr, Dr. A. P. Sealy and Dr. G. Gaskell.

Course Intended Primarily for B.Sc. Social Psychology second year, Diploma in Social Psychology and B.Sc. (Econ.) Part II Special Subject Social Psychology. Also available to second and third year course unit and B.Sc. (Econ.) Part II students.

Core Syllabus: The aim of the course is to examine the part played by personality, social cognition and social interaction in determining social behaviour.

Course Content: The syllabus is divided into three parts.

A. Social Cognition The social and collective nature of representations; social illusions, including the fundamental attributional error; collective representations of the individual and the attribution of responsibility; impression formation; the perception of persons and attribution theory.

B. Personality Theory Clinical and statistical approaches to diagnosis; stress analysis including primary and secondary appraisal; success, failure and aspiration level; personal construct theory, cognitive complexity and creativity: the situationist approach.

C. Social Interaction and Group Processes Norms, conformity and social innovation including the processes of minority influence; social comparison theory and exchange theory; game theory, bargaining and negotiation; prejudice and intergroup relations; decision making in groups.

Pre-Requisites: There are no prerequisites for Diploma students. Undergraduates normally require a pass in the **Introduction to Individual and Social Psychology** course and students other than B.Sc. Social Psychology students, are subject to the constraint of numbers.

Teaching Arrangements: Sessional, weekly lectures and classes.

Written Work: Students will be required to prepare essays on set topics.

Reading List: R. Brown, *Social Psychology* (2nd edn.), Free Press, 1986; M. Cook, *Perceiving Others: The Psychology of Inter-personal Perception*, Methuen, 1979; S. T. Fiske and S. E. Taylor, *Social Cognition*, Addison-Wesley, 1984; G. S. Klein, *Perception, Motives and Personality*, Knopf, 1970; W. Mischel, *Personality and Assessment*, Wiley, 1968; H. Tajfel, *The Social Dimension*, Vol. 2, Cambridge University Press, 1984; J. R. Eiser, *Cognitive Social Psychology*, McGraw-Hill, 1980; R. Corsini and A. Marsella, *Personality Theories and Research*, Peacock Inc., 1983; T. Cox, *Stress*, Macmillan, 1983.

Examination Arrangements: Students are examined in the Summer Term by a three-hour formal examination. Students are required to answer four questions. In addition, candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower examination marks but may be used to raise the final mark in borderline cases.

Ps5424

Cognitive Science

Teacher Responsible: Dr. J. McShane, Room S384 (Secretary, S316). Other participants: Dr. P. Humphreys, Dr. A. E. Seaborne, Mr. A. Wells and Dr. J. Dockrell.

Course Intended Primarily for B.Sc. Soc. Psych. 2nd year, Diploma in Social Psychology and B.Sc. Econ. Part II Special Subject Social Psychology. Also available to second and third year course unit and B.Sc. (Econ.) Part II students.

Core Syllabus: The course examines theoretical models of information processing within cognitive psychology and artificial intelligence. It is concerned essentially with the ways in which a cognitive system (human or artificial) manipulates, stores and retrieves information. Models of memory form the basis of cognitive systems. Reasoning and decision-making characterise the system in operation. Perceptual processes and language constitute the inputs and language and behaviour the outputs of the system. Each of these topics is discussed within the information-processing paradigm.

Course Content: Historical origins of cognitive science; models of memory; episodic and semantic memory; ACT; attention and memory; categorisation and concepts; methods of neuropsychology; memory disorders; language disorders; perceptual processes; perceptual inferences; ecological theories of perception; computational vision; computers and brains; origins of artificial intelligence; problem-solving.

Pre-Requisites: Introduction to Individual and Social Psychology or an equivalent course.

Teaching Arrangements: Weekly lectures and classes, sessional.

Written Work: Students will be required to prepare essays on set topics.

Reading List: There is no text for the course. Detailed reading lists will be provided for the individual blocks. The following texts will provide good general coverage of some aspects of the course: J. B. Best, *Cognitive*

Psychology, West, 1986; N. Stillings *et al.*, *Cognitive Science*, MIT Press, 1987; R. Lachman, J. L. Lachman and E. C. Butterfield, *Cognitive Psychology and Information Processing: An introduction*, Erlbaum, 1979; M. W. Eysenck, *A Handbook of Cognitive Psychology*, Erlbaum, 1984; U. Neisser, *Cognition and Reality*, W. H. Freeman, 1976; H. Gardner, *The Mind's New Science*, Harper and Row, 1986.

Examination Arrangements: A three-hour examination in the Summer Term. Students are usually required to answer four questions. In addition, students may submit an essay to the examiners. The marks obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5500

Methods of Psychological Research III

Course Intended Primarily for B.Sc. Social Psychology 3rd year.

Core Syllabus: The course has two components:

(i) **Advanced Data Analysis:** An introduction to the use of the SCSS computer package for the description and statistical analysis of social research data.

(ii) **Research Project:** An empirical investigation carried out on the students' own initiative under the supervision of a member of staff.

Teachers Responsible:

(i) **Advanced Data Analysis:** Dr. J. E. Stockdale, Room S386 (Secretary, S316), and Mr. A. J. Wells, Room S301

(ii) **Research Project:** All members of the Department may be involved in the supervision of the Research Project.

There is a Departmental Project Officer who is responsible for advising on the data analysis aspects of the work.

Course Content:

The course has two components:

(i) **Advanced Data Analysis:** An introduction to multivariate and related analytic techniques and their application to social research data.

This introduction is linked with the use of an interactive computer package, SCSS, to analyse data and this provides an opportunity to use a variety of statistical techniques to answer a range of research questions. Reference will also be made to the use and other applications of computer packages, such as SPSSX and SPSS PC PLUS.

(ii) **Research Project:** The research project comprises an empirical investigation and should aim to raise substantive psychological issues. The project is carried out under the supervision of a member of staff and a project officer is available to advise on the data analysis aspects of the research. The research topic is chosen by the student but it must be approved by the project supervisor.

Examination Arrangements:

(i) **Advanced Data Analysis:** Students are required to complete a data analysis assignment which contributes 15% to the overall assessment.

(ii) **Research Project:** The assessment is based on successful completion of a research project which contributes 85% to the overall assessment. Project

reports must be completed by a specified date in May when two copies of the project report must be submitted to the Departmental Office. It is preferable, but not compulsory, that the project report should be typewritten. Project reports should not be less than 10,000 words in length and should not exceed 15,000 words.

Ps5501

Advanced Study of Psychological Processes

Teacher Responsible: Dr. G. Gaskell, Room S307 (Secretary, S316)

Course Intended Primarily for B.Sc. c.u. main field Soc. Psych. 3rd year, Dip. Soc. Psych., B.Sc. (Econ.) Part II Special Subject Social Psychology.

Core Syllabus: Five areas of psychology are considered in detail, these being epistemology, attitude theory, social cognition, judgement and decision making, group processes and collective behaviour.

Course Content: The history and nature of empiricism in psychology and the impact of the dialectical school. Aspects of information processing, decision making, person perception, attribution theory, attitude change and social representations, the behaviour of individuals in groups and crowds.

Pre-Requisites: Ps106 Social Psychology.

Teaching Arrangements: A sessional lecture course (Ps115). The following lecturers are involved. Dr. G. Gaskell, Mr. R. Holmes, Professor R. Farr, Mr. S. Wooler.

Written Work: There are no requirements for written work, students are encouraged to write papers throughout the course which can be discussed with the lecturers.

Reading List: Reading lists will be distributed throughout the course.

J. R. Eiser, *Cognitive Social Psychology*, McGraw Hill, 1980; J. Perry & M. D. Pugh, *Collective Behaviour*, West. Pub. Co., 1978; R. Holmes, *Legitimacy and the Politics of the Knowable*, Routledge & Kegan Paul, 1976; T. S. Wallsten (Ed.), *Cognitive Processes in Choice & Decision Behaviour*, Lawrence Erlbaum Associates, 1980; M. Hewstone (Ed.), *Attribution Theory: Social and Functional Extensions*, Blackwell, Oxford, 1983; R. Brown, *Social Psychology* (2nd edn.), Free Press, 1986.

Examination Arrangements: There is a three-hour examination in the Summer Term based on the syllabus. Students are required to answer 4 questions. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5521

Cognitive Development

Teacher Responsible: Dr. Julie Dockrell, Room S384 (Secretary, S316)

Course Intended Primarily for B.Sc. Psychology third year; B.Sc. (Econ.) Part II Special Subject Social Psychology and Diploma in Social Psychology.

Core Syllabus: The course examines models of cognitive development, especially Piagetian,

Information Processing, and Innatist models. The theoretical principles of a developmental model will be discussed and the various models examined in the light of these principles and of the empirical evidence.

Course Content: Conditions for theories of cognitive development. Piaget's theory of intelligence in early childhood, especially in relation to number development and quantity reasoning. Theories of information processing and the role of memory in cognitive development. The role of innate factors in development, especially in relation to language development.

Pre-Requisites: Introductory courses in developmental and cognitive psychology.

Teaching Arrangements: Weekly two-hour seminars (Ps118) of which half will be a lecture and half a discussion.

Reading List: M. Boden, *Piaget*, Fontana, 1979; C. J. Brainerd, *Piaget's Theory of Intelligence*, Prentice-Hall, 1978; R. J. Sternberg (Ed.), *Mechanisms of Cognitive Development*; W. H. Freeman, 1984; M. Atkinson, *Explanations in the Study of Child Language Development*, Cambridge University Press, 1982.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5523

Collective Psychologies

Teacher Responsible: Professor R. M. Farr, Room S303 (Secretary, Morag Rennie, S304). Also participating, Dr. C. Badcock.

Course Intended Primarily for B.Sc. Social Psychology third year, Diploma in Social Psychology and B.Sc.(Econ.) Part II, Special Subject Social Psychology. With approval of the department other third year course unit students may attend this course. B.Sc. Sociology and B.A. Social Anthropology students are particularly welcome.

Core Syllabus: The aim of the course is to reconstruct, both logically and historically, some of the early forms of collective psychology and to assess their relevance in the context of modern research in psychology and in the other social sciences. The focus of interest is on the relation between psychology and other social sciences.

Course Content: Wundt's *Völkerpsychologie* (1900-20) will be considered in relation both to his experimental science and to the development of social sciences other than psychology. The impact of Le Bon's psychology of crowds on the study of mass phenomena will be traced. A special study will be made of the collective psychologies developed by Freud. The relevance of the work in collective psychology to the study of scripts, plans and scenarios in modern cognitive science will be explored. If time permits some aspects of collective psychology in the Soviet Union will be looked at and comparisons drawn with Western research.

Pre-Requisites: Some prior knowledge of a social science or of social philosophy.

Teaching Arrangements: Ten two-hour weekly seminars (Ps123) throughout the Michaelmas Term.

Written Work: Students present papers in the seminar and are encouraged to write essays on topics agreed with the teacher.

Reading List: S. Moscovici, *The Age of the Crowd*, Cambridge University Press, 1985; A. Nye, *The Origins of Crowd Psychology: Gustav Le Bon and the Crisis of Mass Democracy in the Third Republic*, Sage, 1975; Articles by Danziger, Markova, Jahoda and Farr in R. M. Farr (Guest ed.), "History of Social Psychology" (*British Journal of Social Psychology*, Vol. 22, No. 4, November 1983, Special Issue); C. R. Badcock, *The Psychoanalysis of Culture*, Blackwell; C. R. Badcock, *The Problem of Altruism: Freudian-Darwinian Solutions*, Blackwell, 1986; C. Graumann and S. Moscovici (Eds.), *Changing Conceptions of Crowd Mind and Behaviour*, Springer Verlag, New York, 1987.

More detailed reading lists which include many journal articles are available from the Administrative Secretary (Morag Rennie).

Examination Agreements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two from a choice of five questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained in the examination but may be used to raise the final mark in borderline cases.

Ps5524

Personality and Psychopathology

Teacher Responsible: Dr. A. P. Sealy, Room S387 (Secretary, Morag Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology third year; Diploma in Social Psychology and B.Sc. (Econ.) Part II Special Subject Social Psychology.

Core Syllabus: The investigation of psychological processes involved in mental disorders, starting with a general discussion of psychological aspects of diagnosis. The disorders under consideration will include schizophrenia, psychopathy, depression and anxiety. There will also be a discussion of grief and bereavement and coping mechanisms in stressful circumstances.

Course Content: The course will start with a general discussion of mental disorder, including models of psychiatric illness, differences between diagnosticians, the concept of "personal illness" and the views of T. Szasz. Arousal processes will be studied in relation to schizophrenia, early infantile autism, hyperactivity in children and psychopathy. Cognitive and behavioural problems will be discussed in relation to depression and schizophrenia. The impact of stressful life events will be discussed in relation to depression and anxiety. There will be a detailed discussion of grief and bereavement, as well as coping mechanisms in extreme or threatening situations.

Pre-Requisites: None for Psychology students. Other students may attend at the discretion of the teacher.

Teaching Arrangements: A weekly seminar course (Ps119) throughout the Michaelmas Term.

Reading List: T. Szasz, *The Myth of Mental Illness*, Paladin, 1971; R. D. Hare, *Psychopathy*, Wiley, 1970; T. Cox, *Stress*, MacMillan, 1978; B. Maher, *Principles of Psychopathology*, McGraw-Hill, 1966; H. J. Eysenck, *Handbook of Abnormal Psychology* (Revised Edition), Basic Books, 1978; B. Maher (Ed.), *Progress in Experimental Personality Research*, selected chapters from Vols. I to XII, Academic Press, 1964 onwards; L. Fredén, *Psychological Aspects of Depression*, Wiley, 1982; P. Howlin and M. Rutter, *Treatment of Autistic Children*, Wiley, 1987; G. Brown and T. Harris, *Social Origins of Depression*, Tavistock, 1984.

Examination Arrangements: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5525

Social Psychology of Health

Teacher Responsible: Dr. A. N. Oppenheim, Room S366 (Secretary, S316)

Course Intended Primarily for B.Sc. Social Psychology third year; B.Sc.(Econ.) Part II Special Subject Social Psychology and Diploma in Social Psychology students.

Core Syllabus: The application of social psychology to problems of health and illness.

Course Content: Social and behavioural medicine, social psychiatry and epidemiology. Cross-cultural concepts of health and disease. Care-delivery systems, health professionals and problems of medicalization. Alcoholism, smoking and drug-taking. The problems of assessment and evaluation.

Pre-Requisites: Knowledge of basic social psychology theories and research methods to third year level will be assumed.

Teaching Arrangements: The course is taught by means of regular weekly seminars (Ps124) taking place in the Michaelmas Term. Students are expected to take a major part in the seminar by reading papers and contributing to the discussion. The seminar topics will follow a detailed reading list which will be handed out at the beginning of the seminar.

Written Work: Students are encouraged to write essays which may be submitted as part of the Final examination. Students should consult the seminar teacher before choosing their essay topics. Students should be prepared to read widely in related fields and should also become thoroughly familiar with problems of research design and research techniques.

Reading List: A full reading list will be handed out at the beginning of the seminar course. Students should be familiar with: P. H. Rossi, H. E. Freeman and R. Wright, *Evaluation: A Systematic Approach*, Sage, 1979; J. R. Eiser, *Social Psychology and Behavioural Medicine*, John Wiley, 1982.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, candidates may submit an essay

to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5526

Ps6414

Applied Developmental Psychology

Teachers Responsible: Dr. J. McShane, Room S384 and Dr. J. Dockrell (Secretary, Room S316)

Course Intended Primarily for B.Sc. Social Psychology third year; Diploma in Social Psychology, B.Sc.(Econ.) Part II Special Subject Social Psychology and M.Sc. Psychology students.

Core Syllabus: The course examines various aspects of the interface between developmental theory and developmental intervention, especially in the area of education. Topics include learning difficulties, language, reading, and the education of children with handicaps. The methodology of assessment techniques is a key issue.

Course Content: Theories of learning and development; developmental assessment; the design of intervention programmes; learning mathematics; language delays; reading and reading difficulties; assessment and education of children with handicaps; compensatory education.

Pre-Requisites: Introductory course in developmental psychology.

Teaching Arrangements: Weekly two-hour seminars (Ps150) of which half will be a lecture and half a discussion.

Reading List: S. Farnham-Diggory, *Learning Disabilities*, Fontana, 1984; M. Ainscow and D. A. Tweddle, *Preventing Classroom Failure: An Objectives Approach*, Wiley, 1980; M. Hughes, *Children and Number*, Blackwell, 1984; G. Lindsay (Ed.), *Screening for Children with Special Needs*, Croom-Helm, 1984; A. Ellis, *Reading, Writing and Dyslexia: A Cognitive Approach*.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.: a two-hour examination in the Summer Term with students answering questions from a choice of questions. Written work carried out during the session forms part of the assessment.

Ps5527

Ps6418

Life-Span Development Seminar

Teacher Responsible: Mr. A. D. Jones, Room S364 (Secretary, Morag Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology third year; B.Sc.(Econ.) Part II Special Subject Social Psychology; M.Sc. Social Psychology and Diploma in Social Psychology.

Core Syllabus: The adult part of the human life-cycle: varieties of stages and patterns; transitions between

stages; crises: examples selected from adolescence, family building, employment, old age: theories of adult development; the control of personal growth.

Course Content: The adult part of the human life-cycle can be viewed as a series of stages involving a great variety of alternatives and choices. School, employment, marriage, parenting, career development, divorce, bereavement, retirement and death provide some of the framework for the stages. Movement between stages involves changes in family, work groups and social groups and changes in individual identity. The course will concentrate on the main life-span episodes and transitions between them. Theoretical perspectives include Erik Erikson on psychoanalytic issues, Vic Turner on the use of symbols and ritual and Peter Marris on coping with the loss of the past. The human potential movement will be examined as a psychological system enabling individual people to determine their own intellectual, emotional, behavioural and transpersonal growth.

Pre-Requisites: Students should have completed at least two courses in psychology.

Teaching Arrangements: A weekly seminar course (Ps151) throughout Lent Term.

Written Work: Students will be expected to present material in the form of papers.

Reading List: D. C. Kimmel, *Adulthood and Ageing*, Wiley, 1974.

Examination Arrangements: M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the Session forms part of the assessment. B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5528

Ps6415

Personality and Social Pathology

Teacher Responsible: Dr. A. P. Sealy, Room S387 (Secretary, Morag Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology third year; M.Sc. Social Psychology, Diploma in Social Psychology, and B.Sc.(Econ.) Part II Special Subject Social Psychology.

Core Syllabus: The role of psychological factors in the description and aetiology of social pathologies, especially juvenile delinquency, alienation and suicide which will form a central part of the course. There will also be a discussion of self concept and psychopathology and of the social and personal processes involved in transition and change in therapeutic procedures.

Course Content: The course will start a detailed account of psychological features in the aetiology of juvenile delinquency and differentiations within that area. There will be a discussion of labelling processes but with particular emphasis on the effects of labelling. Attention will be given to the processes and effects of training and rehabilitation schedules with regard to

juveniles, including individual-institutional interactions. A central part of the course will consider the definition and historical origin of the concept of alienation and its relation to deviance and political involvement. The role of self in its social context will be analysed in relation of psychopathology. A consideration will be given to suicide. Finally, there will be an account of change and transition in psychotherapy as a combined function of disorder, personality and situation.

Pre-Requisites: None for Psychology students. Other students may attend at the discretion of the teacher.

Teaching Arrangements: A weekly seminar course (Ps152) throughout Lent Term.

Reading List: R. V. G. Clarke, *Designing Out Crime*, H.M.S.O., 1980; S. R. Brody, *The Effectiveness of Sentencing*, H.M.S.O., 1976; S. Cohen (Ed.), *Images of Deviance*, Pelican; D. B. Cornish and R. V. G. Clarke, *Residential Treatment and its Effects*, H.M.S.O., 1975; D. Farrington *et al.*, "The persistence of labelling effects", *British Journal of Criminology*, 18, pps. 227-289; H. C. Quay, *Juvenile Delinquency*, Van Nostrand, 1965; M. Rutter and H. Giller, *Juvenile Delinquency*, Penguin, 1983.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the Session forms part of the assessment.

Ps5529
Ps6417

Psychological Aspects of Legal Processes

Teacher Responsible: Dr. A. P. Sealy, Room S387 (Secretary, Morag Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology third year; M.Sc. Social Psychology and Diploma in Social Psychology. Graduate students in Law and Sociology and students in Social Administration may attend at the discretion of the teacher.

Core Syllabus: The application of psychological principles to legal processes; the analysis of some of the assumptions underlying court proceedings; the use of psychological factors in special court decisions, such as custody of children and arrangements of domestic disputes; use of psychological techniques in forensic decisions, especially with regard to the prediction of parole success and the diagnosis of dangerousness.

Course Content: The course will have three parts, one concerned with courts and their decision mechanisms; this will range from a study of juries through to an analysis of sentencing. The second part will concern itself with individuals and their behaviour within the system of criminal and civil justice: the identification and analysis of personal bias. The third part will concern itself with special judicial decisions,

particularly those concerning children and their custody, dangerous offenders and their treatment and psychopathological offenders and their disposal.

This is *not* a course in law; its interest is to inquire into some of the psychological assumptions inherent in the forensic processes.

Pre-Requisites: Students without a first degree in psychology should have completed at least two courses in psychology.

Teaching Arrangements: A two-hour weekly seminar (Ps153) throughout the Lent Term.

Reading List: Kalven and Zeisel, *The American Jury*; R. F. Simon, *The Jury and the Rules of Insanity*, Brown, 1968; V. J. Konecni and E. B. Ebbesen, *The Criminal Justice System: A Social Psychological Analysis*, Freeman, 1982; S. Lloyd Bostock and B. R. Clifford, *Evaluating Witness Evidence*, Wiley, 1982; J. Gunn and D. Farrington, *Abnormal Offenders, Delinquency and the Criminal Justice Systems*, Wiley, 1982; J. Temkin, *Rape and the Legal Process*, Sweet and Maxwell, 1987.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the Session forms part of the assessment.

Ps5530
Ps6421

Social Psychology of Conflict

Teacher Responsible: Dr. A. N. Oppenheim, Room S366 (Secretary, S316)

Course Intended Primarily for B.Sc. Social Psychology third year; M.Sc./M.Phil. Social Psychology and Diploma in Social Psychology students.

Core Syllabus: Applications of social psychology to the problems of international, communal, and industrial conflict; peace research and conflict resolution.

Course Content: The types of relationships between States and other actors on the international scene. Systems and general system theories. The ways in which States communicate. The formulation of foreign policy. Aggression in animals and Man. The nature of peace and peace theories. Crises and crisis behaviour. Conflict prevention and conflict resolution. Industrial and communal conflict.

Pre-Requisites: Knowledge of basic social psychology theories and research methods to third year level will be assumed.

Teaching Arrangements: The course is taught by means of regular weekly seminars (Ps154) in the Lent Term. Students are expected to take a major part in the seminar by reading papers and contributing to the discussion. The seminar topics will follow a detailed reading list which will be handed out at the beginning of the Seminar.

Written Work: Depending on the number of students taking part in the course, each student will be expected to give at least one seminar paper; sometimes a topic is covered by two students.

Reading List: A full reading list will be made available at the start of the course.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, candidates may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the session forms part of the assessment.

Ps5531
Ps6416

Social Psychology of the Media

Teacher Responsible: Dr. Patrick Humphreys, Room S346 (Secretary, S316). Other teachers involved Dr. Berkeley and Professor Himmelweit.

Course Intended Primarily for B.Sc. Social Psychology third year; Diploma in Social Psychology; M.Sc. Social Psychology and other interested students with appropriate prerequisites.

Core Syllabus: Role, function and effects of communications media: analysis of media output and its involvement in processes of social influence and social change. Examination of media campaigns and communications effects studies.

Course Content: Research approaches to the study of media contents and effects. The role of television in children's lives. The nature of communication and how interpretation of messages is achieved. Appraisal of attempts to identify violence on television and study its effects. "Reading" the media: analysis of the form of media messages and determining their ideological functions (maintaining consensus or creating controversy): diffusion of messages and mediation of myths. The social context of the media and its influence on the restrictions imposed on the various forms of media. Propaganda through the media: war propaganda, election campaigns, encouragement of stereotypes; Publicity and advertising. The media as agents of planned social change: health campaigns aimed at information gain and behaviour change. Politics in the media: the ideology of impartiality and balance. Creating social reality: the process of news selection and construction.

Pre-Requisites: Students without a first degree in psychology should have completed at least two courses in psychology.

Teaching Arrangements: Two-hour weekly lecture/seminars (Ps155) in the Lent Term. Students on the course are also encouraged to attend to series of lectures (SA133) **Media and Society - Research and Policy Issues: Broadcasting, the Press and New Communications Technologies** convened by Dr. Marjorie Ferguson of the Department of Social Science and Administration.

Reading List: J. Curran, M. Gurevitch & J. Woollacott (Eds.), *Mass Communication and Society*, Arnold-Open University Press, 1979; T. Bennett, S. Boyd-Bowman, C. Mercer & J. Woollacott (Eds.), *Popular Television and Film*, BFI-Open University Press, 1981; J. Hartley, *Understanding News*, Methuen, 1982; M. Blonsky, *On Signs*, Macmillan, 1985; J. Curran, J. Ecclestone, G. Oakley and A. Richardson (Eds.), *Bending Reality: The State of the Media*, Pluto Press, 1986.

Additional reading lists will be given out at the beginning of the Session.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the session forms part of the assessment.

Ps5532
Ps6422

Sociological Forms of Social Psychology

(Not available 1988-89)

Teacher Responsible: Professor R. M. Farr, Room S303 (Secretary, Morag Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology third year; M.Sc. Social Psychology students and B.Sc.(Econ.) Part II Special Subject Social Psychology. B.Sc. and M.Sc. students in Sociology, Anthropology and Philosophy are also welcome.

Core Syllabus: To examine some of the forms of social psychology which have developed in social sciences other than psychology and to relate them, conceptually and historically, to traditions of research in social psychology within psychology.

Course Content: A special study will be made of the social philosophy of G. H. Mead and the issue will be raised as to whether the "social behaviourism" of Mead and the "symbolic interactionism" of Blumer are one and the same tradition of social psychology. The argument will be developed that they are not. Other forms of social psychology within the Chicago School will be examined e.g. the work of Thomas and possibly also the work of Thurstone. Contemporary French research on social representations will be examined in the light of Durkheim's distinction between collective and individual representations. Ichheiser's monograph on the ideology of success and failure and on the sociology of human relations will be critically evaluated and its influence traced in the work of Goffman on the presentation of self in everyday life and in Heider's work on the psychology of inter-personal relations.

Pre-Requisites: Some prior knowledge of a social science or of social philosophy.

Teaching Arrangements: Ten two-hour weekly seminars (Ps162) throughout the Lent Term.

Written Work: Students present papers in the seminar

and are encouraged to write essays on topics agreed with the teacher. An essay is a required part of the M.Sc. degree work.

Reading List: G. H. Mead, *Mind, Self and Society: From the standpoint of a social behaviourist*, University of Chicago Press, Chicago, 1934; R. M. Farr and S. Moscovici (Eds.), *Social Representations*, Cambridge University Press, 1984; P. Rock, *The Making of Symbolic Interactionism*, Macmillan, 1979; H. Blumer, *Symbolic Interactionism: Perspective and Method*, Prentice Hall, Englewood Cliffs, N. J., 1969; G. Ichheiser, "Misunderstandings in Human Relations: A study in false social perception," *American Journal of Sociology*, Monograph, 1949; M. Bulmer, *The Chicago School of Sociology*, University of Chicago Press, Chicago, 1984.

More detailed reading lists are available from the Administrative Secretary (Morag Rennie).

Examination Arrangements: B.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the Session forms part of the assessment. In addition students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the session forms part of the assessment.

Ps5533

Artificial Intelligence

Teacher Responsible: Dr. J. McShane, Room S384 (Secretary, Room S316).

Course Intended Primarily for B.Sc. Social Psychology third year; B.Sc. (Econ.) Part II Special Subject Social Psychology. Other students with an appropriate background may also attend.

Core Syllabus: The course is concerned with Artificial Intelligence in Psychology. It examines the use of simulation techniques in testing a computational theory of mind and illustrates the use of these techniques in psychological areas such as problem solving, memory organization, natural language understanding, planning and learning.

Course Content: Artificial Intelligence and psychology; Architectures for AI and cognition; problem-solving techniques; knowledge representation; expert systems; goals and plans; natural language parsing; natural language comprehension; machine language; intelligent tutoring systems.

Pre-Requisites: Cognitive Science or an equivalent course.

Teaching Arrangements: A weekly two-hour seminar course throughout the Michaelmas Term.

Reading List: E. Rich, *Artificial Intelligence*, McGraw-Hill, 1983; E. Charniak and D. McDermot, *Introduction to Artificial Intelligence*, Addison-Wesley, 1985; A. Barr and E. Feigenbaum (Eds.), *The Handbook of Artificial Intelligence*, Kaufman, 1981; P.

Jackson, *Introduction to Expert Systems*, Addison-Wesley, 1986.

Examination Arrangements: A two-hour examination in the Summer Term with students answering two questions from a choice of questions.

Ps5599

An Essay or Research Report (not exceeding 5,000 words)

Teacher Responsible: The supervisor to Diploma students, Dr. J. Dockrell.

Course Intended for students taking the Diploma in Social Psychology.

Core Syllabus: The essay or research report comprises one whole paper (or one quarter) of the Diploma requirements.

Selection of Topic: To be done in consultation with the supervisor.

Arrangements for Supervision: Mutually agreed between student and supervisor; considerable latitude is possible.

Examination Requirements: The essay or report should be handed in in the first week of June (date to be arranged).

Ps6414

Applied Developmental Psychology

See Ps5526

Ps6415

Personality and Social Pathology

See Ps5528

Ps6416

Social Psychology of the Media

See Ps5531

Ps6417

Psychological Aspects of Legal Processes

See Ps5529

Ps6418

Life-Span Development Seminar

See Ps5527

Ps6419

Decision Making and Decision Support Systems

Teacher Responsible: Dr. Patrick Humphreys, Room S367 (Secretary, S316)

Course Intended Primarily for those taking the M.Sc. in Social Psychology; students taking other M.Sc. courses who can take an outside paper are also welcome.

Core Syllabus: Personal, organizational and social decision making; analysing and aiding decision processes; resolution of conflicting objectives; decision support systems.

Course Content: This course examines issues in personal and social decision making, looking at how we can describe the processes involved in forming judgements, planning actions and evaluating their consequences; what happens in societal decision making when people have conflicting objectives; how risk is experienced and analysed. Techniques for aiding decision making are explored, and ways in which decision support systems are used in organizations are investigated.

Pre-Requisites: Some background knowledge is desirable in one or more of the fields of cognitive psychology, operations research, systems analysis or management. Only an elementary level of mathematical ability is assumed, together with some capacity for logical analysis of subjective phenomena.

Teaching Arrangements: Two-hourly weekly lecture/seminars (Ps163) during the Lent Term. Interactive computer-based techniques for modelling and aiding decision making will be introduced through the seminar, and participants will have the opportunity to explore these techniques further outside the seminar.

Reading List: G. N. Wright (Ed.), *Behavioural Decision Making: Theory and Research*, Plenum, 1985; P. C. Humphreys, O. Svenson & A. Vari (Eds.), *Analysing & Aiding Decision Processes*, North Holland, 1983; I. L. Janis & L. Mann, *Decision Making*, Free Press, New York, 1977; J. Hawgood & P. C. Humphreys, *Effective Decision Support-Systems*, Technical Press, Aldershot, 1987; K. Borcharding *et al.*, *Research Perspectives on Decision Making Under Uncertainty*, North Holland, 1984; E. McLean and H. G. Sol, *Decision Support Systems: A Decade in Perspective*, North Holland, 1987.

Detailed reading lists will be given out at the beginning of the term.

Examination Arrangements: A two-hour examination in the Summer term with students answering two questions from a choice of questions. Written work carried out during the session forms part of the assessment.

Ps6420

People and Organisations

Teacher Responsible: Mr. R. Holmes, Room S313 (Secretary, S316)

Course Intended Primarily for those taking the M.Sc. in Social Psychology; students taking other M.Sc. courses who can take an outside paper are also welcome.

Core Syllabus: The course is primarily concerned to give the psychological underpinning of 'organisational' phenomena - cf. of the formal role, the nature of power, etc.

Course Content: The nature of power, legitimacy and authority; groups and leadership; work - alienation and incentives; communication in organisations; the usefulness of the concept of systems for describing and/or explaining organisational phenomena.

Pre-Requisites: No previous knowledge of psychology is wholly necessary, but on the whole it will be assumed that the students are familiar with a certain amount of basic psychology.

Teaching Arrangements: A weekly seminar (Ps161) in the Lent Term.

Reading List: The best idea of the approach taken is that of the teacher's:

Roger Holmes, *Legitimacy & the Politics of the Knowable*, (Routledge & Kegan Paul, 1976). Reading lists on various topics will be handed out and discussed during the course.

Examination Arrangements: A two-hour examination in the Summer Term. Written work carried out during the session forms part of the assessment.

Ps6421

Social Psychology of Conflict

See Ps5530

Ps6422

Sociological Forms of Social Psychology

See Ps5532

Ps6423

Contemporary Social Psychology

Teacher Responsible: Professor R. M. Farr, Room S303 (Secretary, Morag Rennie, S304). Other participants: Dr. Gaskell, Dr. Humphreys and Dr. Sealy.

Course Intended Primarily for M.Sc. Social Psychology. Students taking other M.Sc. courses are also welcome.

Core Syllabus: Selected topics in modern social psychology.

Course Content: The historical background of modern social psychology. Scripts, plans, scenarios and other collective representations in modern cognitive science. Collective representations and attitudes. The social psychology of mind and behaviour. Social interaction and the dynamics of small groups. Collective behaviour and inter-group relations. Social attitudes, social identity theory and relative deprivation. Changing attitudes. Persuasion, social control and social change. Cognitive, linguistic and mnemonic processes in a specific and demanding social situation: the validity and reliability of witness testimony in court.

Pre-Requisites: An Honours Degree in psychology.

Teaching Arrangements: 20 two-hour lecture sessions (Ps160) in the Michaelmas and Lent Terms.

Reading List: M. Hewstone (Ed.), *Introduction to Social Psychology - A European Perspective*, Blackwell, Oxford, 1988; M. Billig, *Arguments and Thinking*, Cambridge University Press, 1987; R. Brown, *Social Psychology*, Collier-Macmillan, New York, 1986, (set text); J. C. Turner and H. Giles (Eds.), *Intergroup Behaviour*, Blackwell, 1981; H. Tajfel, *Human Groups and Social Categories: Studies in social psychology*, Cambridge University Press, 1981; S. Lloyd Bostock and B. Clifford, *Evaluating Witness Evidence*, Wiley, 1983; J. R. Eiser, *Social Psychology*, Cambridge University Press 1986; R. M. Farr and S. Moscovici (Eds.), *Social Representations*, Cambridge University Press, 1984; M. Hewstone (Ed.), *Attribution Theory: Social and functional extensions*, Blackwell, 1983; P. C. Humphreys, *Changing Attitudes*, Open University Press, 1986 (OU Course D307, units 16/17); H. T. Himmelweit, P. Humphreys and M. Jaeger,

How Voters Decide (revised and updated edition), Open University Press, 1985; M. Cook (Ed.), *Issues in Person Perception*, Methuen, 1984.

Examination Arrangements: There will be a three-hour examination in the Summer Term with students answering three questions from a choice of questions. Written work carried out during the session forms part of the overall assessment of the course.

Ps6498**Methods of Research in Social Psychology**

Teachers Responsible: Dr. G. D. Gaskell, Room S307 (Secretary, S316), Professor R. M. Farr, Room S303 (Secretary, Morag Rennie, S304), Dr. A. N. Oppenheim, (Secretary, S316), Dr. P. C. Humphreys, Room S367 (Secretary, S316), Dr. A. P. Sealy, Room S387, (Secretary, Morag Rennie, S304) and Dr. J. E. Stockdale, Room S386 (Secretary, S316) and Mr. A. Wells.

Course Intended Primarily for M.Sc. Social Psychology and M.Phil./Ph.D. students in Social Psychology; B.Sc. Social Psychology 3rd year.

Core Syllabus: The course is intended to give students an advanced knowledge of concepts and methods of social psychological research and broad experience in the use of various research techniques.

Course Content: The course has four components:

- (i) Principles of Social Research
- (ii) Research Techniques
- (iii) Advanced Data Analysis

(iv) Further Statistical Methods (given by Statistics Department)

(i) **Principles of Social Research.** Introduction to the philosophy of scientific method, the design and analysis of experiments and quasi-experiments, social artefacts in research, interviewing and participant observation, attitude measurement, evaluation research, personality assessment and the criteria for assessing psychometric scales and social research.

(ii) **Research Techniques.** A series of workshops and practicals covering attitude measurement and questionnaire design, the assessment of personality, interviewing, content analysis and the use of micro-computers for on-line control of experiments and word processing. The presentation of research reports.

(iii) **Advanced Data Analysis.** The use of the SCSS and SPSSX computer packages for analysis of social data.

(iv) **Further Statistical Methods (SM268):** Non-parametric techniques, multivariate statistics and Applied Multivariate Analysis (SM259).

(Students should consult Study Guides SM6499 and SM8255).

Teaching Arrangements: The course is taught by means of lectures and practical sessions (Ps165) mainly in the Michaelmas Term. Course work includes regular assignments and exercises on research techniques, computer analysis of data and statistics.

Reading List: G. Hoinville and R. Jowell, *Social Research Practice*, Heinemann, 1978; T. D. Cook and D. T. Campbell, *Quasi-Experimentation Design and Analysis*, Rand McNally, 1979; L. J. Cronbach, *Essentials of Psychological Measurement*; W. M. Crano and M. Brewer, *Principles of Research in Social Psychology*, McGraw Hill, 1973.

Examination Arrangements: The Statistics course is assessed by means of a formal three-hour test in May, together with the marks for two written assignments carried out during the course. Principles of Social Research and Research Techniques will be assessed on the basis of course work and a written test.

Ps6499**Report**

Teacher Responsible: All members of the Department may be involved in the supervision of the research project on which the Report is based.

Course Intended Primarily for M.Sc. Social Psychology.

Core Syllabus: It is equivalent in value to one-eighth of the year's work. This is roughly equivalent to three weeks' full-time work on the project alone. It is the Report of an empirical investigation carried out on the student's own initiative.

Selection of Topic: Towards the end of the Michaelmas Term a "Project Shop Window" Meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. Students must obtain the approval of their Supervisors before embarking on the empirical part of their investigation.

Arrangements for Supervision: In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind. The function of the Supervisor is to advise the student by providing information and by identifying problems in the research that might not have occurred to the student. The student is not required to accept this advice.

Examination Arrangements: Two copies of the Report must be handed in to the Departmental Office by 30th June, or two weeks after the date of the last written paper whichever is the later. It is preferable if the Report is a typewritten one. It must not exceed 10,000 words in length.

SOCIAL SCIENCE AND ADMINISTRATION

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, ordered by the identity of the degree course for which they are primarily intended.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
COURSES PRIMARILY INTENDED FOR UNDERGRADUATES		
SA100	Introduction to Social Policy Professor B. Abel-Smith and Professor D. Piachaud	23/MLS SA5600; SA6771
SA101	History of Social Policy in the Nineteenth and Twentieth Centuries Dr. J. Lewis	25/MLS SA5612
SA103	Social Policy Mr. M. Reddin, Dr. J. W. Carrier and others	23/MLS SA5720; SA6630
SA104	Explaining Social Policy Dr. P. H. Levin	12/ML SA5620
SA105	The Government of Social Policy Dr. P. H. Levin and others	15/M SA5620
SA109	Sociology and Social Policy Professor D. M. Downes and Dr. J. W. Carrier	25/MLS SA5613
SA114	Statistics and Computing in Social Investigation Mrs. D. Irving	10/M SA5622
SA115	Methods of Social Investigation Mr. R. Burrows and Dr. C. Husbands	20/ML SA5622; So5801
SA116	Psychology and Social Policy (Not available 1988-89) Dr. N. Madge	10/M SA5753
SA120	Political Theory and Social Policy Ms. C. Farsides	10/ML SA5725
SA121	Educational Policy and Administration To be announced	10/M SA5730
SA122	Race Relations and Ethnic Minority Groups Dr. M. I. A. Bulmer and Dr. J. W. Carrier	20/ML SA5754
SA123	Personal Social Services Miss S. B. Sainsbury	10/M SA5731; SA6642; SA6703
SA125	Housing and Urban Structure Dr. P. H. Levin	10/M SA5732; SA6643

Lecture/ Seminar Number		Course Guide Number	
SA126	Health Policy and Administration Professor B. Abel-Smith, Dr. J. W. Carrier Ms. A. Mills, Dr. J. Simons and others	24/MLS	SA5733; SA6661; SA6761
SA127	Women, The Family and Social Policy (Not available 1988-89) Dr. J. Lewis	15/ML	SA5756
SA129	Social Security Policy Professor D. F. J. Piachaud and Mr. M. Reddin	15/ML	SA5735; SA6641
SA130	Social Economics Professor D. F. J. Piachaud	20/ML	SA5614; SA6773
SA132	The Finance of the Social Services (Not available 1988-89) Professor H. Glennerster	20/ML	SA5755

COURSES INTENDED PRIMARILY FOR M.SC. VOLUNTARY SECTOR ORGANISATION (OPTION 4)

SA141	Voluntary Sector Policy and Administration Dr. D. Billis and Mrs. M. Harris	23/MLS	SA6710
SA142	Institutions and Issues in the Voluntary Sector-Seminar Dr. D. Billis and Mrs. M. Harris	10/M	SA6710
SA143	Aspects of Voluntary Sector Policy and Administration — Seminar Dr. D. Billis and Mrs. M. Harris	13/LS	SA6710
SA144	Voluntary Sector Dissertation — Seminar Dr. D. Billis and Mrs. M. Harris	8/ML	SA6718

COURSES INTENDED PRIMARILY FOR M.SC. SOCIAL POLICY AND PLANNING (OPTION 1)

SA150	Analysis of Social Policy and Administration Professor D. F. J. Piachaud and others	20/ML	SA6630; SA6703
SA151	Social Policy and Administration — Seminar Professor D. F. J. Piachaud and Miss S. Sainsbury	25/MLS	SA6630
SA152	Social Planning — Seminar (Not available 1988-89) Professor H. Glennerster and Professor J. Rosenhead	25/MLS	SA6631; SM8359
SA153	Social Policy Research — Seminar Dr. M. I. A. Bulmer	15/M	SA153; SA6630; SA6631
SA154	Planning of Health Services — Seminar Dr. J. W. Carrier, Professor B. Abel-Smith, Ms. A. Mills, Dr. J. Simons and others	24/MLS	SA6640; SA6661; SA6761; So6882

Lecture/ Seminar Number		Course Guide Number	
SA155	Income Maintenance and Social Security Policies — Seminar Mr. M. Reddin and Professor D. F. J. Piachaud	25/MLS	SA6641
SA156	Planning of Personal Social Services — Seminar Miss S. Sainsbury	25/MLS	SA6642
SA157	Housing and Urban Planning — Seminar Dr. P. H. Levin	25/MLS	SA6643
SA160	Seminars in Social Policy Professor D. F. J. Piachaud	15/MLS	SA160
SA161	Social Research and Social Administration (A) Research Forum Professor B. Abel-Smith and Dr. J. Lewis (B) Research Methodology Dr. M. I. A. Bulmer	15/MLS 5/M	SA161 SA161
SA162	Research Design and Data Collection for Social Policy and Industrial Relations Professor D. F. J. Piachaud, Mr. D. Cornish and Dr. S. Wood	10/L	SA162
SA164	European Social Policy Dr. S. Mangen	23/MLS	SA6645

COURSES INTENDED PRIMARILY FOR M.SC. SOCIAL PLANNING IN DEVELOPING COUNTRIES

SA172	The Theory of Social Policy, Planning and Participation in Developing Countries Dr. C. Moser and Dr. A. L. Hall	10/M	SA6760
SA172a	The Theory of Social Policy Planning and Participation — Seminar Dr. C. Moser and Dr. A. L. Hall	25/MLS	SA6760
SA173	The Methodology of Social Policy, Planning and Participation in Developing Countries — Seminar Dr. M. I. A. Bulmer, Professor D. F. J. Piachaud, Dr. C. Moser, Dr. A. L. Hall, Ms. C. Levy and Mrs. C. Avgerou	20/MLS	SA6760
SA174	Gender, Development and Social Planning Dr. C. Moser	25/MLS	SA6766
SA175	Economic Aspects of Social Planning in Developing Countries Professor D. F. J. Piachaud	12/ML	SA6740
SA177	Planning Welfare Services and Social Security — Seminar Mike Reddin and Lucy Bonnerjea	25/MLS	SA6762

Lecture/ Seminar Number		Course Guide Number	
SA178	Social Planning and Rural Development — Seminar Dr. A. L. Hall	25/MLS	SA6764
SA179	Urbanisation and Social Planning — Seminar Dr. C. Moser	25/MLS	SA6763
SA180	Education and Social Planning — Seminar Dr. A. L. Hall	25/MLS	SA6765

COURSES INTENDED PRIMARILY FOR DIPLOMA IN HOUSING

SA185	Legal Framework of Housing Studies: Housing Law Mr. R. Nobles	10/L	SA6772
SA186	Housing Economics and Housing Finance Dr. C. M. E. Whitehead and Mr. J. Hills	25/MLS	SA5614; SA6773
SA187	Housing Policy and Administration Dr. A. Power and Dr. P. Dunleavy	25/MLS	SA6770
SA188	Housing Management Practice Mrs. A. Cosgrave	10/S	SA188
SA189	Environmental Psychology Mr. D. Cornish	10/L	SA6780
SA195	Management Studies — Seminar Mrs. A. Cosgrave	4/S	SA6780
SA196	Building Studies Mr. M. Hatchett	25/MLS	SA6781
SA197	The Geography of Housing Professor D. Diamond	10/M	SA198; SA6782
SA198	Housing — Seminar Dr. A. Power	25/MLS	SA198

COURSES INTENDED PRIMARILY FOR M.SC. IN HEALTH PLANNING AND FINANCING

SA200	Health Economics Ms. A. Mills, Dr. J. Roberts and others	24/MLS	SA6666
SA201	Health Economics — Seminar Ms. A. Mills, Dr. J. Roberts and others	12/MLS	SA6666
SA202	Basic Community Health Professor B. Abel-Smith, Dr. N. Black, Dr. C. Sanderson and others	30/MLS	SA6660
SA203	Basic Community Health — Seminar Professor B. Abel-Smith, Dr. N. Black, Dr. C. Sanderson and others	24/MLS	SA6660
SA204	Social Dimensions of Health Dr. J. W. Carrier, Dr. J. Simons and others	24/MLS	SA6667

Lecture/ Seminar Number		Course Guide Number	
SA205	Social Dimensions of Health — Seminar Dr. J. W. Carrier, Dr. J. Simons and others	12/MLS	SA6667
SA206	Epidemiology and Health Care To be announced	24/MLS	SA6668
SA207	Epidemiology and Health Care — Seminar To be announced	24/MLS	SA6668

COURSES INTENDED PRIMARILY FOR M.SC. IN SOCIAL WORK STUDIES (OPTIONS 2 AND 3)

SA302	Perspectives on Social Problems Dr. S. Ramon, Professor D. M. Downes and others	15/ML	SA6680; SA6681; SA6700; SA6701; SA6702; SA6703
SA303	Human Growth and Behaviour Dr. N. Madge, Dr. S. Ramon and others	20/ML	SA6680; SA6681; SA6700; SA6702
SA305	Adult Psychiatry Dr. G. Strathdee	10/M	SA6680; SA6681; SA6700; SA6702
SA306	Child Psychiatry Dr. R. Brown	10/L	SA6680; SA6681; SA6700; SA6702
SA307	Mental Handicap Dr. J. Clements	One-day Workshop/S	SA6680; SA6681; SA6700; SA6702
SA308	Probation Policy and Practice Mrs. J. Rungay	10/M	SA6680; SA6700; SA6701; SA6703
SA309	Introduction to Social Groupwork Mrs. P. Norton and Mr. N. Benefield	Two-day Workshop/L	SA6680; SA6700
SA311	Social Policy and Administration Mr. M. Reddin	15/ML	SA6700; SA6701
SA311(a)	Issues in Social Policy Seminars Dr. S. Mangen and others	15/ML	SA6700; SA6701
SA312	The Social Work Special Studies Seminars Children and Families Mrs. J. Harwin and Mrs. R. Rachman	15/ML	SA6680; SA6681; SA6700;

Lecture/ Seminar Number		Course Guide Number	
	Old Age, Health Issues and Disablement	SA6701;	
	To be announced	SA6702;	
	Mental Illness and Mental Health	SA6703	
	Dr. S. Ramon		
	Crime and Delinquency		
	Mr. D. Cornish and Mrs. J. Rumgay		
	Marital and Family Interaction	2 Day Workshop/L	
	Mrs. N. Cohen and Mr. W. Colman		
SA313	Law, Rights and Social Work	14/LS	SA6680;
	Professor M. Zander and others		SA6700;
			SA6772
SA314	Social Work Legislation	5/S	SA6680;
	To be announced		SA6700
SA315	Social Work Studies	25/MLS	SA6680;
	Mrs. V. Nice, Mrs. R. Rachman and Dr. S. Ramon		SA6681;
			SA6700;
			SA6702
SA316	Social Work Practice	25/MLS	SA6700;
	Mrs. J. Harwin, Mrs. J. Rumgay, Mrs. R. Rachman and others		SA6702
SA318	Introduction to Social Work	10/M	SA6680
	Mrs. J. Harwin		
SA319	Social Work Practice	30/MLS	SA6680;
	Mrs. R. Rachman, Mrs. G. Bridge and Mrs. J. Rumgay		SA6681
SA320	Psychology and Social Work	20/ML	SA6680;
	Mr. D. Cornish		SA6681;
			SA6700;
			SA6702
SA321	Psychology and Social Work Seminars	15/ML	SA6680;
	Mr. D. Cornish		SA6681
SA322	Social Research Seminars	25/MLS	SA6680;
	Mr. D. Cornish		SA6681;
			SA6700
SA323	Introduction to Social Policy and Administration Seminars	10/ML	SA6680;
	Dr. S. Mangen		SA6703
SA325	Social Research Methods	5/L	SA6700
	To be announced		
SA327	Personal Social Services — Seminar	10/M	SA6703
	Miss S. Sainsbury		
SA328	Social Policy: Revision — Seminar	4/S	SA6701;
	Mr. M. Reddin		SA6703

Lecture/ Seminar Number		Course Guide Number
SA329	Race and Gender in Social Work	
	Mrs. G. Bridge and Mrs. V. Nice	
SA330	Social Work Practice and Ethnicity	Workshop/M
	Various Lecturers	

Course Guides

Guides to courses SA153, SA160 and SA161 are placed after SA6783

COURSES INTENDED PRIMARILY FOR UNDERGRADUATES**SA5600****Introduction to Social Policy**

Teacher Responsible: Professor B. Abel-Smith, Room A243 (Secretary, Vanessa Galloway, A244) and Professor D. Piachaud (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II. B.Sc. course unit, outside option.

Core Syllabus: The course aims to give a general introduction to social policy.

Course Content: Ideas about social policy; the contribution of social and political theorists and economists; debates about the appropriate scale and nature of government interventions; the changing and conflicting definitions of citizenship, freedom and distributive justice; the social division of welfare.

The course examines how certain social and economic needs of individuals and groups are identified; how policies are formulated and how government bodies sometimes change their structure in response to these perceived needs; how policies are administered and revised in response to changing circumstances; the impact of interest groups and changing technology; the debate about planning, resources and manpower.

These topics will be illustrated by reference to selected pieces of social legislation in the fields of health, housing, social security, education, the personal social services and employment. The main focus will be on Great Britain, but comparative material from other societies will also be used.

Pre-Requisites: None required. Students with some knowledge of British History 1800 to the present day, economics, and sociology will be able to use this knowledge.

Teaching Arrangements:

Lectures: SA100 23 Michaelmas, Lent and Summer Terms

Classes: SA100(a) 10 Michaelmas, 10 Lent, 3 Summer Term

Michaelmas Term: work will cover comparative social policy and social policy innovation in Britain 1800-1950.

Lent Term: work will assess the impact of social policy. Summer Term: the institutional framework within which social policy operates.

Written Work: Students will be expected to write one essay per term for class teachers, and to read for and contribute to class discussion each week.

Reading List: No single book covers the entire syllabus. The following are useful introductory texts one or two of which students might wish to buy:

T. H. Marshall, *Social Policy*, Hutchinson, 1975; M. Brown, *Introduction to Social Administration* (Fifth edn.), Hutchinson, 1982; R. M. Titmuss, *Social Policy: An Introduction*, Allen and Unwin, 1975; D. V. Marsh, *The Welfare State* (Second edn.), Longmans, 1980; W. A. Robson, *Welfare State and Welfare Society*, Allen

and Unwin, 1976; J. Le Grand & R. Robinson, *The Economics of Social Problems*, Macmillan, 1976; D. Fraser, *The Evolution of the British Welfare State*, Macmillan, 1973; M. Hill, *Understanding the Welfare State*, Basil Blackwell and Martin Robertson, 1982. Full bibliographies will be provided with the programme of class topics.

Examination Arrangements: A three-hour examination in the Summer Term.

SA5612**History of Social Policy in the 19th and 20th Centuries**

Teachers Responsible: Dr. J. Lewis Room A259 (Secretary, Judith Edwards, A244)

Course Intended Primarily for B.Sc. Soc. Policy & Admin. first year students.

Core Syllabus: Aims to give students a knowledge of the development of British social policy between 1815 and 1980 and the context in which it emerged.

Course Content: The relationship of government, politics, social structure and economic changes to social policy. The influence of social, political and economic thought. The influence of war; the impact of industrial and demographic change; occupational stratification; the development of the social services. The role of pressure groups and voluntary organisations in policy formation. The development of public administration and the making of social policy.

Teaching Arrangements: Lectures (SA101) 25, Sessional.

Classes (SA101a), 25 weekly 1½ hour classes.

Written Work: Students will be expected to hand in one essay per term to their class teacher. It is also expected that students will read for classes and contribute to class discussion.

General Reading List: Texts: The following are useful for reference purposes, especially if you have no prior knowledge of the period. R. K. Webb, *Modern England*; D. Read, *England, 1868-1914*; F. Betharida, *A Social History of England 1851-1975*; A. Marwick, *Britain in the Century of Total War*; Asa Briggs, *The Age of Improvement*; G. Best, *Mid-Victorian 1851-75*. On economic history the following texts are recommended:

P. Mathias, *The First Industrial Nation*; Phyllis Deane, *The First Industrial Revolution*; W. Ashworth, *Economic History of England 1870-1939*; R. Floud & D. McCloskey, *Economic History of Britain*, especially Vol. II; E. J. Hobsbawm, *Industry and Empire*.

On the development of social policy the following are useful for reference:

D. Fraser, *The Evolution of the Welfare State*; M. Bruce, *The Coming of the Welfare State*; D. Roberts, *Victorian Origins of the British Welfare State*; B. B. Gilbert, *The Evolution of National Insurance*; *British Social Policy 1914-39*; Pat Thane, *The Foundations of the Welfare State*; Paul Barker (Ed.), *Founders of the Welfare State*.

Your class reading lists which will be distributed by class teachers are very important and we have tried to star the particularly crucial material on these.

Examination Arrangements: Three-hour examination in Summer Term.

SA5613**Sociology and Social Policy**

Teacher Responsible: Professor D. M. Downes, Room A237 (Secretary, Judith Edwards, A244)

Course Intended Primarily for B.Sc. Social Policy and Administration, first year students.

Core Syllabus: The aim of the course is to introduce students to major themes and perspectives in social theory, as a preparation for their more detailed examination in relation to social policy issues throughout the course.

Course Content: The course will be in two parts:

1 An introduction to elements of social theory, and their implications for, and relationship to, political choice and social policy; comprising basic concepts in the analysis of social stratification, the distribution of power, modes of organisation, roles and social action in modern industrial societies.

2 Introduction to sociology and social policy in relation to a number of substantive fields in modern Britain such as demography, health, education, poverty and income distribution; housing and urban and regional planning; deviance and control; the mass media; and race relations.

Pre-Requisites: None.

Teaching Arrangements: Lecture course and associated classes.

Lectures: SA109 **Sociology and Social Policy**, given by Professor Downes and others. 25 weekly lectures, Sessional.

Classes: SA109(a). Weekly classes.

Written Work: One essay per term is required.

Reading List: There is no set text for the course, and a full reading list is provided at the first class. Basic reading: D. Lee and H. Newby, *The Problem of Sociology*; T. Bilton, et al, *Introductory Sociology*; D. Thompson (Ed.), *Political Ideas*; W. G. Runciman, *Social Science and Political Theory*; R. A. Pinker, *Social Theory and Social Policy*; H. Stuart Hughes, *Consciousness and Society*; R. A. Nisbet, *The Sociological Tradition*; P. Berger, *Invitation to Sociology*; A. Giddens, *Capitalism and Modern Social Theory*; D. Silverman, *The Theory of Organisations*; L. Coser, *Masters of Sociological Theory*; C. Wright Mills, *The Sociological Imagination*; J. Westergaard & H. Resler, *Class in a Capitalist Society*; I. Reid, *Social Class Differences in Britain* (2nd edn.); A. H. Halsey, *Change in British Society*; M. Bulmer (Ed.), *Social Policy Research*.

Examination Arrangements: Three-hour paper in the Summer Term; four questions to be answered.

SA5614**Social Economics**

Teacher Responsible: Professor David Piachaud, (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for B.Sc. Social Policy and Administration, 1st year.

Core Syllabus: Introduction to economics and its application to social policy.

Course Content: The nature of the economic problem. The price mechanism and economic efficiency. Allocation problems in capitalist and centrally planned economies.

The role of the state in economic activity. The demand for and supply of social services. The incidence of taxes and benefits. The determination of wages; the role of trade unions; minimum wage legislation. The distribution of incomes; policies of income redistribution. The application of economic analysis to the allocation of resources in the public sector.

Pre-Requisites: None.

Teaching Arrangements: Lectures: **Social Economics** (SA130), 20 lectures, Michaelmas and Lent Terms, given by David Piachaud. Classes: 25 classes by Dr. N. Barr.

Written Work: Essays and class presentations will be required for classes.

Reading List: J. Le Grand & R. Robinson, *The Economics of Social Problems*; A. B. Atkinson, *The Economics of Inequality*; A. Williams & R. Anderson, *Efficiency in the Social Services*; R. Layard, M. Stewart & D. Piachaud, *The Causes of Poverty*.

Examination Arrangements: Three-hour paper in the Summer Term; four questions to be answered.

SA5620**Social Administration**

Teacher Responsible: Dr. Peter Levin, Room A251 (Secretary, Geraldine Shaw, A255)

Course Intended Primarily for B.Sc. Social Policy and Administration, 2nd year; B.Sc. (Econ.) XVIII Social Policy, 2nd year; other B.Sc. (Econ.) and course unit degree students who may take the subject as a 'paper taught outside the Department'.

Core Syllabus: The course deals with the processes of making and administering social policy in Britain, in the context of social, demographic and economic reality, and of the political system and governmental structures within which they take place. It aims to equip students with a basic methodology for exploring and analysing these processes and explaining the "policy manifestations" that emerge from them.

Course Content: The course deals with processes of several different kinds: (1) Processes leading up to the enactment and implementation of social policy legislation; (2) The making of decisions on public expenditure at central level; (3) The interaction between central government and local authorities over policies which are adopted by the former but administered or implemented by the latter; (4) The process of innovation, resolving issues, and meeting needs from day to day, which go on within social services organisations such as the National Health Service and local government; (5) Processes that involve encounters between the citizen and state agencies – the obtaining of welfare benefits, whether as a matter of statutory right or officials' discretion, and the redress of grievances. We seek to explain the forms that these processes take and the outcomes that they have by examining (a) the motivations, interests and powers of the various 'actors' and the parts that these actors play; (b) the input of facts and ideological values and their influence on perceptions and decisions; (c) the effects of the structure of the policy-making and administrative 'system' as manifested in – for example – the departmental structure of British central government, the relationships between government

ministers and civil servants, and the division of power and responsibility between central government and local authorities; (d) the social, demographic and economic context.

The course makes considerable use of published case-study material.

Pre-Requisites: The course requires some familiarity with the government and politics of Britain. B.Sc. (Econ.) students will find it advantageous to have taken in Part I either **Modern Politics and Government, with special reference to Britain**, or **English Legal Institutions**. Other students should do some reading during the summer vacation (see reading list below).

Teaching Arrangements: SA104 **Explaining Social Policy**, 12 lectures Michaelmas and Lent Terms; SA105 **The Government of Social Policy**, 15 lectures Michaelmas Term; SA104a, **Social Administration** classes, weekly, Sessional.

Written Work: Students are strongly recommended to submit a minimum of two essays during the course, not least as a means of finding out what the examiners will be looking for at the end of the year. Students are not expected to give oral presentations at classes, but they are required to have prepared for the class by reading beforehand.

Reading List: Some at least of the following texts, which give a background in British government and politics, must be read before the beginning of the course: Clive Ponting, *Whitehall: Tragedy and Farce*; J. Greenwood & D. Wilson, *Public Administration in Britain*; J. P. Mackintosh, *The Government and Politics of Britain* (5th edn.); R. Rose, *Politics in England Today*; A. H. Hanson & M. Wallis, *Governing Britain* (4th edn.); B. Headey, *British Cabinet Ministers*; R. M. Punnett, *British Government and Politics*; S. A. Walkland & M. Ryle, *The Commons Today*; P. G. Richards, *The Backbenchers*; R. G. S. Brown & D. R. Steel, *The Administrative Process in Britain*; P. Kellner & Lord Crowther-Hunt, *The Civil Servants*; A. Alexander, *Local Government in Britain since Reorganisation*; H. Elcock, *Local Government*; J. J. Richardson & A. G. Jordan, *Governing Under Pressure*.

The following texts are representative of the case-study material used: K. G. Banting, *Poverty, Politics and Policy*; M. J. Barnett, *The Politics of Legislation*; D. V. Donnison *et al.*, *Social Policy and Administration Revisited*; J. Edwards and R. Batley, *The Politics of Positive Discrimination*; P. Hall *et al.*, *Change, Choice and Conflict in Social Policy*; P. Hall, *Reforming the Welfare*; H. Hecló & A. Wildavsky, *The Private Government of Public Money*; R. Klein, *The Politics of the National Health Service*.

A specialised reading list will be given out for each class.

Examination Arrangements: Students take a three-hour formal examination in the Summer Term. The paper contains twelve or so questions, out of which four must be answered. The content of the paper reflects the topics covered in the classes and lectures.

SA5622

Methods of Social Investigation

Teacher Responsible: Mrs. D. Irving, Room A257

(Secretary, Elizabeth Plumb, A280) and Mr. R. Burrows (Secretary, Judith Edwards, A244)

Course Intended Primarily for B.Sc. Social Policy and Administration, Second year students, Paper 7; B.Sc. (Econ.) XVIII Social Policy Paper 7(g).

Core Syllabus: The paper aims to give students a comprehensive introduction to methods of social research with a statistical emphasis.

Course Content: The design and analysis of social investigations, particularly those which incorporate the statistical approach. The nature of social measurement. Problems of collecting, ordering and assessing evidence in social enquiry. Elements of sampling theory and the concept of statistical inference. Data collection by means of social survey, participant observation and documentary methods. The use of official data. Basic descriptive and inferential statistics. Analysis of data particularly from surveys and censuses. The use of computers in data analysis. The role of these statistical methods and multivariate techniques in the interpretation of social data and the formulation of social policy.

Pre-Requisites: The paper is part of a course taken by students who have "A" levels in one or more social science subjects, and usually an "O" level in mathematics. There are no formal pre-requisites, but the course assumes a basic numeracy.

Teaching Arrangements:

The course combines two elements:

(a) **Statistics and Computing in Social Investigation (Mrs. Irving):** lectures, SA114, 10 Michaelmas Term; classes, SA114(a), 20 Michaelmas and Lent Terms.

(b) **Methods of Social Investigation (Mr. Burrows):** lectures (with Dr. Husbands), SA115, 20 Michaelmas and Lent Terms; classes, SA115(a) 5 Michaelmas Term and 10 Lent Term.

Written Work: For Mr. Burrows's **Methods of Social Investigation** class students are required (a) to make one or two verbal presentations of about 20 minutes at a class during the two terms, (b) to write two essays, one in each term, of about 1,500-2,000 words on a topic prescribed at the beginning of the term. In these classes active verbal participation by students is expected throughout.

For Mrs. Irving's **Statistics and Computing** class, students will use a computer to analyse data, and will be expected to produce summaries and interpretations of their results. A project report will be required in the Michaelmas Term and at the end of the course.

Reading List:

A. Social Investigation

The recommended texts for the lecture course are L. H. Kidder and C. M. Judd, *Research Methods in Social Relations* (5th edn.) and M. Bulmer (Ed.), *Sociological Research Methods*.

The following will also be frequently consulted: G. Rose, *Deciphering Sociological Research*; H. M. Blalock, *An Introduction to Social Research*; C. Seltiz *et al.*, *Research Methods in Social Relations*; H. W. Smith, *Strategies of Social Research*; M. Stacey, *Methods of Social Research*; C. Marsh, *The Survey Method*; S. Stouffer, "Some Observations on Study Design" (*American Journal of Sociology*, 1955); M. Rosenberg, *The Logic of Survey Analysis*; H. Zeisel,

Say it with Figures; E. J. Webb *et al.*, *Unobtrusive Measures*; HMSO, *Social Trends* (annually); B. Edwards, *Sources of Social Statistics*; A. Shonfield & S. Shaw, *Social Indicators and Social Policy*; M. Carley, *Social Measurement and Social Indicators*; D. T. Campbell & J. C. Stanley, *Experimental and Quasi-Experimental Designs for Research*; G. J. McCall & J. L. Simmons (Eds.), *Issues in Participant Observation*; I. Deutscher, *What we Say/What we Do*; E. H. Carr, *What is History?*; L. Gottschalk, *Understanding History*; K. Popper, *The Poverty of Historicism*; E. Nagel, *The Structure of Science*; M. Weber, *The Methodology of the Social Sciences*; G. Myrdal, *Value in Social Theory*; G. Sjoberg (Ed.), *Politics, Ethics and Social Research*; L. Rainwater & W. L. Yancey (Eds.), *The Moynihan Report and the Politics of Controversy*; W. G. Runciman, *Social Science and Political Theory*; M. D. Shipman, *The Limitations of Social Research*; M. Bulmer (Ed.), *Social Policy Research*.

The lecture reading list and the reading list for Mr. Burrows's classes provide basic guidance on reading for this part of the course.

B. Statistics and Computing

B. H. Erikson & T. A. Nosanchuk, *Understanding Data*; D. Rowntree, *Statistics Without Tears*; J. Weizenbaum, *Computer Power and Human Reason*; D. C. Pitt & B. C. Smith, *The Computer Revolution in Public Administration*; A. S. C. Ehrenberg, *Data Reduction*; N. H. Nie *et al.*, *A User's Guide to the SCSS Conversational System*; HMSO, *Social Trends* (annually).

Examination Arrangements: The subject is assessed in the Summer Term by one three-hour written paper (75%) and a project report (25%). The written paper is in two parts. Students are required to answer one question in the first part, involving statistical interpretation, and three questions in the second part from a choice of about 10 questions. The project topic will be given out during the Lent Term, and the project report should be handed in by 12 May 1989.

SA5623

Social Structure and Social Policy

Teacher Responsible: To be announced

Course Intended Primarily for B.Sc. Social Policy and Administration 2nd year; B.Sc. (Econ.) Part II special subject Social Policy 2nd or 3rd year.

Core Syllabus: The application of sociological concepts and research to social institutions and processes which are of particular interest to, and relevance for, students of Social Policy and Administration.

Course Content: The impact of economic, social, and cultural change on the structure of industrial society and an examination of social policy responses to those changes amongst social institutions, processes and policies analysed are: social stratification; race relations and ethnicity; sex and gender roles; changing family, occupational and demographic structures; the education system; bureaucracy and organisations; the professions; the media; deviance.

Pre-Requisites: None.

Teaching Arrangements: Lectures So120 **Social Structure of Modern Britain** Sessional (Dr. Hill *et al.*); 25 weekly classes: SA110a **Social Structure and Social Policy** Sessional.

Written Work: Students are expected to prepare one or more class papers each term, and write one class essay per term.

Reading List: P. Abrams & R. Brown (Eds.), *U.K. Society*; D. Coates & J. Hillard (Eds.), *The Economic Decline of Modern Britain*; T. Noble, *Structure and Change in Modern Britain* (2nd edn.); I. Reid, *Social Class Differences in Britain* (2nd edn.); A. H. Halsey, *Change in British Society* (2nd edn.); N. Keyfitz, *Population Change & Social Policy*; H. Glennerster (Ed.), *The Future of the Welfare State*; C. Crouch, *The Politics of Industrial Relations* (2nd edn.); A. H. Halsey *et al.*, *Origins and Destinations*; B. Simon, *Does Education Matter?*; HMSO, *Education for All* (The Swann Report) Cmnd 9453, 1985; *The Development of Higher Education into the 1990s* Cmnd 9524, 1985; *The Brixton Disorders: Report of Inquiry by Lord Scarman* (The Scarman Report) Cmnd 8427, 1982; J. Lipman-Blumen & J. Bernard, *Sex Roles and Social Policy*; L. Segal (Ed.), *What is to be Done About the Family?*; B. Abel-Smith, *Marriage, Parenthood and Social Policy*; J. Curran & J. Seaton, *Power Without Responsibility*; T. Johnson, *Professions and Power*; P. Abrams (Ed.), *Work, Urbanism and Inequality*.

Examination Arrangements: The examination consists of a three-hour, unseen written paper with four questions to be answered. The examination paper is based on the topics covered in the Class Topics list.

SA5720

Social Policy

Teacher Responsible: Mike Reddin, Room A281 (Secretary, Judith Edwards, A244)

Course Intended Primarily for B.Sc. Econ. XVIII Social Policy (paper 2); B.Sc. Soc. Policy and Admin. 3rd year (paper 9).

Core Syllabus: The range of theoretical approaches to social policy, and the economic and social impact of such policies.

Course Content: Social policy is concerned with the attempts of government and other collective agencies to affect the welfare of individuals and groups. This course centres on social policy in Britain and other industrialised countries analysed conceptually, and comparatively from the perspectives of several social science disciplines. It looks at the application of models to the British welfare system and deals with political ideologies and philosophical ideas underlying choices in social policy. It considers the concepts of need, rationing and resource allocation particularly in the field of public expenditure. It looks at the varied forms of State intervention in the mixed economy of welfare, and at the redistributive impact of policies.

Pre-Requisites: None.

Teaching Arrangements: The weekly lectures (SA103) **Social Policy** are followed by 1½ hour classes. The lectures are shared between **John Carrier** and **Mike Reddin**. Each of these teachers is responsible for the classes on a termly basis.

Classes: SA103(a) B.Sc. S.P. & A. and B.Sc. (Econ.)

Part II: (Mike Reddin, Room A281), and (John Carrier, Room A238).

Written Work: One or more students will normally be required to make a brief introduction to each class; but it is expected that students will actively participate in discussion in all classes. Each student will be required to submit a piece of written work to the class teacher at the end of the Michaelmas and Lent Terms.

Reading List: R. M. Titmuss, *Social Policy: An Introduction*; R. A. Pinker, *The Idea of Welfare*; P. Hall et al., *Change, Choice and Conflict in Social Policy*; H. Glennerster, *Paying for Welfare*; J. Rawls, *A Theory of Justice*; W. G. Runciman, *Relative Deprivation and Social Justice*; R. Mishra, *Society and Social Policy and The Crisis in the Welfare State*; I. Gough, *The Political Economy of the Welfare State*; R. Plant et al., *Political Philosophy and Social Welfare*; K. Banting, *Poverty, Politics and Policy*; M. Adler & Asquith, *Discretion and Welfare*; P. Taylor-Gooby & J. Dale, *Social Theory and Social Welfare*; J. Higgins, *States of Welfare*; M. Brown & N. Madge, *Despite the Welfare State*; A. Weale, *Social Theory and Social Policy*; J. Le Grand, *The Strategy of Equality*; M. Ignatieff, *The Needs of Strangers*; R. Klein and M. O'Higgins, *The Future of Welfare*; P. Farnham and A. Lewis, *The Economic Mind*.

Supplementary Reading List: Full bibliographies will be given to students at the start of each term.

Examination Arrangements: Students sit one three-hour examination in the Summer Term. They are required to answer four questions.

SA5725

Social and Political Theory

Teacher Responsible: Professor D. M. Downes, Room A237 (Secretary, Judith Edwards, A244)

Course Intended Primarily for B.Sc. Degree in Social Policy and Administration, third year. Also for third year B.Sc. (Econ.) Social Policy option.

Core Syllabus: The aim of the course is to enable students to examine major issues in social and political theory, and their relation to social policy.

Course Content:

(a) Political theory; the role of the state and the nature of political authority, and problems of distributive justice, are examined in relation to major traditions of political thought, from Hobbes to the present, including Locke, Rousseau and the Enlightenment, Utilitarianism and developments in socialist theory, Burke and conservative philosophies.

(b) Social theory: major issues in theory and methodology concerning the bases of social order and social change; social meaning and values; and the grounds for conflict and differentiation. Approaches included are Marxism; the work of Durkheim, Weber and Spencer; functionalism and action theory; critical theory; symbolic interactionism, and phenomenological approaches. A concern throughout is to discern the implications of these approaches for social policy and political activity.

Pre-Requisites: Normally, students will have taken *Sociology and Social Policy* (SA109), but comparable introductory course material would suffice.

Teaching Arrangements: Lecture course and classes.

Lectures: So106: **Sociological Theory**, 20 lectures, weekly, Michaelmas and Lent Terms, and SA120: **Political Theory and Social Policy**, 10 lectures, fortnightly, Michaelmas and Lent Terms.

25 weekly classes (SA120b) for students in their 3rd Year by **Professor Downes**, which cover the sociological and selected political aspects of the course, and 14 fortnightly classes (SA104a), focus on **Political Theory**. Classes are one-and-a-half hours.

Written Work: One essay per term is strongly recommended. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list is provided at the first class. Basic reading:

J. Plamenatz, *Men and Society* (2 Vols.); G. Duncan, *Marx and Mill*; G. Sabine, *A History of Political Thought* (3rd edn.); C. B. Macpherson, *The Political Theory of Possessive Individualism*; R. Aron, *Main Currents in Sociological Thought* (2 Vols.); G. Hawthorne, *Enlightenment and Despair*; A. Giddens, *Capitalism and Modern Social Theory*; A. Giddens, *New Rules of Sociological Method*; E. Gellner, *Legitimation of Belief*; T. Bottomore & R. Nisbet (Eds.), *A History of Sociological Thought*.

Examination Arrangements: Students sit one three-hour, four question, paper in the Summer Term of their third year.

SA5730

Educational Policy and Administration

Teacher Responsible: To be announced.

Course Intended Primarily for B.Sc. Social Policy and Administration 2nd and 3rd year students; B.Sc. (Econ.) Part II; B.Sc. course unit.

Core Syllabus: The course deals mainly with educational policy making in Britain – its decision-making processes, institutional structure and forms of finance and provision at all levels from primary to higher education.

Course Content: The formation of educational policy in Britain; the changing role of central and local government; school governing bodies; professional organisations and pressure groups. The changing provision of education – costs, methods of finance, distribution of resources, educational planning. Issues, research and policies concerning sex, race and class differences in educational performance; pre-school provision and post-school training.

Pre-Requisites: None.

Teaching Arrangements: Ten lectures in the Michaelmas Term (SA121) and weekly classes (SA121a) throughout the session.

Written Work: Students are expected to prepare one or more class papers each term, and write one class essay per term.

Reading List: The following are some key texts. Detailed bibliographies will be given out with the class programme.

E. G. West, *Education and the State*; E. E. Rich, *The Education Act 1870*; P. H. J. H. Gosden, *Education in the Second World War*; J. Karabel & A. H. Halsey (Eds.), *Power and Ideology in Education*; A. H. Halsey et al., *Origins and Destinations*; H. Glennerster,

Paying for Welfare; W. Richmond, *Education in Britain since 1944*; M. Rutter et al., *Fifteen Thousand Hours*; D. Lawton, *The Politics of the School Curriculum*; M. Kogan, *The Politics of Educational Change; Educational Policy Making*; P. Lodge & T. Blackstone, *Educational Policy and Educational Inequality*; C. Baxter et al., *Economics and Educational Policy*.

Examination Arrangements: The examination consists of a three-hour, unseen written paper with four questions to be answered. The examination paper is based on the topics covered in the classes.

SA5731

Personal Social Services

Teacher Responsible: Sally Sainsbury, Room A250

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. Social Policy and Administration; B.Sc. course unit.

Core Syllabus: The development and operation of the personal social services in Britain.

Course Content: The personal social services, with special reference to Britain: an examination of their goals and functions, the ethical and political issues they raise and the underlying concepts, values and assumptions. An examination of policies and legislation. Different concepts and measures of need; policy choices and their consequences. Patterns and problems of social intervention. The role of social work; professionalisation, domiciliary, day and residential care, community work and development. Inter-organisational and management issues: performance indices and evaluation; the interaction of central and local government; the voluntary sector; pressure groups; the clientele; private and community patterns of service.

Pre-Requisites: None.

Teaching Arrangements: One lecture course accompanied by classes.

Lectures: SA123, 10 Michaelmas Term.

Classes: SA123(a), 25 Michaelmas, Lent and Summer Terms.

Written Work: Students are expected to write one essay per term for the class teacher, and to read for and contribute to class discussion each week.

Reading List: No single book covers the entire syllabus; the following are useful introductory texts. P. Townsend, *The Last Refuge*; RKP, 1962; K. Jones, *Opening the Door*; RKP, 1975, B. M. Rodgers & J. Stevenson, *New Portrait of Social Work*, OUP, 1973; *Report of the Committee on Local Authority and Allied Personal Social Services*, (Seebohm), Cmmd. 3703, 1968; P. Hall, *Reforming the Welfare*, Heinemann, 1976; B. Davies, *Social Needs and Resources in Local Service*, Michael Joseph, 1968; E. Sainsbury, *Personal Social Services*, Pitman, 1977.

A full bibliography will be provided with the programme of class topics.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 12 questions, of which four are to be answered. Each question is allocated equal marks.

SA5732

Housing and Urban Structure

Teacher Responsible: Dr. Peter Levin, Room A251 (Secretary, Geraldine Shaw, A255)

Course Intended Primarily for B.Sc. Social Policy and Administration; B.Sc. (Econ.) XVIII, Social Policy; other B.Sc. (Econ.) students who may take the subject in Part II as a 'paper taught outside the Department'; B.Sc. course unit.

Core Syllabus: The aim of the course is to introduce students to the study of housing and urban structure and to equip them with basic questions and techniques for exploring and analysing the processes at work in cities and housing markets. It does this by adopting an issue-oriented approach, ie. by taking certain issues and exploring what lies behind them. The course deals mainly with England and Wales, although there is a comparative component.

Course Content: This course can be divided into five parts:

1. *The Housing System in Britain:* This part of the course looks at housing on a national scale, and provides a background to the following parts. It covers the pattern of tenures and major changes, such as the decline in private renting and the growth of 'alternative' forms of tenure; it also tackles the question of whether there is a national housing problem, and the need and scope for action by central government.

2. *How Cities Work:* Here we put housing in the context of other elements of urban structure – social, physical, economic – and ask, among other questions, what determines where people of different social class live. We look at the changes currently taking place in population, housing and employment, and ask how these changes are related. There is some emphasis on the problems of inner urban areas, and we ask what lessons have been learned from the Community Development Projects and the Inner Area Studies. We also look at the way the town planning system has operated, and put the classic questions: who gains? who loses? who decides?

3. *Housing at Local Level:* Here we are concerned with questions of who gets what in housing, and why, paying particular attention to the role of local authorities and other 'urban managers' or gatekeepers. So we ask, for example, who becomes homeless, and why, and how do local authorities respond to it. Are ethnic minorities relatively worse housed than other people? Has the 1974 Rent Act, which gave security of tenure to many 'furnished' tenants, made it more difficult for newcomers to the housing market to find somewhere to live? Why do some local authorities have hard-to-let accommodation at the same time as long waiting lists? Are tenant co-ops the solution to the problem of how to manage local authority estates?

4. *Problems of Run-down Housing:* This part of the course looks at 'gentrification' and other processes that are going on in some inner areas, and at the way in which local authorities have been facing the issue of whether to improve run-down housing or to pull it down and build anew. We ask what the social costs of rehabilitation and redevelopment are, and whether the people on the receiving end might with advantage be enabled to participate in the decisions that will affect

them.

5. *New Towns and 'Overspill'*: We look at new towns and 'town development' schemes with two questions in mind. To what extent have the planners and development corporations been successful in creating balanced and self-contained communities? And what contribution – if any – have these developments made to solving the problems of inner London and other cities?

Pre-Requisites: Students who have taken introductory courses in one or more of social policy and administration, public administration, sociology, economics or geography will have a useful foundation. More important are curiosity about the subject matter and the desire to relate one's personal experience of living in a town or city to a wider context.

Teaching Arrangements: SA125 *Housing and Urban Structure*, ten lectures, Michaelmas Term; SA125a, weekly classes, Sessional. The range of possible class topics is very wide: the actual programme will be decided in consultation with the members of the class and will take their particular interests into account wherever possible.

Written Work: Each student will be expected to prepare and give a 20-minute oral presentation at two or three classes during the year. It is strongly recommended that students should in addition submit a minimum of two essays during a year, not least as a means of finding out what the examiners will be looking for at the end of the year.

Reading List: The following introductory texts are recommended: K. Bassett & J. Short, *Housing and Residential Structure*; J. R. Short, *Housing in Britain*; D. V. Donnison & C. Ungerson, *Housing Policy*; P. Hall (Ed.), *The Inner City in Context*; G. Kirk, *Urban Planning in a Capitalist Society*; S. Lansley, *Housing and Public Policy*; P. Lawless, *The Evolution of Spatial Policy*; P. Malpass (Ed.), *The Housing Crisis*.

More specialised lists will be given out for particular classes and lectures.

Examination Arrangements: Students take a three-hour formal examination in the Summer Term. The paper usually contains twelve or so questions, out of which four must be answered. The content of the paper reflects the topics covered in classes and lectures.

SA5733

Health Policy and Administration

Teacher Responsible: Professor Brian Abel-Smith, Room A243 (Secretary, Vanessa Galloway, A244)

Course Intended Primarily for B.Sc (Econ.) Part II. B.Sc. Social Policy and Administration; B.Sc. course unit.

Core Syllabus: The aim of the paper is to introduce students to the main issues involved in the administration of health services in modern societies, drawing mainly upon the example of the National Health Service in England and Wales.

Course Content: The determinants of health improvement; the organisation and finance of the National Health Service. The planning of acute services, general practice, and services for particular groups, (e.g. the maternity services, services for the mentally ill and mentally handicapped). Prescribing

and the pharmaceutical industry; the problem of priorities and planning, medical education and the distribution of medical manpower.

Pre-Requisites: Students are not expected to have any specialised knowledge of health service provision in general or the NHS in particular, but they should be familiar with the basic concepts used in social policy, especially those used in the study of either/or public administration, political science, sociology and economics.

Teaching Arrangements: The lecture course (SA126) is given by Professor B. Abel-Smith, Dr. Carrier and Ms. A. Mills. Each lecture is supported by a one-hour class. Classes (SA126a). Students are expected to produce written papers for class discussion (at least one paper per student for the course, depending on the numbers who attend). Several hours of private study are expected in the preparation for classes each week, whether or not the student is presenting a class paper.

Written Work: In addition to the class paper referred to above students are expected to produce at least two essays of between 1,500 and 2,000 words each for the class teacher during the length of the course. Individual teachers will set, read and discuss this work with the individual student.

Reading List: The reading list is the minimum necessary reading for this course. Specialised reading for lecture topics will be given out by lecturers responsible for particular aspects of the course. Students should attempt to buy some of the following: B. Abel-Smith, *Value for Money in Health Services* (Heinemann, 1976) £5.50; *The National Health Service: The First Thirty Years* (HMSO, 1978) (out of print, available in LSE Library); L. Garner, *The NHS: Your Money or Your Life* (Penguin, 1979) £1.25; *Report of the Royal Commission on the National Health Service*, Cmnd. 7615 Chairman, Sir Alec Merrison, (HMSO, July 1979) £8.00; P. Townsend & N. Davidson, *Inequalities in Health* (The Black Report) (Penguin, 1982) £2.50; B. Watkin, *The National Health Service: The First Phase 1948-74 and After* (G. Allen & Unwin, 1980) £4.95; J. A. Muir Gray, *Man Against Disease. Preventive Medicine* (Oxford University Press, 1979); Christopher Ham, *Health Policy in Britain* (The Macmillan Press, 1982); R. Klein, *The Politics of Health* (Longman, 1983); J. P. Martin, *Hospitals in Trouble* (Basil Blackwell, 1984). The above literature is available in the LSE Library but students will be advised which specialised libraries near to the School can also be used.

Supplementary Reading List: This is given out at the beginning of the course, and reflects the special interests of the subject lecturers.

Examination Arrangements: A three-hour written examination. The usual format requires students to answer four questions out of a choice of 14/15; all carry equal marks.

SA5734

Sociology of Deviance and Control

Teacher Responsible: Professor D. M. Downes, Room A237 (Secretary, Judith Edwards, A244)

Course Intended Primarily for B.Sc. degree in Social Policy and Administration, second or third year; B.Sc.

(Econ.) Social Policy Option, second or third year; B.Sc. course unit, second or third year.

Core Syllabus: The aim of the course is to introduce students to the major theories of deviance and control, and their relevance for social policy, with special reference to the criminal justice and penal spheres.

Course Content: Detailed consideration is given to the major sociological perspectives on deviance and control, perspectives on deviance and control, including Ecology and the 'Chicago School', functionalism, Marxism, cultural and sub-cultural theories, symbolic interactionism and allied approaches and 'control' theories. The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use. Developments and issues in the criminal justice system in Britain over the past two centuries are examined in the light of these perspectives and comparative material from other societies.

Pre-Requisites: Introductory courses in sociological theory and social structure.

Teaching Arrangements: There is a lecture course and classes.

Lectures: So144: *Sociology of Deviant Behaviour*, given by Professor Downes and Professor Rock (Room S875; Secretary, Margaret Savage, A453). There are ten lectures, one per week in the Lent Term only.

Classes: SA128(a); 25 weekly classes. Classes are one and a half hours long; the teacher is Professor Downes. **Written Work:** One essay per term is strongly recommended. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list, covering all classes, is provided at the first class. The following is basic reading:

D. M. Downes & P. E. Rock, *Understanding Deviance*, 2nd edn.; H. Becker, *Outsiders*, 2nd edn.; A. K. Cohen, *Deviance and Control*; D. Matza, *Becoming Deviant*; I. Taylor, P. Walton & J. Young, *The New Criminology*; S. Cohen, *Folk Devils and Moral Panics*, 2nd edn.; S. Cohen & L. Taylor, *Psychological Survival*; S. Box, *Deviance, Reality and Society*, 2nd edn.; R. King & R. Morgan, *The Future of the Prison System*; R. Hood (Ed.), *Crime, Criminology and Public Policy*; E. Rubington & M. Weinberg (Eds.), *Deviance; The Interactionist Perspective*, 2nd edn.; W. G. Carson & P. Wiles (Eds.), *Crime and Delinquency in Britain*, Vols. 1 and 2; D. Garland & P. Young, *The Power to Punish*.

Examination Arrangements: Students sit one three-hour examination in the Summer Term of third year. Four questions must be answered from a total of c.14.

SA5735

Social Security Policy

Teachers Responsible: Professor David Piachaud and Mike Reddin, Room A281 (Secretary, Judith Edwards, A244)

Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd year; B.Sc. Soc. Pol. and Admin. 2nd or 3rd year.

Core Syllabus: The theory and practice of social security.

Course Content: The ends and means of income maintenance and social security systems, with special reference to Britain: the philosophical and political issues they raise and the underlying concepts, values and assumptions. Techniques and strategies of income support. The definition of poverty and criteria for determining the scope and level of social security benefits. Social and economic developments and their consequences for social security policies. Alternative approaches to income maintenance.

Pre-Requisites: None.

Teaching Arrangements: Lectures (SA129) *Social Security*: 15 lectures in the Michaelmas and Lent Terms that cover techniques of income maintenance; poverty; redistribution; provisions for the old, children and unemployed people; universal, selective, occupational and fiscal approaches to income support. Classes (SA129a): 20 classes in the Michaelmas and Lent Terms.

Written Work: Class papers will be required.

Reading List: Basic reading for the course comprises: B. B. Gilbert, *The Evolution of National Insurance in Great Britain and British Social Policy 1914-1939*; A. B. Atkinson, *Economics of Inequality*; V. George, *Social Security and Society and Social Security Beveridge and After*; J. Walley, *Social Security: Another British Failure?*; L. McClements, *The Economics of Social Security*; P. Townsend, *Poverty in the United Kingdom*.

Examination Arrangements: The examination in the Summer Term consists of a three-hour paper in which four questions have to be answered.

SA5753

Psychology and Social Policy

(Not available 1988-89)

Teacher Responsible: Dr. Nicola Madge, c/o Judith Edwards, A244

Course Intended Primarily for B.Sc Social Policy and Administration 2nd or 3rd year; B.Sc. (Econ.) Part II Special subject Social Policy, 2nd or 3rd year.

Core Syllabus: To consider aspects of psychology applied to the study of social policy and practice.

Course Content: This covers personality development, human learning, environmental psychology, schools and schooling, institutions and their effects, children and television, group processes, racial awareness and discrimination, sex differences, intelligence and ability, family and social deprivation, the impact of unemployment, child abuse, adolescence and delinquency, mental illness, psychology and health.

Pre-Requisites: None.

Teaching Arrangements: Lecture course SA116 *Psychology and Social Policy* (10 lectures, Michaelmas Term) Weekly classes (sessional) SA116a *Psychology and Social Policy*. The lecture series Ps100 *Introduction to General and Social Psychology* (25 lectures, sessional) and Ps101 *Psychodynamic Theories* (six Lent Term) are also recommended.

Reading: A comprehensive bibliography will be provided.

Examination Arrangements: Three-hour unseen paper in the Summer Term; four questions to be answered.

SA5754

Race Relations and Ethnic Minority Groups

The course will normally be taught in alternate years. It is taught this year (1988-89) and will next be available in 1990-91

Teachers Responsible: Dr. M. I. A. Bulmer, Room A224 (Secretary, Judith Edwards, A244) and Dr. J. Carrier, Room A238 (Secretary, A252)

Course Intended Primarily for: B.Sc. Social Policy and Administration 2nd and 3rd years; B.Sc. Sociology 2nd & 3rd years; B.Sc. (Econ.) Part II; B.Sc. course unit, outside option.

Core Syllabus: The paper aims to introduce students to the historical, comparative and contemporary study of the sociology of race relations, and to policy issues involving race in contemporary Britain.

Course Content: A study of social differentiation by race or ethnicity in human societies; the nature, causes and consequences of such differentiation; the social and psychological processes involved; and the structure and dynamics of racially-differentiated and ethnically plural societies. To include: an examination of concepts and theories relating to this field; a comparative analysis of relevant structures and processes in modern industrial and other societies; study of aspects of race in contemporary Britain; and an examination of group and policy responses in racial or ethnic situations, and their research implications.

Pre-Requisites: Students taking the course should preferably have completed an introductory course in sociology. Previous work in history or social policy or social anthropology would be an advantage.

Teaching Arrangements: Lectures: SA122, 20 Michaelmas and Lent Terms; Classes: SA122(a), 22 Michaelmas, Lent and Summer Terms. Dr. Bulmer will teach the first 14 and Dr. Carrier the last eight weeks. **Written Work:** Work will be set and marked by Dr. Bulmer or Dr. Carrier. Each student taking the course will be expected to make one verbal presentation of about 20 minutes at each of two of the 22 classes during the year. In addition, in the Michaelmas and Lent Terms there will be a term essay of 1,500-2,000 words to be handed in by the end of term.

Reading List: The following three books are basic texts recommended for student purchase: G. Bowker & J. Carrier (Eds.), *Race and Ethnic Relations: Sociological Readings*; J. Stone, *Racial Conflict in Contemporary Society*; C. Husband (Ed.), *"Race" in Britain: Continuity and Change*.

The following are additional important references, to be used where indicated on the course reading list: J. Rex, *Race Relations in Sociological Theory*; M. Banton, *Race Relations*; E. F. Frazier, *Race and Culture Contacts in the Modern World*; L. Foner & E. Genovese (Eds.), *Slavery in the New World*; A. Weinstein & F. Gattell (Eds.), *American Negro Slavery*; P. Mason, *Patterns of Dominance*; V. G. Kiernan, *The Lords of Human Kind: European Attitudes to the Outside World in the Imperial Age*; H. Tinker, *A New System of Slavery*; W. J. Wilson, *Power, Racism and Privilege*; C. S. Johnson, *The Shadow of the Plantation*; J. S. Furnivall, *Colonial Policy and Practice*; M. M. Gordon, *Assimilation in American*

Life; L. P. Gartner, *The Jewish Immigrant in England, 1840-1914*; L. Rainwater, *Behind Ghetto Walls*; J. L. Collier, *The Making of Jazz*; L. Rainwater & D. J. Pittman (Eds.), *The Moynihan Report and the Politics of Controversy*; J. Rex & S. Tomlinson, *Colonial Immigrants in a British City*; D. Smith, *Racial Disadvantage in Britain*; G. Myrdal, *An American Dilemma*; W. J. Wilson, *The Declining Significance of Race*; E. J. B. Rose, *Colour and Citizenship*; A. N. Little, *Educational Policies for Multi-Racial Areas*; T. Lee, *Race and Residence*; The Brixton Disorders (The Scarman Report), Cmnd 8427, (Penguin); G. Bindman & A. Lester, *Race Relations and the Law*; L. L. Snyder, *The Idea of Racism*; E. U. Essien-Udom, *Black Nationalism*; Malcolm-X, *Autobiography*; A. Sivanandan, *A Different Hunger*.

Examination Arrangements: By three-hour formal examination in the Summer Term, based on the full syllabus. A choice of questions is provided. Candidates should answer four questions, and each question carries equal marks.

SA5755

The Finance of the Social Services

(This course will not be available in 1988-89)

Teacher Responsible: Professor H. Glennerster, Room A279 (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for: B.Sc. Social Policy and Administration (2nd and 3rd year students); B.Sc. (Econ.) Part II Social Policy and as an outside option for other special subjects.

Core Syllabus: The aim is to provide a detailed account of the way services are financed in Britain not to concentrate on theoretical economic public finance issues.

Course Content: The course will consider alternative ways of financing social welfare in theory and practice: the scale and growth of public expenditure on social services in the UK and other developed nations and its relation with the wider economy; the nature of public expenditure, planning and control, tax expenditure, forms of central grant to local authorities, and the local authority budget process in Britain; the scope of charges, giving and voluntary action. The present systems of allocating resources within each of the major social services will be analysed: health, education, housing, income maintenance and the personal social services. This will include for example, programme budgets, the "RAWP" formula in the National Health Service and the calculation of grants to local authorities as well as local allocation methods used to fund schools, colleges and old people's homes. The history of financial support in each of these fields will be discussed and the main alternatives to the present system of finance that are possible.

Pre-Requisites: None.

Teaching Arrangements: 20 lectures (SA132). Sessional classes (SA132a).

Written Work: One class essay per term minimum and a class presentation each term.

Reading List: B. Abel-Smith, *The Hospitals 1800-1948*; H. Aaron & B. Swartz, *The Painful Prescription*; B. Abel-Smith, *Value for Money in Health Services*; K. Judge, *Rationing Social Services*;

Audit Commission, *The Impact on Local Authorities Economy, Efficiency and Effectiveness of the Block Grant Distribution System*; H. Glennerster, *Paying for Welfare*; H. Glennerster, *Social Service Budgets and Social Policy*; H. Hecllo & A. Wildavsky, *The Private Government of Public Money*; D. Heald, *Public Expenditure*; J. Coons & S. Sugarman, *Education by Choice: The Case for Family Control*; K. Judge & J. Matthews, *Charging for Social Care*; A. R. Prest & N. Barr, *Public Finance in Theory and Practice*; J. N. Danziger, *Making Budgets*; C. D. Foster et al., *Local Government Finance in a Unitary State*; HMSO, *Paying for Local Government*, Cmnd. 9714; HMSO, *The Next Ten Years: Public Expenditure and Taxation until the 1990's*, Cmnd. 9189; HMSO, *The Control of Public Expenditure*, Cmnd. 1432; DHSS, *Report of the Resource Allocation Working Party*; DHSS, *Priorities in the Health and Personal Social Services*; W. Wright (Ed.), *Public Spending Decisions Growth and Restraint in the 1970's*.

There will also be a substantial number of articles drawn from journals like *Public Money*, reports of the Audit Commission and central government and local authority publications.

Examination Arrangements: A three-hour four question examination.

SA5756

Women, The Family and Social Policy in Twentieth Century Britain

(Not available 1988-89)

Teacher Responsible: Dr. J. Lewis, Room A259

Course Intended Primarily for: B.Sc. Social Policy and Administration 2nd and 3rd Year, available as an outside option for B.Sc. (Econ.) Part II and B.Sc. (Econ.) Special Subject Social Policy, B.Sc. course units.

Core Syllabus: The course draws on an interdisciplinary literature to reach an understanding of (i) women's position in the family in twentieth century Britain, (ii) how women's position in the family structures their position in the wider society, and (iii) how social policies serve to constrain or widen women's choices. The approach will be historical and will examine how ideas about women's family membership, responsibilities, and roles have changed. The course also aims to show how major concepts in social policy, such as inequality and redistribution, social justice, rights and dependency can be used in the study of women and the family.

Course Content: The first part of the course traces the shifts in the sexual division of labour and in the boundary between the private sphere of the family and the public world. It goes on to examine the changing composition and definition of 'the' family; changing ideas of women's role in the family, especially as mothers; the pattern of distribution of resources within the family, including discussion of the family wage and the 'feminisation of poverty'; the relationship between the individual, the family and the state; and the concept of 'family policy'.

The second part of the course focuses on women's experience of the family by taking up particular issues and the development of social policies in relation to

them, for example: childbirth; birth control; abortion and artificial reproduction; marriage and family breakdown; single parent families; domestic labour; care of the elderly; and returning at the end to consider the implications of our findings for policies designed to further the equality of women in society.

Pre-Requisites: None.

Teaching Arrangements: 15 lectures in Michaelmas and Lent Terms and weekly classes throughout the session.

Written Work: Presentation of 2 or 3 short class papers during the session and one essay per term.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the topics covered in classes. Each question is allocated equal marks.

SA5799

A Long Essay on an Approved Topic

Teacher Responsible: Departmental Tutor, Department of Social Science and Administration.

Course Intended Primarily for: B.Sc. Social Policy and Administration; Compulsory subject in third year and B.Sc. (Econ.) special subject Social Policy, third year option.

Core Syllabus: An essay of not more than 7,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the student. The essay should be on a topic area within the field of the degree course; it may involve original field work, or the analysis and appraisal of existing literature.

Teaching Arrangements: Students will pursue their long essay under the supervision of their personal tutor during the third year of their studies. They will agree with their tutor, and submit to the Departmental Tutor, a title for the essay by November 1st in the third year. Tutors can be expected to offer advice on reading, guidance on the construction of the work and comment on an initial draft.

Examination Arrangements: The essay must be submitted to the Departmental Tutor by May 1st in the student's third year. It should be typewritten. Precise details on format and presentation will be issued by the Department at the end of the second year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

COURSES INTENDED PRIMARILY FOR M.Sc. SOCIAL POLICY AND PLANNING (OPTION 1)

SA6630

Social Policy and Administration

Teachers Responsible: Professor D. Piachaud, (Secretary, Elizabeth Plumb, A280), Miss S. Sainsbury, Room A250 (Secretary, Vanessa Galloway, A244) and others.

Course Intended Primarily for: M.Sc. in Social Policy and Planning (Option 1) and M.Sc. Voluntary Sector Organisation (Option 4).

Core Syllabus: Broad themes affecting social policy in Britain and other advanced industrial societies; administrative issues largely focussing on Britain as an

example. (For a distinction between the content of this paper and that of **Social Planning**, see the study guide for **Social Planning**).

Course Content: The formation and development of social policy. The evolution of aims and principles in relation to the growth of social welfare, fiscal welfare and occupational welfare. The problems of redistributive justice and ethical issues in social policy. The assessment of the effects of the social services and social policies. Concepts of need and social welfare. The contributions made by political, professional and charitable bodies to the development of collective action to promote social welfare. The structure, functions and forms of administration of social services provided by the state, charitable institutions and employers. This course will be concerned with general terms with special branches of social services covered by other papers, eg social security, medical care and the welfare services. It will take account of historical developments and include, where appropriate, comparative developments in other countries, and focus on current policy questions.

Pre-Requisites: None.

Teaching Arrangements: 20 weekly lectures, SA150, **Analysis of Social Policy and Administration** and 25 weekly seminars (SA151) throughout the session. Lecture course SA103 **Social Policy** is also relevant for students. Seminars in **Social Policy Research** (SA153) are also relevant for the course.

Reading List: Some introductory texts are:

T. H. Marshall, *The Right to Welfare; Social Policy*; J. Harris, *Sir William Beveridge: a Biography*; D. V. Donnison, *Social Policy and Administration Revisited*; P. Townsend, *Sociology and Social Policy*; R. M. Titmuss, *Essays on the Welfare State*; J. Higgins, *States of Welfare*; I. Gough, *Political Economy of the Welfare State*; M. Brown & N. Madge, *Despite the Welfare State*; H. Glennerster, *Paying for Welfare*. A full bibliography will be handed out with the programme of seminar topics.

Examination Arrangements: There is a written formal three-hour examination in June. Three questions must be answered.

Social Planning

SA6631

(Not available in 1988-89)

Teachers Responsible: Professor Howard Glennerster, Room A279 (Secretary, Elizabeth Plumb, A280) and Professor J. Rosenhead, Room S113 (Secretary, Miss M. Morris, S108)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning). Students must take either this paper or the paper, **Social Policy and Administration** (SA6630). They can take both, see below.

Core Syllabus: The **Social Planning** course is complementary to and quite distinct from **Social Policy and Administration**. It does not deal with the broader philosophical issues of social policy's place in society or with policy issues as such. Instead, it is concerned with methodologies that are relevant to the analysis of policy issues, and in determining priorities in resource allocation. It will consider theories of administrative decision-making and their relevance to social planning,

look at the application of quantitative techniques to measuring demands and needs, at the use of cost-benefit analysis and programme evaluation. Students will gain most from the course if they have a sound background in economics and statistics. It is particularly relevant to those working in research and development sections of local authority departments or in administrative posts in the public sector. For overseas students, who do not want to specialise too deeply in British institutional issues the course can be productively combined with that in **Social Policy and Administration**.

It begins by discussing theories and methodologies in the first term, and then goes on in the second and third terms to work through a series of case studies drawn from actual examples of social planning at national and local levels.

Pre-Requisites: Economics and Statistics in first degree.

Teaching Arrangements: Weekly two-hour seminars for 25 weeks throughout the session (SA152). During the Michaelmas Term the seminars will be introduced by one of the teachers. During the rest of the session students will present papers. The seminars and lectures in **Social Policy Research** (SA153) are also necessary to the course, and will cover methodological aspects of topics raised in the social planning seminars.

Reading List: The following are some key texts but a comprehensive reading list will be handed out with the programme of seminar topics. These books should be bought if possible.

J. K. Friend & N. Jessup, *Local Government and Strategic Choice*; J. Midgley & D. Piachaud (Eds.), *The Fields and Methods of Social Planning*; H. Glennerster, *Planning for Priority Groups*; T. Booth, *Planning for Welfare*; M. Carley, *Rational Techniques in Policy Analysis*.

Examination Arrangements: There is a three-hour formal written examination in June. Three questions must be answered.

Planning of Health Services

SA6640

Teacher Responsible: Professor Brian Abel-Smith, Room A243 (Secretary, Vanessa Galloway, A244)

Course Intended Primarily for M.Sc. Social Policy and Planning; M.Sc. Health Planning and Financing; M.Sc. Social Planning in Developing Countries and M.Sc. Sociology (Medical Sociology). This course will be offered only if there is a sufficient number of students. **Core Syllabus:** The aim of the course is to enable students studying for the M.Sc. in Social Policy and Planning to apply social planning theories and methods to the provision of health services. To this end, a wide variety of social science disciplines are drawn upon, and a comparative approach is emphasised. The main examples used in the course are health service arrangements in the USA and Western Europe, and the NHS in England and Wales. Students reading for the M.Sc. in Sociology also join the seminar.

Course Content: The development and structure of health services; the social, demographic and economic factors relevant to planning health services; models of funding medical care; the evaluation of medical care services; cross cultural comparisons of medical care

systems. Conceptions of health and disease; the sick role; doctor/patient relationship and communication; patient utilisation of services; the health professions; their education and inter-relationship; the sociology of hospitals and other medical organisations.

Pre-Requisites: Graduates with a first or good second honours degree in one of the social sciences who are interested in applying social science theory and method to the analysis of health service planning. Some experience working and/or carrying out research in a public agency would be an appropriate but not necessary background.

Teaching Arrangements: Attendance at the course of 25 lectures in **Health Policy and Administration** (SA126) is essential. There are also 24 seminars which support the above course (SA154). Each seminar is of 1½ hours duration. They begin in the Michaelmas Term and continue into the Summer Term. Seminars are organised by teachers, on the topics in which they have a specialised interest. For each seminar, one student or a group of students prepares a written paper on the subject for discussion and all others prepare themselves by consulting the relevant literature. Students will be expected to produce at least one seminar paper for the course (or more depending on the number who enrol). Several hours of private study are expected in the presentation for seminars each week, whether or not the student is presenting a paper.

Written Work: As well as seminar papers, students may be expected to produce essays of at least 1,500 to 2,000 words each for one of the seminar teachers during the course. Individual teachers will comment separately upon this work and also upon a finished seminar paper.

Reading List: The reading list below is the minimum necessary reading for this course. Specialised reading for seminar topics will be given out by lecturers responsible for particular aspects of the course. Starred items* should be bought if possible.

*B. Abel-Smith, *Value for Money in Health Services* (Heinemann, 1976) £5.50; *The National Health Service: The First Thirty Years* (HMSO, 1978) (out of print; available in LSE Library); Douglas E. Ashford, *Comparing Public Policies: New Concepts and Methods* (Sage, 1980); G. Bevan et al., *Health Care: Priorities and Management* (Croom Helm, 1980); N. W. Chaplin, *Health Care in the United Kingdom* (Huer Medical, 1982); H. Fabrega, *Disease and Social Behaviour* (M.I.T., 1974); I. Illich, *Medical Nemesis* (Calder and Boyars, 1975); D. Mechanic, *The Growth of Bureaucratic Medicine* (J. Wiley, 1976); *Report on the Royal Commission in the National Health Service*, Cmnd. 7615, Chairman, Sir Alec Merrison (HMSO, July 1979); P. Townsend & N. Davidson, *Inequalities in Health* (The Black Report) (Penguin, 1982) £2.50; *B. Watkins, *The National Health Service: The First Phase and After* (G. Allen & Unwin, 1980) £4.95; J. A. Muir Gray, *Man Against Disease. Preventive Medicine* (Oxford University Press); Christopher Ham, *Health Policy in Britain* (The Macmillan Press, 1982).

The above literature is available in the LSE Library, but students will be advised which specialised libraries near to the School can also be used.

Supplementary Reading List: This is given out at the beginning of the course and reflects the special interest of the subject lecturers.

Examination Arrangements: The examination is by way of sitting a formal three-hour, unseen paper, answering three questions from a choice of 12 to 15 questions. Each question carries equal marks. No one taking this examination can be examined in SA6661.

Income Maintenance and Social Security Policies

SA6641

Teachers Responsible: Mike Reddin, Room A281 (Secretary, Judith Edwards, A244) and Professor David Piachaud, (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies Option 1 (Social Policy and Planning). This course will be offered if there is a sufficient number of students.

Course Content: The course analyses income maintenance and social security policies defined broadly to include not only national insurance and social assistance provisions but also fiscal, occupational and private provisions that maintain incomes. Definitions and measurements of need and poverty are reviewed. Economic and financial aspects of social security are considered as is the impact of social security on social and economic behaviour. A comparative approach is adopted where appropriate. **Pre-Requisites:** There are no pre-requisites for the course.

Teaching Arrangements: Teaching comprises lectures and seminars.

Lectures: There are 15 lectures (SA129) in the Michaelmas and Lent Term that cover: approaches to income maintenance; poverty; redistribution; provisions for the old, children and unemployed people; universal, selective, occupational and fiscal approaches to income support. (These lectures are open to all.)

Seminar: The seminar (SA155) will hold 25 weekly meetings spread over three terms. It is the main arena for teaching for the M.Sc. In the first term the seminar will pursue the same topics as the lectures. In the second and third terms the seminar will cover (subject to meeting the interests of members as far as possible): political and economic dimensions of income maintenance; the inter-relationship of tax and benefit systems; the role of funded insurance systems; the administration of social security and problems of equity and discretion; work incentives; manpower policies; provisions for a wide range of contingencies; comparative income maintenance systems.

Written Work: Seminar members will be expected to make regular presentations to the seminar, and a written paper at the end of the first term.

Reading List: Basic reading for the course comprises B. B. Gilbert, *The Evolution of National Insurance in Great Britain; British Social Policy 1914-1939*; B. Abel-Smith & P. Townsend, *The Poor and the Poorest*; J. F. Harris, *Beveridge: A Biography*; A. B. Atkinson, *Economics of Inequality*; V. George, *Social Security and Society and Social Security: Beveridge and After*; L. McClements, *The Economics of Social Security*; J. Schultz et al., *Providing Adequate Retirement Income*; A. Heidenheimer et al., *Comparative Public Policy*; P.

Townsend, *Poverty in the United Kingdom*; Sir John Walley, *Social Security: Another British Failure?* A wide range of additional reading for specific topics will be given at the start of the course.

Examination Arrangements: The examination in the Summer Term consists of a three-hour paper in which three questions have to be answered.

SA6642**Planning of Personal Social Services**

Teacher Responsible: Sally Sainsbury, Room A250 (Secretary, Vanessa Galloway, A244)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning). This course will be offered only if there is a sufficient number of students.

Core Syllabus: The course will focus primarily on personal social services in Britain, although there is a comparative component.

Course Content: The evolution of the local authority social services departments. Problems of policy, organisation, staffing, and inter-agency coordination. Needs, demand and supply; theories about their determinants and inter-relationship. Social deviance and concepts of community welfare. Aims, objectives and evaluation in personal social services. The application of planning to personal social services provision.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars accompanied by an optional lecture course.

Seminars – SA156, 25 Michaelmas, Lent and Summer Terms.

Lectures – SA123, 10 Michaelmas Term.

Written Work: Students are expected to prepare papers for discussion in seminars.

Reading List: The following are useful introductory texts.

P. Townsend, *The Last Refuge*, RKP, 1962; K. Jones, *History of the Mental Health Service*, RKP, 1972; E. Sainsbury, *Personal Social Services*, Pitman, 1977; J. Heywood, *Children in Care*, RKP, 1959; *Report of the Committee on Local Authority and Allied Personal Social Services* (Seebohm), Cmnd. 3703, 1968; B. M. Rodgers & J. Stevenson, *New Portrait of Social Work*, OUP, 1973; B. Davies, *Social Needs and Resources in Local Services*, Michael Joseph, 1968.

Full bibliographies will be provided with the programme of seminar topics.

Examination Arrangements: There is a three-hour formal examination in June. Three questions must be answered.

Housing and Urban Planning SA6643

Teacher Responsible: Dr. Peter Levin, Room A251
Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies Option 1 (Social Policy and Planning). Also open to students taking the M.Sc. in Regional and Urban Planning Studies. This course will be offered only if there is a sufficient number of students.

Core Syllabus: The course deals mainly with housing and urban planning in England and Wales, though there is a comparative component. It adopts an issue-

oriented approach to exploring and analysing the processes at work in the various sectors of the housing market and in the wider urban system.

Course Content: Analysis of housing and urban planning issues in Britain. The changing structure of the housing market, the roles of the local authority, private rented and owner-occupied sectors, and of alternative forms of tenure; the problem of access to housing. Housing finance issues: subsidies, rent control, income support. The problems of vulnerable groups and localities: slums, overcrowding, homelessness, the treatment of ethnic minorities. The problems posed by older housing: redevelopment and rehabilitation and their social and economic effects. Community development and other policies for inner urban areas. The distributional consequences of physical planning and urban management. New towns and town development schemes and their effect on "exporting" cities. Decision-making and public involvement in planning; tenant management: the roles of the professional and politician.

Pre-Requisites: None.

Teaching Arrangements: SA157, *Housing and Urban Planning*, seminars 25/MLS; SA125, *Housing and Urban Structure*, ten lectures, Michaelmas Term; recommended but not essential. The range of possible seminar topics is very wide: the actual programme will be decided in consultation with the members of the class and will take account of their particular interests wherever possible.

Written Work: Each student will be expected to prepare and give a 20-minute oral presentation at two or three seminars during the year, and to hand in a written paper at the end of the Michaelmas and Lent Terms.

Introductory Reading List: K. Bassett & J. Short, *Housing and Residential Structure*; J. R. Short, *Housing in Britain*; D. V. Donnison & C. Ungerson, *Housing Policy*; P. Hall (Ed.), *The Inner City in Context*; G. Kirk, *Urban Planning in a Capitalist Society*; S. Lansley, *Housing and Public Policy*; P. Lawless, *The Evolution of Spatial Policy*; P. Malpass (Ed.), *The Housing Crisis*.

A specialised list will be given out for each seminar.

Examination Arrangements: There is a three-hour formal written examination in June. Three questions must be answered.

European Social Policy SA6645

Teacher Responsible: Dr. S. P. Mangan, Room A261
Course Intended Primarily for M.Sc. Social Policy and Planning (option 1); M.Sc. European Studies; M.Sc. Politics and Government of Western Europe; M.Sc. Public Administration.

Core Syllabus: The course reviews the development of welfare states and contemporary social policies in Western Europe. Four "core" countries have been selected — the Federal Republic of Germany, France, Sweden and Spain — although discussion is extended to other countries depending on the issue under review. The aim is to maintain a balance between richer, northern countries in which collective provisions emerged early and where social budgets consume high proportions of GDP and the poorer, southern European states.

Course Content: The comparative study of the development of Western European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective provisions of welfare from the last quarter of the nineteenth century. Particular attention is paid to the role of labour movements in these developments. The countries discussed include unitary, federal and consociational states. In the second part seminars focus on present processes of policy-making and implementation, and these are discussed in the context of contemporary issues in social policy: demographic trends and the planning of welfare; privatisation and decentralisation of welfare states; the fiscal crisis and problems of funding pensions and health care; social inequality and social security; the 'new poor'; policies for priority groups; and women and the welfare state. Seminars in the third term are devoted to the promotion of social policies by the European Community.

Pre-Requisites: There are no requirements for this course.

Teaching Arrangements: 25 weekly seminars (SA164)

Reading List: Some Introductory texts are:

D. E. Ashford, *The Emergence of the Welfare States*; P. Flora & A. J. Heidenheimer, *The Development of Welfare States in Europe and America*; J. Gough, *The Political Economy of the Welfare State*; A. J. Heidenheimer et al., *Comparative Public Policy* (2nd edn.); J. Higgins, *States of Welfare*; C. Jones, *Patterns of Social Policy*; B. Madison, *The Meaning of Social Policy: the Comparative Dimension in Social Welfare*; R. Mishra, *The Welfare State in Crisis*; H. L. Wilensky et al., *Comparative Social Policy*; T. & D. J. Wilson, *The Political Economy of the Welfare State*.

A full list will be handed out with the seminar programme.

Examination Arrangements: There is a three-hour formal written examination in June. Three questions must be answered.

COURSES INTENDED PRIMARILY FOR M.Sc. HEALTH PLANNING AND FINANCING**Basic Community Health SA6660**

Teachers Responsible: Dr. Nick Black, Room 34 and Dr. Colin Sanderson, Room 34A (Secretary, Mrs. Gerry Iveson), Department of Community Health, London School of Hygiene and Tropical Medicine; Professor Brian Abel-Smith, Room A243 (Secretary, Vanessa Galloway, Room A244)

Course Intended Primarily for M.Sc. Health Planning and Financing and M.Sc. Community Medicine.

Core Syllabus: This course provides a core of concepts, methods and techniques for the study of health care.

Course Content: Laycare: range and extent, attitudes of formal carers. Formal care: variations in inputs. Ways of describing the organisation of care. Determinants of need. Conceptual model of need, demand and use. Objective and subjective explanations of disease. Social construction of disease categories. Nature of science. Differences and similarities between natural and social sciences. Qualitative methods in health services research. Role of epidemiology. Operationalising health status. Survey design. Model-

building. Evaluating the effectiveness of health services — experimental and non-experimental methods. Assessment of equity. The humanity of health care and its evaluation. Approaches to changing health services — role of analytical methods and adaptive processes. Quality assurance and the use of clinical audit. Decision-making methods. Resource management and financial incentives. Analysis of trends and time-series. Simulation and programming.

Pre-Requisites: This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences, interested in applying scientific theory and methods to health care systems.

Teaching Arrangements: This course consists of 30 lectures (SA202) and 24 one-and-a-half hour seminars or practical sessions (SA203).

The series will consist of lectures and practical sessions on research methods and sources used in Basic Community Health, given by Dr. Nick Black, Dr. Colin Sanderson at LSHTM, Dr. Martin McKee and Dr. Mark McCarthy, Dr. Phillip Strong and others. A series of six lectures on Health and Society will be given by Professor Brian Abel-Smith. This course will be given at LSHTM.

Written Work: As well as seminar papers and practical work, the students will be expected to produce at least one essay or report for seminar tutors each term.

Reading List: The following is a basic reading list for the course. Specialised reading for seminar topics and background reading for practical sessions will be provided by lecturers responsible for particular aspects of the course.

T. McKeown, *Role of Medicine*; Open University, *The Health of Nations*; M. Morgan, M. Calnan, & N. Manning, *Sociological Approaches to Health and Medicine*; N. Black et al., *Health and Disease, A Reader*; R. Fitzpatrick et al., *The Experience of Illness*; A. L. Cochrane, *Effectiveness and Efficiency*; B. Abel-Smith, *Value For Money*; M. McCarthy, *Epidemiology and Policies for Health Planning*; G. Knox, *Epidemiology in Health Service Planning*; J. Osborn, *Statistical Exercises in Medical Research*; D. J. P. Barker & G. Rose, *Epidemiology in Medical Practice*; R. Titmuss, *Commitment to Welfare*; M. Brown & N. Madge, *Despite the Welfare State*; P. Townsend & N. Davidson, *Inequalities in Health*; R. Maxwell, *Health and Wealth*; Open University, *Caring for Health: History and Diversity*; Open University, *Caring for Health: Dilemmas and Prospects*. J. G. Cullis & P. West, *The Economics of Health*; R. Kohn & K. L. White, *Health Care International Study*.

Supplementary Reading List: This is given at the beginning of the course and reflects the special interests of the subject lecturers.

Examination Arrangements: The examination consists of a three hour paper in which three questions have to be answered.

SA6661**Health Planning and Financing**

Teachers Responsible: Professor Brian Abel-Smith, Room A243 (Secretary, Vanessa Galloway, A244) and Dr. John Carrier, Room A238, Ms. Anne Mills, Room

A225 and Dr. J. Simons, Centre for Population Studies, London School of Hygiene and Tropical Medicine; and others.

Course Intended Primarily for M.Sc. Health Planning and Financing.

Core Syllabus: In this course concepts, methods and techniques of planning and financing are applied to health and health-related sectors in countries at all levels of development.

Course Content: The development and analysis of health systems; their structure and functioning in a comparative framework. The historical origins and subsequent development of the NHS and the related welfare services. Financing of health systems and the impact of different payment structures on the productivity, provision and use of health care systems. Voluntary, public and private provision of health care and aspects of intervention in the health market. Funding and the implications for the development of health systems. Allocation, distribution of resources in health care systems, agency relationships, professional remuneration systems, social and cultural factors in the use of resources. Organisation theories and concepts. Accountability and control, including the role of professionals and consumer participation in health systems. Theories of planning. Applications of planning and decision-making theories and models in resource allocation. Quantification and measurement of need, demand, use, output and outcome in health planning management, and monitoring of health care systems. Measurement of mortality and fertility; population estimation and forecasting; attitudes towards family planning. Use of economic, epidemiological, demographic and operational research techniques in planning and management and evaluation of the health care sector.

Pre-Requisites: This course is most suitable for students, with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences, interested in planning and financing health and health care systems in countries at different levels of development.

Teaching Arrangements: This course consists of 24 lectures (SA126) and 24 1½ hour seminars (SA154). Students will be expected to participate in practical sessions and produce at least one seminar paper each term. Seminars are organised by teachers on topics on which they have a special interest.

Written Work: As well as seminar papers and practical work, the students will be expected to produce at least one essay or report for seminar tutors each term.

Reading List: The following is a basic reading list for the course.

Industrialized Countries: B. Abel-Smith *Cost Containment in Health Care*, Bedford Square Press (1984); Robert R. Alford, *Health Care Politics*, University of Chicago Press (1975); J. Allsop, *Health Policy and the National Health Service*, Longman (1984); Erica Bates, *Health Systems and Public Scrutiny. Australia, Britain and the United States*, Croom Helm (1980); N. W. Chaplin, *Health Care in the United Kingdom*, Kluwer Medical (1982); A. J. Culyer and K. Wright, *Economic Aspects of Health Care*, Martin Robertson (1981); Anne Crighton, *Health Policy Making: The Fundamental issues in the*

U.S. Canada, Great Britain, Australia, Ann Arbor (1981); DHSS, *The N.H.S. Planning System*, HMSO (1976); *Health Service Development: Structure and Management*, Health Circular (80)8, July 1980; *Health Service Development. Review of the NHS Planning System*, A consultative Doc. NH(81)4, Feb. 1981; *Health Service Management*, HC(81)0, May 1981; *Health Services Development: The NHS Planning System*, HC(82)0, March 1982; *Health Services Development: Resource Assumptions for Planning by Health Authorities*, HC(83)12, June 1983; *Health Services Development: Resource Distribution for 1984-85; Service Priorities: Manpower and Planning*, HC(84)1, Jan. 1984; *Health Care and Its Costs*, HMSO (1983); C. Dollery, *The End of an Age of Optimism*, Nuffield (1978); L. Doyal, *The Political Economy of Health*, Pluto (1980); E. Freidson, *The Profession of Medicine*, Dodd Mead (1970); C. Ham, *Health Policy Making in Britain*, Macmillan (1982); A. Harrison and J. Gretton, *Health Care I.K.* 1984, C.I.P.F.A. (1984); HMSO, *Report of the Royal Commission on the National Health Service*, Cmnd. 7615 Chairman — Sir Alec Merrison, HMSO, July 1979; R. Illsley, *Professional or Public Health*, Nuffield (1980); M. Jefferys and H. Sachs, *Rethinking General Practice*, Tavistock (1983); Terence J. Johnson, *Professions and Power*, Macmillan (1972); R. Klein, *The Politics of the National Health Service*, Longman (1983); K. Lee and A. Mills, *Policy Making and Planning in the Health Sector*, Croom Helm (1983); T. McKeown, *The Role of Medicine*, OUP (1976); G. Mooney et al., *Choices for Health Care*, Macmillan (1980); J. A. Muir Gray, *Man Against Disease*, OUP (1979); O. Gish, *Planning The Health Sector*, Croom Helm (1975); W. A. Reinke, *Health Planning: Qualitative Aspects and Quantitative Techniques*, John Hopkins (1972).

Developing Countries: B. Abel-Smith, *Value For Money in the Health Services*, Heinemann (1976); B. Abel-Smith with A. Leiserson, *Poverty, Development and Health Policy*, Public Health Papers 69, W.H.O. (1978); Rosanne M. Bechtel, *Low Cost Rural Health Care and Health Manpower Training*, Vol. 9, Int. Develop. Res. Centre (1982); Basic S. Hetzel (Ed.), *Basic Health Care in Developing Countries*, OUP (1978); K. Lee and A. Mills (Eds.), *The Economics of Health in Developing Countries*, OUP (1983); S. MacPherson, *Social Policy in the Third World*, Wheatsheaf (1982) E. P. Mach and B. Abel-Smith, *Planning the Finances of the Health Sector. A Manual For Developing Countries*, W.H.O. (1983); W.H.O., *Managerial Process for National Health Development: Health for all*, Series No.5, W.H.O., Geneva (1981); M. Muller, *The Health of Nations*, Faber and Faber (1982); G. Walt and P. Vaughan, *An Introduction to the Primary Health Care Approach in Developing Countries*, Ross Institute Pubs. (1981); World Bank, *Health Sector Policy Paper*, World Bank (1980); W.H.O., *Formulating Strategies for Health for All by the Year 2000*, W.H.O. (1979); *Sixth Report on the World Health Situation*, Parts One and Two, W.H.O. (1980); *Traditional Medicine and Health Care Coverage*, W.H.O. (1983).

Demography: G. W. Barclay, *Techniques of Population Analysis*, Wiley (1958); C. Newell, A

Manual of Formal Demography, LSHTM (1986); E. Stockwell, *The Methods and Materials of Demography*, Academic Press (1976); R. Woods, *Population Analysis in Geography*, Longman (1979); N. Keyfitz and W. Flieger, *Population: Facts and Methods of Demography*, Freeman (1971); A. H. Pollard, F. Yusuf & G. N. Pollard, *Demographic Techniques*, Pergamon (1981); R. Woods, *Theoretical Population Geography*, Longman (1982); UN Department of International and Economic Affairs, *Manual X: Indirect Techniques for Demographic Estimation*, United Nations (1983); M. Hewstone (Ed.), *Attribution Theory*, Blackwell (1983); *Population Decline in Europe: Implications of a Declining or Stationary Population*, Arnold (1978); D. Coleman (Ed.), *Demography of Immigrants and Minority Groups in the UK*, Academy Press (1982).

Supplementary Reading List: This is given at the beginning of the course and reflects the special interests of the subject lecturers.

Examination Arrangements: The examination consists of a three-hour paper in which three questions have to be answered. No one examined in this paper can also be examined in SA6640, SA6741 or SA6761.

SA6666

Health Economics

Teacher Responsible: Ms. Anne Mills, Room A225 and Dr. Jennifer Roberts, Room 30 (Secretary, Mrs. P. Foley, Room 35), Department of Community Health, London School of Hygiene and Tropical Medicine, and others.

Course Intended Primarily for M.Sc. Health Planning and Financing.

Core Syllabus: This course develops basic economic concepts introduced in the Basic Community Health and Planning and Financing courses, and provides for specialisation in health economics.

Course Content: Concepts of health as an economic good, externalities, public goods, risk and uncertainty. Impact of health on the economy and the economy on health, including aspects of growth, fluctuations, economic development, recession and unemployment. Impact of the international economy, including trade and aid, on health programmes. Supply and demand analysis, elasticity, taxes and subsidies and its application in health care and preventive programmes. Concepts of production, production functions, cost functions, size and scale; economic efficiency and optimisation. Concepts of value of health and health care, human capital theory, measures of value of life, including implicit values. Consideration of the health care industry organisational structures, including the economics of non-profit organisations, economics of bureaucracies and charities; and aspects of domestic and international economy that impinge on it, e.g. hospitals, public, private and voluntary, primary health care, pharmaceuticals, and high technology industries. Quantification, measurement and estimation of economic relationships including measurement of health outcome by using health status indices. Techniques of economic evaluation and planning, including cost benefit analysis and cost effectiveness studies, output budgeting, planned programme

budgeting systems.

Pre-Requisites: This course is most suitable for students wishing to develop to a more advanced level the health economics components of the core courses Basic Community Health and Health Planning and Financing. Students with no previous background in economics may be required to take an introductory course in economics provided in the core course Community Health.

Teaching Arrangements: This course consists of 24 lectures (SA200) and 12 1½ hour fortnightly seminars (SA201). Seminars are organized by teachers on topics in which they have a special interest. Mr. Alan Marin and Dr. N. Barr of the Economics Department and Ms. Heather Joshi of LSHTM will also be involved.

Written Work: As well as seminar papers and practical work, the students will be expected to produce at least one essay or report for seminar tutors each term.

Reading List: The following is a basic reading list for the course: B. Abel-Smith, *Cost Containment in Health Care*, Bedford Square Press (1984); *Value for Money*, Heineman (1976); *An International Study of Health Expenditure and its Relevance for Health Planning*, Geneva, Public Health Papers No.69 (1967); J. S. Akin et al, *The Demand for Primary Health Care in the Third World*, Totowa (1984); K. J. Arrow, *The Limits of Organization*, Norton (1974); A. B. Atkinson, *The Economics of Inequality*, OUP (1983); N. Barr, *Economics of the Welfare State*, Weidenfeld and Nicolson (1987); G. S. Becker, *The Economic Approach to Human Behaviour*, University of Chicago Press, Chicago (1976); S. E. Berki, *Hospital Economics*, Heath (1972); S. Bohm, *Social Efficiency: A Concise Introduction to Welfare Economics*, Macmillan (1973); D. Collard, *Altruism and Economy: A Study in Non-Selfish Economics*, Martin Robertson, London (1978); M. H. Cooper and A. J. Culyer (Eds.), *Health Economics*, Penguin (1973); A. J. Culyer, *The Political Economy of Social Policy*, Martin Robertson (1980); A. J. Culyer, J. Wiseman and A. Walker, *An Annotated Bibliography of Health Economics*, Martin Robertson (1977); A. J. Culyer and K. G. Wright (Eds.), *Economic Aspects of Health Services*, Martin Robertson (1978); J. G. Cullis and P. A. West, *The Economics of Health: An Introduction*, Martin Robertson (1979); G. Cumper, *Determinants of Health Levels in Developing Countries*, Research Studies Press, Wiley (1984); D.H.S.S., *Inequalities in Health: Report of a Research Working Group* (1980); M. F. Drummond, *Studies in Economic Appraisal in Health Care*, OUP (1981); M. F. Drummond, *Principles of Economic Appraisal in Health Care*, OUP (1982); M. F. Drummond et al., *Methods for the Economic Evaluation of Health Care Programmes*, Oxford University Press (1987); P. J. Feldstein, *Health Care Economics*, Wiley, (1979); V. Fuchs, *Who Shall Live?* Basic Books (1974); M. Friedman, *Capitalism and Freedom*, University of Chicago Press, Chicago (1962); A. Heath, *Rational Choice and Social Exchange*, Cambridge University Press, Cambridge (1976); J. Le Grand, *The Strategy of Equality*, George Allen & Unwin (1982); P. Jacobs, *The Economics of Health and Medical Care*, University Park Press (1980); M. W. Jones-Lee, *The Value of Life*, Martin Robertson (1976); R. Layard (Ed.), *Cost-Benefit*

Analysis, Penguin Modern Economics Readings (1972); K. Lee and A. Mills, *The Economics of Health in Developing Countries*, OUP (1983); K. Lee (Ed.), *Economics and Health Planning*, Croom Helm (1979); D. S. Lees, *The Economic Consequences of the Professions*, Institute of Economic Affairs (1964); M. Lipton, *Why Poor People Stay Poor*, Temple-Smith (1977); I.M.D. Little, *Economic Development Theory: Policy and International Relations*, A Twentieth Century Book (1982); A. McGuire et al., *The Economics of Health Care*, Routledge (1987); E. J. Mishan, *Introduction to Political Economy*, Hutchinson University Library (1982); E. J. Mishan, *Cost-Benefit Analysis*, George Allen and Unwin (1983); G. H. Mooney, *The Valuation of Human Life*, Macmillan (1977); Gavin H. Mooney, *Economics, Medicine and Health Care*, Wheatsheaf, 1986; H. Myint, *The Economics of Developing Countries*, Hutchinson (1980); V. Navarro, *Medicine Under Capitalism* (1975); M. Perlman, *The Economics of Health and Medical Care*, Macmillan (1974); E. S. Phelps, *Altruism, Morality and Economic Theory*, Russell Sage Foundation, New York (1975); A. K. Sen, *On Economic Inequality*, OUP (1978); A. K. Sen, *Poverty and Famines*, OUP (1982); L. Squire & H. G. van der Tak, *Economic Analysis of Projects* Johns Hopkins (1975); J. Stern, *Unemployment and its Impact on Morbidity and Mortality*, Centre for Labour Economics, L.S.E. Discussion Paper No. 93; G. J. Stigler, *The Economics of Regulation*, Bell Journal of Management Science and Economics (1971); G. J. Stigler, *The Citizen and the State: Essays on Regulation*, Chicago University Press, Chicago (1975); S. Wells and S. Klees, *Health Economics and Development*, New York, Praeger Studies (1982); World Bank, *Financing Health Services in Developing Countries. An Agenda for Reform*, World Bank (1987); W.H.O., *Economic Support for National Health For All Strategies* (1987).

Supplementary Reading List: This is given at the beginning of the course and reflects the special interests of the subject lecturers.

Examination Arrangements: The examination consists of a three hour paper in which three questions have to be answered.

SA6667

Social Dimensions of Health

Teachers Responsible: Dr. John Carrier, Room A238, Dr. John Simons, Centre for Population Studies, Dr. Gill Walt, Dr. Kris Heggenhougen and Dr. Carol MacCormack, Evaluation and Planning Centre for Health Care, London School of Hygiene and Tropical Medicine

Course Intended Primarily for M.Sc. Health Planning and Financing.

Core Syllabus: This is a multidisciplinary course drawing on concepts from anthropology, sociology, political science, demography and social psychology. It is intended to build on the core courses of Community Health and Planning and Financing and develop the analytic and evaluative skills of health planners by increasing their understanding of the contributions of the social sciences to health.

Course Content: Four major areas will be covered: Sociopolitical context of health and the development of health policy; determinants of health and illness; determinants of resource allocations for health; population dynamics; health and social change. Culture and health — beliefs, behaviour and health; comparative medical systems; individual, social and cultural psychodynamics. Approaches to health planning — interdisciplinary research, planning and evaluation: review of methods; implementation of health plans: review of significant factors. Organisation theories and concepts.

Pre-Requisites: This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences, interested in social dimensions of health in countries at different levels of development.

Teaching Arrangements: This course consists of 24 lectures (SA204) and 12 1½ hour fortnightly seminars (SA205). Students will be expected to participate in seminars and produce at least one seminar paper each term. Seminars are organized by teachers on topics in which they have a special interest. **Dr. Jane Lewis** of LSE and **Dr. Mike Bury** of the Medical Sociology Department of Bedford and Royal Holloway New College will also be involved in this course. This course will be given at LSHTM.

Written Work: As well as seminar papers and practical work; the students will be expected to produce at least one essay or report for seminar tutors each term.

Reading List: The following is a basic reading list for the course. D. G. Armstrong, *Outline of Sociology as Applied to Medicine*, Wright (1980); D. Tuckett and J. Kanford (Eds.), *Introducing Readings in Medical Sociology*, Tavistock (1978); D. L. Patrick and G. Scrambler (Eds.), *Sociology As Applied to Medicine*, Baillien Tindale (1982); L. Doyal, *The Political Economy of Health*, Pluto (1979); V. Navarro, *Imperialism, Health and Medicine*, Baywood (1979); D. Conyers, *An Introduction to Social Planning in the Third World*, Wiley (1981); D. Landy, *Culture, Disease and Healing*, Macmillan (1977); A. T. Brownlee, *Community, Culture and Care*, Mosby & Co. (1978); L. Eisenberg and A. Kleinman, *The Relevance of Social Science to Medicine*, D. Reidel & Co. (1981); D. J., Casley and D. A. Lurz, *Data Collection in Developing Countries*, Clarendon Press (1981); M. Bulmer and D. Warwick, *Social Research in Developing Countries: Surveys and Censuses in the Third World*, John Wiley (1983); T. McKeown, *The Role of Medicine*, Blackwell (1979); A. Cochrane, *Effectiveness and Efficiency*, Nuffield Provincial Hospitals Trust (1971); I. Illich, *Medical Nemeses: The Expropriation of Health*, Calder & Boyers (1975); P. Townsend and N. Davidson, *Inequalities in Health*, Pelican (1982); D. Morley, J. Rohde and G. Williams, *Practising Health for All*, OUP (1983); R. Dubos, *Mirage of Health*, Doubleday (1959); M. Grindle (Ed.), *Politics and Policy Implementation in the Third World*, Princeton University Press, 1980; T. Burns and G. M. Stalker, *The Management of Innovation*, Tavistock (1961); H. H. Gerth and C. W. Miller, *From Max Weber*, Routledge (1948); A. W. Gouldner, *Problems of Industrial Bureaucracy*, Free Press (1964); C. B.

Handy, *Understanding Organisations* (2nd Edn.), Penguin (1981); E. Jacques, *A General Theory of Bureaucracy*, H.E.B. (1976); E. Jacques (Ed.), *Health Services*, H.E.B. (1978); R. Klein, *Control, Participation and the British National Health Service*, Millbank Mem. Fund Quarterly, Vol. 57, No. 1 (1979); R. H. Miles, *Mono-Organisational Behaviour* (2nd Edn.), Free Press (1957); C. Sofer, *Organizations in Theory and Practice*, H.E.B. (1972).

Supplementary Reading List: This will be given at the beginning of the course and reflects the special interests of the subject teachers.

Examination Arrangements: The examination consists of a three hour paper of which three questions have to be answered.

SA6668

Epidemiology and Health Care

Teachers Responsible: To be announced

Course Intended Primarily for M.Sc. Health Planning and Financing.

Core Syllabus: Specialised course designed to develop the epidemiological concepts and methods introduced in the core courses Basic Community Health and Planning and Financing in health planning, organisation and evaluation.

Course Content: Basic epidemiological concepts and methods; measurement of need and demand for health care services; screening procedures and programmes; surveillance, monitoring and health information systems; health and socioeconomic indicators; evaluation of efficiency, effectiveness and impact of health services; contribution of epidemiology to health planning and management at national, regional and local levels; uses of epidemiology in health services research and evaluation of technologies, procedures and specific interventions.

Pre-Requisites: This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences, interested in applying epidemiological skills to planning, organisation and evaluation.

Teaching Arrangements: This course consists of 24 lectures (SA206) and 24 two-hour seminars/practicals (SA207). Students will be expected to participate in seminars and practicals and may be required to produce at least one seminar paper each term. Some of the lectures and seminars will be given by specialists in the particular topics. This course will be given at the LSHTM.

Written Work: As well as seminar papers and practical work, the students will be expected to produce at least one piece of written work (an essay or practical exercise) for seminar tutors each term.

Reading List: The following is a basic reading list for the course: J. N. Morris, *Uses of Epidemiology*; R. J. Donaldson & L. J. Donaldson, *Essential Community Medicine*; M. McCarthy, *Epidemiology and Policies for Health Planning*; G. Knox, *Epidemiology in Health Service Planning*; D. J. P. Barker & G. Rose,

Epidemiology in Medical Practice; DHSS, *Sharing Resources for Health in England*; R. Kohn & K. L. White, *Health Care International Study*; L. J. Bruce Chwatt, *Essential Malariology*; J. A. Walsh & K. S. Warren, *Strategies in Primary Health Care*; S. B. Halstead et al, *Good Health at Low Cost*; UNICEF, *Food Aid and The Well Being of Children in the Developing World*; A. Pacey & P. R. Payne (Eds.), *Agricultural Development and Nutrition*; P. Jordan and S. Webbe, *Schistosomiasis, Epidemiology, Treatment, Control*; A. B. Miller (Ed.), *Screening for Cancer*; M. A. Phillips et al, *Options for Diarrhoeal Diseases Control*; A. J. Zuckerman (Ed.), *Viral Hepatitis*.

Supplementary Reading List: This is given at the beginning of the course and reflects the special interests of the subject lecturers.

Examination Arrangements: The examination consists of a three-hour paper in which three questions have to be answered.

SA6669

Health Planning and Financing — Report

Teachers Responsible: Course convenor and tutor.

Course Intended Primarily for M.Sc. Health Planning and Financing.

Core Syllabus: The purpose is to allow students to explore, in depth, topics in the general area of planning and financing of health care; or to apply analysis and techniques studied in other parts of the course to a health policy or health service issue.

Selection of Topic: The general subject area of the report should be approved by the course convenor and tutor by the third week of term and the final title of the Report should be submitted to the course convenor by the end of the Michaelmas Term.

Pre-Requisites: This course is intended for students studying on the M.Sc. Health Planning and Financing who have extensive experience in that area.

Arrangements for Supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Report.

Examination Arrangements: The completed Report, which should be typewritten, must be submitted by 1st June in the year of the examination. It should not exceed 10,000 words — bibliography and tables will not be included in this total. The candidate may be examined orally if the examiners consider this appropriate.

COURSES INTENDED PRIMARILY FOR M.S.C. IN SOCIAL WORK STUDIES (OPTION 2) AND M.S.C. IN SOCIAL POLICY AND SOCIAL WORK STUDIES (OPTION 3)

The courses combine studies for a higher degree with those aimed at a professional qualification in social work. These two aspects of study are seen as interdependent and are therefore combined in lecture courses, seminars, classes and tutorials. Students are expected to spend approximately fifty per cent of their

time in approved fieldwork placements under the supervision of designated practice teachers. These placements run concurrently with academic work, and students' performance in them is assessed as an essential part of the overall result. Great importance is attached to the closeness of the links between learning in fieldwork and at the School, and to individual tutorials. All these aspects of the course are reflected in the final examinations. In addition to three unseen papers students are required to submit a long essay of between 7,000 and 10,000 words, which must be on a subject related to current fieldwork experience. Students are expected to demonstrate an ability to relate the theoretical exploration of their chosen topic to its practical application to a particular area of social work practice in the long essay. Students have to demonstrate their competence as beginners in social work in the fieldwork component of the course.

SA6680

Theories and Practice of Social Work

Teacher Responsible: Rose Rachman, Room A271 (Secretary, Jane Fay, A253)

Course Intended Primarily for M.Sc. in Social Policy and Social Work Studies (Option 3).

Core Syllabus: The Social Work Practice and Studies courses extend throughout the two years, and includes both introductory and advanced level teaching. The courses have a dual aim – to provide students with a sound theoretical knowledge underpinning social work and to equip them with basic social work practice, knowledge and skills necessary for the beginning practitioner.

Course Content: The courses begin with a discussion of the role of social work in contemporary society, the impact of public attitudes on social control, social care and social change. Different ways of conceptualising social work, its knowledge base, underlying value orientations and the issue of genericism/specialism are explored. Consideration is given to the nature and process of a professional relationship, communication, interviewing skills, assessment, goal setting, planned intervention, recording, termination and evaluation. Social work is discussed in relation to agency function, different client groups and different settings. Includes direct and indirect work with clients, collaboration with other organisations, working within teams, knowledge of group process and skills in working with groups. Attention is given to specific issues, e.g. ethnic minorities; gender awareness; multidisciplinary conflicts, skill development.

Theoretical frameworks discussed include: the impact of psychoanalytical theory, self theories, ego psychology, learning theory; sociological perspectives, systems theory. Differential approaches include: crisis intervention, task-centred casework, behavioural therapy, family therapy.

Students will be expected to bring material from supervised practice experiences. In addition, use will be made of video, audio recordings, simulated cases, games exercises and role play.

Pre-Requisites: No previous knowledge of the subject is assumed.

Teaching Arrangements:

SA123 **Personal Social Services**, ten lectures, Michaelmas Term

SA150 **Analysis of Social Policy and Administration**, 20 lectures, Michaelmas and Lent Terms

SA302 **Perspectives on Social Problems**, 15 lectures, Michaelmas and Lent Terms

SA303 **Human Growth and Behaviour**, 20 lectures, Michaelmas and Lent Terms

SA305 **Adult Psychiatry**, ten lectures, Michaelmas Term

SA306 **Child Psychiatry**, ten lectures, Lent Term

SA307 **Mental Handicap**, one day workshop, Summer Term

SA308 **Probation Policy and Practice**, ten seminars, Michaelmas Term

SA309 **Introduction to Social Groupwork**, two day workshop, Lent Term

SA315 **Social Work Studies**, 25 seminars, Sessional

SA318 **Introduction to Social Work**, ten lectures, Michaelmas Term

SA319 **Social Work Practice**, 30 seminars, Sessional

SA320 **Psychology and Social Work**, 20 lectures, Michaelmas and Lent Terms

SA321 **Psychology & Social Work Seminars**, 15 seminars, Michaelmas and Lent Terms

SA322 **Social Research Seminars**, 25 seminars, Sessional

SA323 **Social Policy and Administration**, ten seminars, fortnightly, Michaelmas and Lent Terms

SA327 **Personal Social Services**, ten lectures, Michaelmas Term.

Reading List: This will be given in class.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus.

SA6681

Psychology, Human Growth and Behaviour

Teacher Responsible: Mr. D. B. Cornish, Room A262 (Secretary, Jane Fay, A253)

Examination and Component Courses Intended for M.Sc. Social Policy and Social Work Studies (Option 3).

Core Syllabus: The aim of this group of courses is to provide social work students with a basic grounding in theories and research relating to normal and abnormal human development and behaviour throughout the lifespan; and to examine the application of this material to the professional social work practice.

Course Content: The core courses in this subject field are **Human Growth and Behaviour, Psychology, Theories in Clinical Psychiatry, Child Psychiatry and Mental Handicap**. The course content will include the following topics; development before birth; early neonatal development; early social and emotional behaviour; attachment and bonding; cognitive development; moral development; language development; play; family structures and relationships; the child in the school; abnormalities in development; physical, psychiatric, emotional and behavioural disorders; adoption, fostering, children in care; the transition from adolescence to adult life; the physical,

cognitive, emotional and social aspects of adulthood and the critical life stages and events; young adulthood; work; marriage; parenthood; middle age; old age; loss; bereavement; death; the relationships between ethnicity, gender and core issues of human growth; disability; basic principles of child psychiatry; the causes, nature and epidemiology of mental handicap; an introduction to theories of human behaviour and their relevance to social work practice; behavioural treatment approaches; identifying and developing social work skills; environmental psychology.

Pre-Requisites: No previous knowledge of the subject field is required.

Teaching Arrangements: Lectures and Seminar courses for this paper are as follows:

SA302 **Perspectives on Social Problems**, 15 lectures, Michaelmas and Lent Terms

SA303 **Human Growth and Behaviour**, 20 lectures, Michaelmas and Lent Terms

SA305 **Adult Psychiatry**, ten lectures, Michaelmas Term

SA306 **Child Psychiatry**, ten lectures, Lent Term

SA307 **Mental Handicap**, one day workshop, Summer Term

SA312 **The Social Work Special Study Seminars**, 15 seminars, Michaelmas and Lent Terms

SA315 **Social Work Studies**, 25 seminars, Sessional

SA319 **Social Work Practice**, 30 seminars, Sessional

SA320 **Psychology and Social Work**, 20 lectures, Michaelmas and Lent Terms

SA321 **Psychology and Social Work**, 15 seminars, Michaelmas and Lent Terms.

SA322 **Social Research Seminars**, 25 seminars, Sessional.

Some of the above courses, or parts thereof, are provided by outside speakers with particular expertise in the field.

Written Work: See above (tutorials). In addition, students will be expected to prepare papers for seminar courses.

Reading List: No one book covers the entire syllabus. Students are advised to consult the reading list provided by those responsible for individual courses.

Examination Arrangements: One three-hour formal examination in the Summer Term of the second year of the M.Sc. course. Three questions are to be attempted – at least one from Part One (Psychology) and one from Part Two (Human Growth and Behaviour). The remaining question can be chosen from either Part.

SA6700

Social Work Studies

Teacher Responsible: Judith Rungay, Room A258

Course Intended Primarily for M.Sc. in Social Work Studies, Option 2.

Core Syllabus: These courses have a dual aim. They seek to help students attain a sound grasp of the theoretical knowledge underpinning social work and at the same time to equip them with the basic social work practice knowledge and skills necessary for the beginning professional practitioner.

Course Content: The role of social work in contemporary society. The impact of public attitudes,

social policies and legislation. Value orientations underlying social work and their relationship to professional ethics. Social control, social caring and social change. The knowledge-base of social work. Genericism and specialism. The social work process of assessment and intervention and the various ways of conceptualising it. The impact of personality theories on models of practice. Differential approaches in relation to agency function and client groups, e.g. crisis intervention, task-centred and time-limited work, behavioural work, family work, community approaches. Evaluation and research in social work practice. Students will be expected to bring illustrations from their practical supervised experience in the field, for analysis and discussion. Some case material will be supplied to illustrate work with different client groups and problems.

Pre-Requisites: A first degree in the social sciences and at least one year's employment in social work.

Teaching Arrangements:

SA315 **Social Work Studies**, 25 weekly seminars.

SA316 **Social Work Practice**, 25 weekly seminars.

Other courses of relevance include:

SA302 **Perspectives on Social Problems**, 15 lectures, Michaelmas and Lent Terms.

SA303 **Human Growth and Behaviour**, 20 lectures, Michaelmas and Lent Terms.

SA305 **Adult Psychiatry**, 10 lectures, Michaelmas Term.

SA306 **Child Psychiatry**, 10 lectures, Lent Term.

SA307 **Mental Handicap**, a 1 day workshop, Summer Term.

SA308 **Probation Practice and Policy**, 10 seminars, Michaelmas Term.

SA309 **An Introduction to Group Processes and Group Work**, a two day workshop, Lent Term.

SA311 **Social Policy and Administration**, 15 lectures, Michaelmas and Lent Terms.

SA312 **Special Study Seminars**, 15 seminars, Michaelmas and Lent Terms.

SA313 **Law, Rights and Social Work**, 14 lectures, Lent and Summer Terms.

SA314 **Social Work Legislation**, 5 lectures, Summer Term.

SA317 **Issues in Social Policy**, 15 seminars, Michaelmas and Lent Terms.

SA320 **Psychology and Social Work**, 10 lectures, Michaelmas Term.

SA322 **Social Research Seminars**, 25 seminars, Sessional.

Reading List: No single book covers the syllabus. Reading lists and guidance are provided at the start of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for the courses listed in teaching in both fieldwork and tutorials as described in the Introduction to the M.Sc. Course Guides. Candidates must attempt to answer three out of ten questions and one-third of the marks are awarded for each of the three answers.

SA6701

Social Problems and Social Services

Teacher Responsible: Mike Reddin, Room A281

(Secretary, Judith Edwards, A244)

Course Intended Primarily for M.Sc. in Social Work Studies – Option 2 (one year).

Core Syllabus: The aim of the course is to bring students up to date on recent developments in social service provision and in the literature of social policy and administration.

Course Content: Social policy and administration as a field of study and its relevance to social work. The social division of welfare. A review of post war and recent developments in relations between central and local government, and the finance of the social services. Social security, poverty and inequality, housing, the personal services, health services, education and community care; race, culture and family; social work and the welfare state.

Pre-Requisites: A general knowledge of the subject field to first degree graduate level.

Teaching Arrangements:

SA302 **Perspectives on Social Problems**, 15 lectures, Michaelmas and Lent Terms.

SA308 **Probation Policy and Practice**, ten seminars Michaelmas Term.

SA311 **Social Policy and Administration**, 15 lectures Michaelmas and Lent Terms.

SA317 **Issues in Social Policy**, 15 seminars Michaelmas and Lent Terms.

SA312 **The Social Work Special Study Seminars**, 15 seminars Michaelmas and Lent Terms.

SA328 **Social Policy revision seminars**, four Summer Term.

Students will be expected to integrate knowledge from the rest of their courses and their practical work, in contributing to seminars and answering examination questions.

Reading List: No one book covers the syllabus. Reading lists and guidance are provided at the start of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Candidates must answer *three* questions.

SA6702

Human Growth and Behaviour

Teacher Responsible: Dr. Shula Ramon, Room A273 (Secretary, Jane Fay, A253)

Examination and Component Courses Intended Primarily for M.Sc. in Social Work Studies (Option 2).

Core Syllabus: The aim of this series of courses is to provide a basic grounding in ordinary and unusual human development and behaviour throughout the life span, and to examine the application of this material to professional social work practice.

Course Content: The core courses in this subject field are **Human Growth and Behaviour, Psychology, Theories in Clinical Psychiatry, Adult and Child Psychiatry and Mental Handicap**. The course content will include the following topics: Development before birth; early neonatal development. Early social and emotional behaviour. Attachment and bonding. Cognitive development. Moral development. Language development. Play. Family structures and relationships. The child in school. Abnormalities in development; physical, psychiatric, emotional and

behavioural disorders. The transition from adolescence to adult life. The physical, cognitive, emotional and social aspects of adulthood and the critical life stages and events; young adulthood; work; marriage; parenthood; middle age; old age; loss; bereavement; the relationships between ethnicity, gender and core issues of human growth; death; disability. Basic principles of child and adult psychiatry. The causes, nature and epidemiology of mental handicap. An introduction to personality theories and their relevance to social work practice.

Pre-Requisites: A first degree in the social sciences and at least one year's employment in social work.

Teaching Arrangements:

SA302 **Perspectives on Social Problems**, 15 lectures, Michaelmas and Lent Terms.

SA303 **Human Growth and Behaviour**, 20 lectures, Michaelmas and Lent Terms.

SA305 **Adult Psychiatry**, 10 lectures, Michaelmas Term.

SA306 **Child Psychiatry**, 10 lectures, Lent Term.

SA307 **Mental Handicap**, one day workshop, Summer Term.

SA312 **The Social Work Special Study Seminars**, 15 seminars, Michaelmas and Lent Terms.

SA315 **Social Work Studies**, 25 seminars, Sessional.

SA316 **Social Work Practice**, 25 seminars, Sessional.

SA320 **Psychology and Social Work**, 20 lectures, Michaelmas Term.

Some of the above courses are taught by external lecturers with particular expertise in the field.

Reading List: No one book covers the entire syllabus. Reading lists will be provided by those responsible for individual courses and students should consult staff responsible for individual courses for particular guidance.

Examination Arrangements: One three-hour formal examination in the Summer Term. Ten questions are set of which three are to be attempted.

SA6703

Social Policy and Administration

Teachers Responsible: Dr. S. Mangen, Room A261

Course Intended Primarily for M.Sc. in Social Policy and Social Work Studies (Option 3).

Core Syllabus: The aim in the first year is to introduce the theoretical aspects that underlie the study of social policy and the practical administration of policy, especially in local authorities. The second year will concentrate on policy and administration in the personal social services, and on client groups whose needs are met, in part, by social workers.

Course Content: A review of post-war social policy, including an evaluation of its objectives, methods and effectiveness. Problems of the welfare state: e.g., poverty and urban deprivation; the persistence of inequality; organisational constraints; economic factors. New developments and the search for solutions; positive discrimination and the priority area approach; the urban aid and the community development programmes; reorganisation of local government, NHS and personal social services; planning and priorities; public participation in planning. Ideology and welfare: the continuing debate.

Teaching Arrangements:

First Year

SA150 **Analysis of Social Policy and Administration**, 20 lectures Michaelmas and Lent Terms.

SA323 **Introduction to Social Policy and Administration**: ten seminars Michaelmas and Lent Terms

Second Year

SA123 **Personal Social Services**: 10 lectures Michaelmas Term

SA308 **Probation Policy and Practice**: ten seminars, Michaelmas Term

SA312 **The Social Work Special Study Seminars**: 15 seminars Michaelmas and Lent Terms

SA327 **Personal Social Services**: ten seminars, Michaelmas Term

SA328 **Social Policy revision seminars** four Summer Term

Reading List: will be distributed at lectures and seminars.

Examination Arrangements: One three-hour formal examination in the Summer Term of the second year. Three questions must be answered.

SA6719

Social Work Long Essays

Teachers Responsible: Social Work tutors

Course Intended Primarily for M.Sc. in Social Work Studies (Option 2) M.Sc. in Social Policy and Social Work Studies (Option 3).

Core Syllabus: *The Nature of Long Essays*

The long essay is an integral part of the examination, being one component in the overall assessment of fieldwork practice.

In writing the long essay, students are expected to:

1. Examine a topic or policy issue in the light of the relevant research and practice literature, placing it within its wider context, and providing a rigorous analysis of that topic or issue;
2. Provide, in relation to that topic or issue, illustrations from social work practice drawing upon current fieldwork experience and, where appropriate, from elsewhere. Sufficient material (cases, policy documents, or other data) from the placement should be made available to back up the arguments and conclusions which are being presented. The implications of these materials for social work practice should be clearly specified. In so doing, the student must demonstrate a critical awareness of any shortcomings of his or her study, both in relation to the methods employed and to the quality and quantity of the data. Single or very small numbers of cases, for example, may be acceptable, but the implications of such samples for the security of conclusions drawn must be adequately discussed and justified.
3. Show ability to organise the material clearly and logically, and to sustain a reasoned and cogent argument from beginning to end. Candidates are expected to demonstrate an ability to relate the particular to the general. The conclusions of the long essay should therefore explicitly examine any implications which the study might have for practice and policy.

Selection of Topic and Supervising Arrangements: All students will have a tutor and a fieldwork supervisor from whom it is appropriate to seek help and advice throughout the preparation of the long essay. As a general rule, the topic is decided upon finally after full discussion between student, supervisor and tutor. Fieldwork supervisors are usually prepared to help by making available whatever facilities and resources exist within their agencies and which can be appropriately drawn upon for the essay.

Long essays cannot be discussed with either supervisor or tutor beyond the stage of a detailed outline.

Tutorials may be continued during the Summer vacation period by individual arrangement, up to the end of July. In addition, throughout the duration of the course, M.Sc. tutors take turns to be on call as needed by students and their supervisors.

Examination Arrangements: Examiners attach particular importance to clear, well-organised, error-free essays of the correct length and format.

Long essays should be presented on A4 paper, typewritten in DOUBLE SPACING on one side of the paper only. A one-inch left hand margin should be used and adequate space (about 6 single line spaces) provided at top and bottom of the paper. Pages should be numbered and the essay should include a table of contents and a bibliography. Notes or footnotes can be used to develop points which are of tangential interest to the discussion in the main text. When referencing sources in the text, candidates can either site their sources within brackets (e.g. Thomas, 1983) at appropriate points in the text; or use superscript numerals which refer the reader to a Notes section at the back of the essay. But in either case, a full alphabetical list of references (i.e. bibliography) will be required. The latter should include all references cited in the text and give details of author(s), date of publication, title of book, place of publication and publisher; or, in the case of articles, of author(s), date of publication, title of article, journal in which published, volume number and page numbers.

The attention of candidates is particularly drawn to Examiners' requirements in relation to the length of the long essay. Essays should be between 7,000-10,000 words in length. Candidates will be penalised for exceeding the limit. Five marks will be deducted for exceeding the limit by 1,000 to 2,000 words, ten marks will be deducted for essays exceeding the stipulated length by 2,000 words and over. Apart from certain exceptions (outlined below) Examiners will disregard additional material. Appendices containing details of methodology (e.g. interview schedules, questionnaires, summary statistics) may be included if required, but essential information on, and discussion of, these matters should be reported in the main body of the essay. Background information on cases may also be included in appendices, but in this event also the main text should carry sufficient details of cases to enable the discussion to stand on its own without reference to appendices. With the above provisos, appendices, numbered notes (where used) and bibliographies will not be treated as part of the main text.

Before submitting the essay, candidates should satisfy themselves it does not exceed the maximum length, and read it through carefully in order to correct typing

errors, insert missing references, etc. Candidates should also satisfy themselves that the text contains no sexist or racist language. Long essays must be presented securely bound (using ring or spiral binding) within a stiff cover. One copy only should be submitted, but a copy should be retained by the student. It is usually necessary to budget for an outlay of approximately £1 per page if the essay is to be professionally typed. Essays must be submitted by 4.00 p.m. on the date due (25th August 1989).

COURSES INTENDED PRIMARILY FOR M.Sc. VOLUNTARY SECTOR ORGANISATION (OPTION 4)

Voluntary Sector Policy and Administration

Teachers Responsible: Dr. David Billis, Room A269 and Margaret Harris, Room A270 (Secretary, Sheelagh Taylor, A267)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies Option 4 (Voluntary Sector Organisation). Students on this degree must take this course.

Core Syllabus: The course is concerned with policy and practice, primarily in the UK voluntary sector although it also draws on relevant material from other countries. "The voluntary sector" is taken to refer to non-governmental, non-profit-seeking organisations. The course focuses particularly, but not exclusively, on welfare agencies.

Course Content: Themes – distinctive features of voluntary agency management; informality and bureaucracy; organisational change and growth; individual personality, organisational design and alternative agency structures; monitoring and control; inter-agency collaboration; policy formulation and change; values, legitimacy and agency structure; internal and external accountability. Topics – typologies and theories of the voluntary sector; relationship with central and local government; self-help, mutual-aid and associations; volunteering; governing bodies; headquarters and local groups; funding and its organisational impact. Research-based and student case studies.

Pre-Requisites: This course is intended for people who have experience of the voluntary sector.

Teaching Arrangements: Weekly 1½ hour lectures in the Michaelmas, Lent and Summer Terms (SA141)

Voluntary Sector Policy and Administration; and Weekly 1½ hour seminars in the Michaelmas, Lent and Summer Terms (SA142) **Institutions and Issues in the Voluntary Sector** and (SA143) **Aspects of Voluntary Sector Policy and Administration.**

Written Work: Students will be expected to produce three course essays of not more than 1,500 words each on titles supplied by the course teachers.

Reading List: The following are some key texts. Students should note that much of the relevant literature is contained in pamphlets and journal articles and in the material produced by the Centre for Voluntary Organisation (PORTVAC). Additional

references will be given in lectures and seminars. Wolfenden Committee, *The Future of Voluntary Organisations*; R. Kramer, *Voluntary Agencies in the Welfare State*; D. Billis, *Welfare Bureaucracies*; T. Connors (Ed.), *The Nonprofit Organization Handbook*; M. Harris and D. Billis, *Organising Voluntary Agencies – A Guide Through the Literature*; D. Gerard, *Charities in Britain*; D. Borst and P. Montana (Eds.), *Managing Non-Profit Organizations*; D. Leat et al, *Voluntary and Statutory Collaboration*; M. Moyer (Ed.), *Managing Voluntary Organizations*; M. Brenton, *The Voluntary Sector in British Social Services*; H. Mellor, *The Role of Voluntary Organizations in Social Welfare*; Lovelock Enquiry Report, *Review of the National Association of Citizens Advice Bureau*; D. Young, *Casebook of Management for Nonprofit Organizations*; C. McLaughlin, *The Management of Nonprofit Organizations*; Handy Committee, *Improving Effectiveness in Voluntary Organizations*; S. Hatch, *Outside the State*; D. Mason, *Voluntary Nonprofit Enterprise Management*; P. Berger and R. Neuhaus, *To Empower the People*; A. Richardson and M. Goodman, *Self Help and Social Care*; G. Darvill and B. Munday (Eds.), *Volunteers in the Personal Social Services*; W. R. Conrad and W. E. Glenn, *The Effective Voluntary Board of Directors*; M. N. Zald, *Organizational Change – The Political Economy of the YMCA*; P. di Maggio and W. Powell, *The Iron Cage Revisited*; N. Hartogs and J. Weber, *Impact of Government Funding on the Management of Voluntary Agencies*; NCVO, *The Management and Effectiveness of Voluntary Organizations*; D. Leat et al, *A Price Worth Paying?*; M. Bulmer, *Neighbours: The Work of Phillip Abrams*; P. Woodfield, *Efficiency Scrutiny of the Supervision of Charities*; D. Young, *If not for Profit, for What?*; C. Milofsky (Ed.), *Community Organizations – Studies in Resource Mobilization and Exchange.*

Examination Arrangements: There is a written formal three-hour examination in June which carries 50% of the marks for the course. The other 50% of the marks will be the average of the three course essays submitted during the Michaelmas and Lent Terms.

SA6718

Voluntary Sector Dissertation

Teachers Responsible: Dr. David Billis, Room A269 and Margaret Harris, Room A270 (Secretary, Sheelagh Taylor, A267)

Course Intended Primarily for M.Sc. Social Administration and Social Work Studies Option 4 (Voluntary Sector Organisation). Students on this degree must take this course.

Core Syllabus and objective: A dissertation of not more than 10,000 words on a topic related to voluntary sector organisation and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original field work or the analysis, appraisal and application of existing literature.

Supervision and Teaching Arrangements: Students will pursue their dissertations under the supervision of one of the course teachers who will offer advice on choice

and scope of subject, methodology, reading and construction of the work. Comments will be provided on an initial draft. There will be fortnightly 1½ hours seminars (SA144) beginning in the Michaelmas Term, to enable students to explore their proposals and plans as a group.

Examination Arrangements: The dissertation must be submitted to a course teacher by 24 June. It should be typewritten. Precise details on presentation and format will be supplied to candidates.

COURSES INTENDED PRIMARILY FOR M.Sc. IN SOCIAL POLICY AND PLANNING IN DEVELOPING COUNTRIES

SA6760

Social Policy, Planning and Participation in Developing Countries

Teacher Responsible: Dr. C. Moser, Room A239 (Secretary, Vanessa Galloway, A244)

Course Intended Primarily for M.Sc. in Social Policy and Planning in Developing Countries.

Core Syllabus: The course is designed to give students a knowledge of the theory and methodology of social policy, planning and participation in developing countries. It examines the interrelationship between theoretical approaches to Third World development and the formulation and practice of social policy, planning and community participation in relation to different social, economic and political contexts.

Course Content: The development of social policy in the West and the Third World; major theoretical approaches to development and their implications for social policy formulation; contextual sociological and economic development issues important for social policy: poverty and income distribution, employment and unemployment, migration, gender, race and religion; approaches to social planning and implications for planning methodology and community participation; national level social policy issues relating to population, aid, famine, food, technology; basic development economics for social planning: economics of labour and employment, industrialisation, international trade, the debt crisis; social planning methods and planning techniques: data collection, surveys, censuses, social indicators, use of computing in social planning, forecasting, cost-benefit analysis, project appraisal, monitoring and evaluation; the organisation and management of social planning; centralisation and decentralisation, the role of community participation by international agencies, government and non-governmental organisations in social planning practice.

Pre-Requisites: This paper is a compulsory part of the M.Sc. in Social Policy and Planning in Developing Countries. Students are expected to have a background in the social sciences and, preferably, practical work experience in developing countries. Students should provide themselves with background data on their own countries.

Teaching Arrangements: Teaching is by two one-hour lectures and two seminars a week in the Michaelmas Term and two seminars a week in the Michaelmas, Lent and half the Summer Term. These are:

SA172: The Theory of Social Policy, Planning and Participation

This series of ten lectures during the Michaelmas Term, and 25 seminars throughout the Michaelmas, Lent and half the Summer Term, is taught by Dr. Moser and Dr. Hall. This is a conceptual course on the inter-relationship between different theoretical approaches to development and theories of social policy in developing countries, as well as other relevant policy issues.

A more detailed seminar programme is handed out at the beginning of the session. Students are required to prepare themselves to participate by extensive reading and by discussion of topics with their supervisors. Each week, two students present papers for which they must provide an outline.

SA173: The Methodology of Social Policy, Planning and Participation in Developing Countries

This series of 20 seminars in the Michaelmas and Lent Terms is taught by Dr. Bulmer, Professor Piachaud, Dr. Moser, Dr. Hall, Ms. C. Levy and Mrs. Avgerou. This course is designed to introduce students to the theory, methodology and practice of social planning and community participation in developing countries. It contains three interconnected sections: theoretical and methodological issues, social planning methods and the organisation and management of social planning. A detailed seminar programme is handed out by the course teachers. Introductory lectures are given on the different topics followed by workshop exercises for which students meet in groups out of seminar hours to prepare presentations.

SA175: Economic Aspects of Social Planning in Developing Countries

This series of 12 lectures and classes during the Michaelmas and Lent Terms, taught by Professor Piachaud, provides an introduction to economic issues relevant to social planning in developing countries. **Written Work:** In addition to the preparation of seminar papers students will write essays for their tutors on the subject matter of the course.

Reading List: No one book covers the entire syllabus so that specialist lists for each topic will be provided. The following books are recommended:

M. Hardiman & J. Midgley, *The Social Dimensions of Development: Social Policy and Planning in the Third World*; R. Mishra, *Society and Social Policy*; A. Hoogvelt, *The Sociology of Developing Societies*; I. Roxborough, *Theories of Underdevelopment*; S. MacPherson, *Social Policy in the Third World*; G. Kitching, *Development and Underdevelopment in Historical Perspective*; B. Roberts, *Cities of Peasants*; M. Buvinic et al., *Women and Poverty in the Third World*; D. Conyers, *An Introduction to Social Planning in the Third World*; P. Healey et al., *Planning Theory*; J. Midgley & D. Piachaud, *The Fields and Methods of Social Planning*; M. Bulmer & D. Warwick, *Social Research in Developing Countries: Surveys and Censuses in the Third World*; D. Casley & D. Lury, *Data Collection in Developing Countries*; M. Cernia, *Putting People First: Sociological Variables in Rural Development*; P. Oakley & D. Marsden, *Approaches to Participation in Rural Development*; C. Moser, *Evaluating Community*

Participation in Urban Development Projects; F. Stewart, *Planning to Meet Basic Needs*.

Examination Arrangements: Assessment will be in two parts. Work covered in courses SA172 and SA175 will be by a three-hour unseen written examination in June. Students are requested to answer three questions from a choice of 10–12 questions. The paper is not sectionalised. SA173 will be evaluated by course work undertaken for the seminar and an advanced notice essay set at the end of the Lent Term. However, SA173 will also form a useful foundation for the elective papers and some questions in those papers will require an understanding of the methodological issues covered in this core seminar.

SA6766

Gender, Development and Social Planning

Teacher Responsible: Dr. Caroline Moser, Room A239 (Secretary, Vanessa Galloway, A244)

Course Intended Primarily for M.Sc. in Social Policy and Planning in Developing Countries.

Core Syllabus: The purpose of this course is to analyse social and economic development processes from a gender perspective; to critically evaluate current social policy and planning in developing countries in terms of its implications for women and men; and to examine ways to incorporate gender as a planning category in the research, design and implementation of social policies and programmes in developing countries.

Course Content: The first part of the course discusses economic development processes and social change in terms of their impact on the relationship between men and women in different political, economic and cultural contexts. It examines the implications of rural transformation, rapid urbanisation and industrialisation, and the internationalisation of capital, on shifts in the sexual division of labour, occurring in the political arena, the workplace and in the home. From this it reaches an understanding of the triple role of low-income women in developing countries, as reproducers, producers and community managers.

The second part of the course evaluates assumptions about gender, the composition of the family and the division of labour within it, which underly social policy and planning in developing countries. This it does through the examination of the extent to which different gender needs, practical and strategic, are met by social policies in sectors such as education, health, population, housing, employment, basic services, and rural development. It then considers how the success of policies in different social sectors is often constrained when low-income women's need to balance their triple role is not recognised. The third part of the course explores the ways in which gender can be better incorporated into social policy and practice, both through the top down interventions of policy makers, as well as through the bottom up participation of women and local organisations in the planning process.

Pre-Requisites: This paper is one of the options available to the M.Sc. students. Knowledge of economic and social aspects of development and relevant work experience is desirable but not essential.

Teaching Arrangements: Four introductory lectures in

the Michaelmas Term, followed by 20 seminars over the Michaelmas, Lent and Summer Terms.

Written Work: Students are expected to prepare seminar papers for presentation and to write essays for their tutors on the course subject matter.

Reading List: Detailed reading lists will be given out at the beginning of the lecture and seminar programmes. The following is an introductory list of books:

H. Afshar (Ed.), *Women, State and Ideology*; N. Baster, *The Measurement of Women's Participation in Development: the Use of Census Data*; L. Beneria (Ed.), *Women and Rural Development*; E. Boserup, *Women's Role in Economic Development*; M. Buvinic, M. Lycette & W. McGreevey (Eds.), *Women and Poverty in the Third World*; M. Buvinic, *Projects for Women in the Third World: Explaining their Misbehaviour*; C. Deere & M. Leon de Leal, *Learning About Rural Women*; N. Huizer, *Missing Women – Development Planning in Asia and the Pacific*; International Centre for Research on Women, *The Productivity of Women in Developing Countries: Measurement Issues and Recommendations*; D. Jain & N. Banerjee (Eds.), *Tyranny of the Household*; M. Molyneux, *Mobilization without Emancipation? Women's Interests, States and Revolution in Nicaragua*; C. Moser & L. Peake (Eds.), *Women, Human Settlements and Housing*; C. Moser & C. Levy, *A Theory and Methodology of Gender-Aware Planning: Meeting Women's Practical and Strategic Needs*; N. Nelson (Ed.), *African Women in the Development Process*; C. Overholt et al., *Gender Roles in Development Projects*; B. Rogers, *The Domestication of Women: Discrimination in Developing Societies*; J. Sebsted, *Struggle and Development among Self-Employed Women*; K. Young et al (Eds.), *Of Marriage and the Market*.

Examination Arrangements: There is a three-hour written examination paper in June. Students are requested to answer three questions.

SA6761

Planning Health Development (M.Sc. Social Planning in Developing Countries)

Teacher Responsible: Anne Mills, Room A225

Course Intended Primarily for those following the one-year Master's although students reading for the M.Sc. in Social Policy and Planning and the M.Sc. in Sociology are also able to attend and be examined in the course.

Core Syllabus: The aim of the papers is to introduce students with a background in planning and social sectoral planning in the Third World to the issues facing such planners in the field of health service provisions and evaluation. Some experience in a planning agency would be appropriate but not an absolutely essential background for study.

Course Content: Health and ill health in developing countries; The development of health services; indigenous medicine and its relationship with Western medicine; the social, demographic and economic background to the planning of health services; the problems of determining priorities between different parts of health services; the principles of planning

primary care and hospital services; the collection and used of health statistics; the financing of health services; the effect of different forms of central, regional and local organisation; the relationships of health and other social services.

Pre-Requisites: As above under Scope, some experience in a planning agency or previous work in the health or other social service field in the Third World would be an advantage, but otherwise the entry requirements for the above courses are sufficient.

Teaching Arrangements: The course covers the Michaelmas/Lent and half of the Summer Term.

Students will attend lectures SA126 and seminars SA154 which will have a specialist group dealing with health issues in developing countries. All students are required to prepare themselves for seminar discussion by reading.

Written Work: Much of the written work required of students is in the form of seminar paper preparation. Each paper should take about 15 minutes to read, and be about 1,000 words in length. All seminar work papers can be read and discussed by teachers with the student concerned.

Reading List: Below is the minimum necessary reading for this course. Specialised reading for seminar topics will be given out by lecturers responsible for particular aspects of the course. Starred items* should be purchased if possible.

B. Abel-Smith, *Value for Money in Health Services* (Heinemann, 1976) £5.50; B. Abel-Smith, *Poverty, Development and Health Policy: Public Health Papers No. 69* (WHO, 1978); J. Evans et al., *Health Care in the Developing World: Problems of Scarcity and Choice*, New England Journal of Medicine, November 1981; WHO, *Formulating Strategies for Health for All by the Year 2000* (1979); Basil S. Hetzel, *Basic Health Care in Developing Countries* (Oxford University Press, 1978) £4.00; M. Muller, *The Health of Nations: A North-South Investigation* (Faber, 1982); K. W. Newell, *Health by the People* (WHO, 1975); WHO, *Sixth Report on the World Health Situation, Parts One and Two* (1980); UNICEF, *Government and the People's Health*, No. 42, April/June 1978; G. Walt & P. Vaughan, *An Introduction to the Primary Health Care Approach in Developing Countries* (Ross Institute Publication, No.13, July 1981); G. E. W. Wolstenholme & K. M. Elliott, *Human Rights in Health* (Ciba Foundation Symposium 23, Associated Scientific Publishers, 1974); WHO, *Economic Support for National Health For All Strategies*, (1987); World Bank, *Financing Health Services in Developing Countries. An Agenda For Reform*, World Bank (1987); World Bank, *Health Sector Policy Paper* (World Bank, 1980).

Supplementary Reading List: This is given out at the beginning of the course, and reflects the special interest of the subject lecturers.

Examination Arrangements: The M.Sc. paper is a conventional three-hour paper; three questions have to be answered from a choice of about 12/15 set questions. Each question carries the same marks. No one taking this paper can be examined in Paper SA6661.

SA6762

Planning Welfare Services and Social Security

Teacher Responsible: Mike Reddin, Room A281 (Secretary, Judith Edwards, A244) and Lucy Bonnerjea, c/o Room A244

Course Intended Primarily for M.Sc. in Social Policy and Planning in Developing Countries.

Core Syllabus: To acquaint students with policy issues and problems in planning family welfare and social security services in developing countries.

Course Content: Social Security and cash benefit programmes in developing countries. The techniques of income support, through public and private agencies. Taxes and benefits; insurance and assistance. The social and economic impact of social security; redistribution. The nature of family welfare services. Issues in welfare planning: the role of residential care, voluntary action and traditional responses. Administrative problems. The contribution of professional social work, community work and evaluation.

Pre-Requisites: Preferably a qualification in social work or experience of working in welfare services and/or social security administration in developing countries.

Teaching Arrangements: Teaching is provided through preliminary lectures and then by a seminar (SA177: *The Planning of Family Welfare Services and Social Security*) which is held weekly throughout the academic session. The first term deals primarily with social security, the second term with family welfare services. A synopsis of the topics to be covered each week will be provided at the first meeting of the seminar.

Written Work: One or more members of the seminar will usually take turns to present a paper for discussion on the topics. All will be expected to undertake preparatory reading in order to participate in the discussions.

Reading List: A detailed reading list for each topic will be provided. Key reading includes:

J. Midgley, *Professional Imperialism: Social Work in the Third World; and Social Security, Inequality and the Third World*; M. Hardiman & J. Midgley, *The Social Dimensions of Development*; W. Clifford, *A Primer of Social Casework in Africa*; S. D. Gokhale & B. Chatterjee (Eds.), *Social Welfare: Legend and Legacy*; N. Hasan, *The Social Security System of India*; ILO, *The Cost of Social Security*; S. K. Khinduka (Ed.), *Social Work in India*; P. Mouton, *Social Security in Africa*; R. Savy, *Social Security in Agriculture*; C. Mesa-Lago, *Social Security in Latin America*; S. McPherson, *Social Policy in the Third World*; D. Conyers, *An Introduction to Social Planning in the Third World*.

Students are also encouraged to consult the following journals which contain many relevant articles:

International Social Work; International Social Security Review.

Examination Arrangements: There will be a three-hour examination based on the topics covered in the seminars. Three questions to be answered. The examination is usually held in mid-June.

SA6763

Urbanisation and Social Planning**Teacher Responsible:** Dr. C. Moser, Room A239 (Secretary, Vanessa Galloway, A244).**Course Intended Primarily for** M.Sc. in Social Policy and Planning in Developing Countries.**Core Syllabus:** The course introduces students to the major social and economic problems of Third World urbanization, and the alternative prescriptive policies and planning practices designed to deal with them.**Course Content:** Different theoretical and conceptual approaches to Third World development and their implications for the analysis of urbanization, urbanism and the city. Contextual, economic, social and spatial issues in the study of urbanization, such as: migration; unequal income distribution, poverty and employment; individual, household and community level survival strategies; spontaneous settlements and housing shortages. The alternative prescriptive policies and planning practices they promote, such as; national urbanization, spatial and regional policy; employment solutions and the informal sector; basic needs strategies; community participation and gender planning in the urban context; conventional and non-conventional policy solutions to housing and land settlement problems.**Pre-Requisites:** This paper is one of the options available to the M.Sc. students. Knowledge of economic and social aspects of urban development is desirable but not essential.**Teaching Arrangements:** Teaching is provided through a seminar (SA179: **Urbanisation and Social Planning**) of 1½ hours in the Michaelmas, Lent and first half of the Summer terms. A detailed programme is handed out at the beginning of the session. Students are required to present papers for group discussion, with a prepared outline. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors.**Written Work:** In addition to seminar presentations students write essays on this subject for their supervisor.**Reading List:** A detailed reading list is included in the seminar programme. The following is an introductory list of books. J. Abu Lughod and R. Hay, *Third World Urbanization*; B. Roberts, *Cities of Peasants*, R. Sandbrook, *The Politics of Basic Needs*, I. Roxborough, *Theories of Underdevelopment*, D. Saunders, *Social Theory and the Urban Question*, M. Castells, *City, Class and Power*, B. Rogers, *The Domestication of Women, Discrimination in Developing Societies*, R. Bromley and C. Gerry (Eds.), *Casual Work and Poverty in Third World Cities*, R. Bromley (Ed.), *The Urban Informal Sector*, H. Streeton, *Urban Planning in Rich and Poor Countries*, C. Gore, *Regions in Question*, J. Lynn, *Cities in the Developing World: Policies for their Equitable and Efficient Growth*; J. Turner, *Housing by People*, R. Skinner and M. Rodell, *People, Poverty and Shelter*; P. Ward (Ed.), *Self-Help Housing*.**Examination Arrangements:** There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10-12 questions.**Social Planning for Rural Development****Teacher Responsible:** Dr. Anthony Hall, Room A260 (Secretary, Vanessa Galloway, A244)**Course Intended Primarily for** M.Sc. in Social Policy and Planning in Developing Countries.**Core Syllabus:** The course is designed to introduce students to the problems of rural development in the Third World, to consider alternative strategies for improving levels of living in rural areas, and to increase the contribution of the rural sector to national development.**Course Content:** The rural sector in national development, the agrarian transition, theories of peasant decision-making, land tenure and agrarian reform. Tools and strategies of rural development; resettlement; community development, integrated rural development, the green revolution, appropriate technology, cooperatives and marketing, rural industrialisation, 'conscientisation'. Environmental aspects, management and community participation, the role of foreign aid.**Pre-Requisites:** This paper is one of the options available to M.Sc. students. Knowledge of rural areas and relevant work experience is desirable but not essential.**Teaching Arrangements:** Teaching is by a weekly seminar (SA178) of 1½ hours in the Michaelmas, Lent and first half of the Summer Terms.

A detailed programme is handed out at the beginning of the Session. Students are required to present papers for group discussion and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or with the course teachers.

Written Work: In addition to seminar presentations students write essays on this subject for their supervisors.**Reading List:** A detailed reading list is included in the seminar programme. The following is an introductory list of books.J. Harris (Ed.), *Rural Development* (1982); N. Long, *An Introduction to the Sociology of Rural Development* (1977); A. Pearce, *Seeds of Plenty, Seeds of Want* (1980); R. Chambers, *Rural Development: Putting the Last First* (1983); C. K. Eicher and J. M. Staatz (Eds.), *Agricultural Development in the Third World* (1983); M. Lipton, *Why Poor People Stay Poor: Urban Bias in World Development* (1977); P. Harrison, *The Greening of Africa* (1987).**Examination Arrangements:** There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10-12 questions.

SA6765

Education and Social Planning**Teacher Responsible:** Dr. Anthony Hall, Room A260 (Secretary, Vanessa Galloway, A244)**Course Intended Primarily for** M.Sc. in Social Policy and Planning in Developing Countries. Students in some other branches of the M.Sc. in the Faculty of Economics may also take this paper by agreement with

SA6764

their supervisors.

Core Syllabus: The course is designed to consider the role of education in national development and its relation to manpower needs, with particular reference to the situation in developing countries.**Course Content:** Education and development: the current crisis, political determinants, modernisation theory. Educational access and policy-making: social class, ethnicity and religion, urban bias, gender issues. Educational planning and reform: economics of educational planning, curriculum development (primary and secondary, vocational, university, teacher training), education for literacy and basic needs, improving the 'quality' of education, politics of the planning process, the role of foreign aid, educated unemployment, deschooling ideas.**Pre-Requisites:** This paper is one of the options available to M.Sc. students. Work experience in education is desirable, but not essential.**Teaching Arrangements:** Teaching is by a weekly seminar (SA180) of 1½ hours in the Michaelmas, Lent and first half of the Summer Terms.

For the main seminar SA180 a detailed programme is handed out at the beginning of the session. Students are required to present papers for group discussion, and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or course teachers.

Written Work: In addition to seminar presentations students are required to write one essay on the education system of their own country during the Christmas vacation, for presentation at the start of the Lent Term, as well as further essays.**Reading List:** A detailed reading list is included in the seminar programme. The following is an introductory list of books:R. Dore, *The Diploma Disease* (1976); J. Simmons (Ed.), *The Education Dilemma* (1980); World Bank, *Education Sector Policy Paper* (1980); A. R. Thompson, *Education and Development in Africa* (1981); G. Psacharopoulos and M. Woodhall, *Education for Development: An Analysis of Investment Choices* (1985); K. Lillis (Ed.), *School and Community in Less Developed Areas* (1985); P. H. Coombs, *The World Crisis in Education* (1985).**Examination Arrangements:** There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10 to 12 questions.**COURSES INTENDED PRIMARILY FOR DIPLOMA IN HOUSING**

SA6770

Housing Policy and Administration**Teacher Responsible:** Dr. Anne Power, Room A226 and Dr. P. Dunleavy, Room L301/2**Course Intended Primarily for** Diploma in Housing.**Core Syllabus:** This is the core course for the first year of the Housing Diploma. It covers:

(1) The history of housing policy from the later 19th century onwards, with special emphasis on post-war policy.

(2) The organisation and influences which structure contemporary housing policy formulations;
(3) The ways in which policy analysis may be applied to improving housing policy.**Course Content:****History of Housing Policy in Britain:** Nineteenth century origins of housing policy; the role of housing reformers; the beginnings of slum clearance and other powers for local authorities. The inter-war period and the first large-scale public housing drive; major house-building era in the 1930's; the spread of low-cost home ownership. The post-45 reconstruction, the rationing of housing and the "mass housing" boom; decontrol and the reliance on market forces, the major slum clearance drive from the late 1950's; the decline in new public housing following on from the unpopularity of modern "estate" concept; the shift to rehabilitation, to universal home-ownership goals and council house sales. Comparative housing policy in Western Europe and the USA.**Policy Formation in Housing:** The influence of bureaucracies and professions on policy formation; national housing legislation and the roles of political parties, ministers and civil servants, housing interest groups, housing-related professions, local authority associations and public sector unions; the formation of housing policy at the local level; management, relations with clients, issues of access to housing; the implications of central-local relations.**Housing Policy Analysis:** Policy analysis methods; the range of debate in housing policy; key contemporary problems would include the residualisation of public housing, emergence of priority estates, decentralisation and privatisation, allocation and access to housing, council house sales, rehabilitation of housing, and policies for the private sector; housing futures in Britain, and the forecasting of alternative scenarios.**Teaching Arrangements:** Core teaching for this paper is provided by 25 lectures (SA187) and 25 seminars (SA187a) Lectures and seminars by Anne Power and Patrick Dunleavy.

A number of other courses provide valuable supplementary coverage according to interests: Supplementary teaching will be available in the following course:

Gv211 **Public Policy and Planning** lectures (Dr. P. Dunleavy, Michaelmas Term).**Reading List:** J. Burnett, *A Social History of Housing*; B. Cullingworth, *Council Housing: Purposes, Procedures and Priorities*; D. Donnison & C. Ungerson, *Housing Policy*; E. Gaudie, *Cruel Habitations*; S. Merrett, *State Housing in Britain*; M. Swenarton, *Homes Fit for Heroes*; A. Wohl, *The Eternal Slum*; M. Boddy, *Building Societies*; P. Dunleavy, *The Politics of Mass Housing in Britain 1945-75*; J. Macey, *Housing Management*; J. Melling, *Housing, Social Policy and the State*; M. Burbidge et al., *Investigation of Difficult to Let Housing*; W. Dunn, *Introduction to Public Policy Analysis*; A. Power, *Local Housing Management*; A. Holmans, *Housing Policy in Britain*; National Federation of Housing Associations, *Report of the Inquiry into British Housing*; A. Coleman, *Utopia on Trial*; S. Cooper, *Public Housing and Private Property*; Audit Commission, *Managing the Crisis in Council Housing*;

A. Power, *Property Before People*.

Examination Arrangements: There is a three-hour formal written examination in June. Four questions must be answered.

SA6771**Social Policy and Social Structure**

Teachers Responsible: Brian Abel-Smith, Room A243 and Dr. S. Hill, Room A454A

Course Intended Primarily for Diploma in Housing. **Core Syllabus:** To introduce students to basic concepts in social policy and social structure in modern Britain. **Course Content:** as in *Calendar* under SA5600 and So5809.

Teaching Arrangements: 43 lectures (SA100 Introduction to Social Policy and So120 Social Structure of Modern Britain). These lectures will be backed up and integrated with the rest of the course in seminars with required essays. (SA100b Social Policy and Housing ten seminars for full-time course; SA100c, 13 seminars for part-time course; SA110b, Social Structure and Housing ten seminars for full-time course; SA110c, 13 seminars for part-time course.

Reading List:**Social Policy:**

M. Brown, *Introduction to Social Administration* (fifth edition), Hutchinson 1982; M. Hill, *Understanding the Welfare State*, B. Blackwell and M. Robertson 1982; J. Le Grand and R. Robinson, *The Economics of Social Problems*, Macmillan 1976; D. V. Marsh, *The Welfare State*, Longmans 1980; T. Marshall, *Social Policy*, Hutchinson 1975; W. A. Robson, *Welfare State and Welfare Society*, Allen & Unwin 1976; R. M. Titmuss, *Social Policy: An Introduction*, Allen & Unwin 1975; H. Glennerster, *Paying for Welfare*.

Social Structure:

P. Abrams, *Work, Urbanisation and Inequality*; A. H. Halsey, *Change in British Society*; T. Noble, *Structure and Change in Modern Britain*; J. Westergaard and H. Resler, *Class in a Capitalist Society*.

Examination Arrangements: There is a three hour formal written examination in June. Students must answer four questions.

SA6772**Legal Framework of Housing Studies**

Teacher Responsible: Michael Zander, Room A303 and Martin Loughlin, Room A355

Course Intended Primarily for Diploma in Housing.

Core Syllabus: To provide an introduction to the English Legal system and relate it to housing policy in both public and private sectors.

Course Content: The course is in two parts.

Part I will cover the English legal system, the law-making process, courts, lawyers, legal aid, family law, social security law and immigration law. See *Calendar* LL5000.

Part II will cover: (1) Introduction; legal concepts relating to housing. (2) Private rented sector; security of tenure, rent regulation. (3) Public rented sector; allocation policies, managements, rents, sales. (4) Homelessness; squatting, responsibilities of local housing authorities. (5) Housing conditions, repairs,

unfitness, statutory nuisances, over-crowding, clearance, improvement.

Teaching Arrangements: Students will attend 10 lectures (LL103) of Michael Zander's course, the English Legal System, and 10 lectures (SA185) in the Lent term on Housing Law. There will be 25 law classes (SA185a) in Michaelmas and Lent and Summer terms to integrate the two courses and relate them to housing issues and practice.

Reading List: Michael Zander, *The Law Making Process: Cases and Materials on the English Legal System*; *Social Workers, Their Clients and the Law*; D. Hughes, *Public Sector Housing Law*; D. Hoath, *Council Housing Homelessness*; A. Arden, *Manual of Housing Law*; A. Arden and M. Partington, *Housing Law*.

Examination Arrangements: There is a three-hour formal written examination in June. Students must answer four questions.

SA6773**Housing Economics and Housing Finance**

Teachers Responsible: Dr. C. M. E. Whitehead, Room S476 (Secretary, S579), Professor H. Glennerster, Room A279 (Secretary Elizabeth Plumb, A280) and David Piachaud, Room A284

Course Intended Primarily for Diploma in Housing.

Core Syllabus: The course provides an introduction to economics which is then applied to the particular problems of housing economics and finance.

Course Content: The course is in three parts. The first covers an introduction to social economics, examining the determinants of supply and demand, the price system and market equilibrium, market failure, government intervention and the role of Government in the UK.

The second part deals with the determinants of need, demand and supply of housing and tenure choice, the financing and subsidy system as it applies to owner-occupation - covering sources of finance, interest rates, the form of general subsidy, subsidies to existing stock and subsidies to assist investment and allocation; the financing and subsidy system as it applies to private renting - covering the determination of rents, security of tenure, the taxation framework, and the effect of the control system on the incentive to supply and demand rented accommodation; the financing and subsidy system as applied to the public sector - the regulatory framework of the 1970's and 1980's Housing Revenue Accounts, investment, allocation and pricing decisions; housing associations; the operation of income related subsidies and their relationship to housing demand and allocation comparative analysis of tenures.

Teaching Arrangements: 10 lectures: **Social Economics - David Piachaud** (SA130) M; 25 lectures: **Housing Economics and Housing Finance** (SA186) Christine Whitehead and Mr. J. Hills (5M, 20L). Classes: (SA186a) integrating the two courses (10M, 10L, 5S).

Reading List: Detailed reading lists will be provided at the beginning of each course. Relevant texts include: R. G. Lipsey, *Introduction to Positive Economics*; N. Hepworth, *The Finance of Local Government*; D.

MacLennan, *Housing Economics*; S. Lansley, *Housing and Public Policy*; R. Robinson, *Housing Economics and Public Policy*; N. Hepworth, A. Gray and J. Odling-Smee, *Housing Subsidies and Accounting Manual*; H. Glennerster, *Paying for Welfare*; H. Aughton, *Housing Finance: A Basic Guide*.

Examination Arrangements: There is a three-hour formal written examination in June. Four questions must be answered.

SA6780**Management Studies and Environmental Psychology**

Teachers Responsible: Derek Cornish, Room A262, and Alex Cosgrave

Course Intended Primarily for Diploma in Housing. **Core Syllabus:** This is a two part course which introduces students to

(a) environmental psychology with particular emphasis on the built environment and its influence on perceptions, attitudes and behaviours
(b) basic theories of management with an emphasis on organisational behaviour and human resource management.

Course Content: Environmental Psychology:

History and development of environmental psychology; environmental stressors - noise and crowding; the interiors of dwellings; optional interior environments; dwellings and their immediate surroundings; defensible space theory and its application to buildings, estates and neighbourhoods; alternative perspectives on crime-control; perceptions of the urban environments; neighbourhood vitality versus neighbourhood decline.

Management Studies:

- (1) Approaches to problem solving.
- (2) Supervising and motivating staff.
- (3) Negotiating skills.
- (4) Management skills case studies.

Teaching Arrangements: Ten lecture/seminars in **Environmental Psychology** by Derek Cornish in the Lent Term (SA189).

Four lecture/seminars in **Management Studies** in the Summer Term (SA189) plus a 2½ day residential course on management skills.

Reading List: Environmental Psychology:

J. Fisher *et al.*, *Environmental Psychology*, Holt-Saunders, 1984; T. Lee, *Psychology and the Environment*, Methuen, 1976; H. M. Proshansky, *et al.*, (Eds.), *Environmental Psychology* (2nd edn.), Holt, Rinehart and Winston, 1976. A more detailed bibliography will be provided at the beginning of the course.

Management Studies: E. C. Bliss, *Getting Things Done*; A. Dickinson, *A Woman in Your Own Right. Assertiveness and You*; P. Drucker, *Management*, R. Fisher & W. Ury, *Getting to Yes*; Landry, *What a Way to Run a Railroad*; T. Peters & R. Waterman, *In Search of Excellence*, J. Scott & A. Rochester, *Effective Management Skills. What is a Manager?*; M. Vincent, *Introduction to Industrial Relations*.

Examination Arrangements: There is a two hour written examination in June.

SA6781**Building Studies**

Teacher Responsible: Michael Hatchett, (Bartlett School of Architecture and Planning, University College London)

Course Intended Primarily for Diploma in Housing second year students.

Core Syllabus: To introduce students to the basic principles of construction and maintenance of dwellings with an emphasis on the identification of problems and their solutions. The organisation and management of building and repairs programmes will also be covered.

Course Content: A series of lecture/seminars will cover the following topics: structural elements of buildings; finishings and fittings; services to buildings; additional building requirements, such as services of high rise dwellings, fire precautions, sound and thermal insulation; the management of maintenance organisations; maintenance programmes, including structural defects, non structural repairs, preventive maintenance, repairs to voids, emergency repairs systems, and tenant initiated repairs; modernisation and improvements to dwellings.

Teaching will be backed up by site visits and a field study programme undertaken by the students during their work as housing trainees.

Teaching Arrangements: 25 combined lectures/seminars of two hours each in Michaelmas, Lent and Summer Terms (SA196)

Reading List: W. B. McKay, *Building Construction*, Longmans, 1982, Vols. 1-4; Mitchell, *Building Construction Series*; B. T. Batsford and A. Woodhead, *House Construction - A Basic Guide*, Institute of Housing, 1985.

Examination Arrangements: There is a three hour written examination in June. Students must answer four questions.

SA6782**Housing Planning and Urban Development**

Teachers Responsible: Professor Derek Diamond, Room S405 and Dr. Anne Power, Room A226

Course Intended Primarily for Diploma in Housing

Core Syllabus: This is a course which introduces students to the geographical perspectives of urban housing.

Course Content:

The Geography of Housing: This course is designed to introduce students to geographical perspectives on urban housing and the contribution that such a perspective can make to a discussion of housing policies. Particular emphasis will be placed on the characteristics of the spatial outcomes created by the social, economic and political factors affecting the distribution of housing. Attention will be drawn to the way in which the local or neighbourhood scale relates to the urban and national scales. The use and effectiveness of spatial concepts in public policies designed to influence housing provision will form the third element of the course. This course will help students understand the relationships between the

different facets of housing and the way in which housing policy relates to and is affected by other aspects of urban and regional policy.

- (i) Spatial Structure and Urban Areas: and introduction
- (ii) Concepts of Urban Spatial Structure (e.g. accessibility, segregation, local labour markets)
- (iii) Concepts of Regional Spatial Structure.

Teaching Arrangements: The Geography of Housing: Two lectures in the Summer Term of Year 1 and ten seminars (SA197) in Year 2 (Michaelmas Term by **Professor Diamond**). In addition, there will be 25 **Housing** seminars (SA198) taken by **Dr. Anne Power** integrating this course with field experience and the long essay.

Reading List: K. Bassett & J. Short, *Housing and Residential Structure*; L. S. Bourne, *The Geography of Housing*, 1981; D. R. Diamond, "Spatial Analysis and Social Planning" in Midgley and Piachaud (Eds.) *The Fields and Methods of Social Planning*, 1984; P. Hall, *The Inner City in Context*, 1981; D. Harvey, *Social Justice and the City*, 1973; D. Herbert, *Urban Geography: a Social Perspective*, 1972; P. Jackson & S. Smith, *Exploring Social Geography*, 1984; P. Knox, *Urban Social Geography*, 1987; D. Ley, *A Social Geography of the City*, 1983; B. T. Robson, *Urban Social Areas*, 1975; A. G. Champion et al., *Changing Places* 1987.

Examination Arrangements: There is a two hour examination in June.

SA6783

Housing Essay

Teacher Responsible: The Course Director, **Dr. Anne Power**, Room A226

Course Intended Primarily for Diploma in Housing
Core Syllabus: An essay of not more than 5,000 words on a housing topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the student. It may involve original field work, or the analysis and appraisal of existing literature.

Course Content: Throughout the second year there will be a weekly housing seminar to integrate the second year teaching course, to discuss and evaluate students' field experience and to provide a focus for the essay topics.

Arrangements for Supervision: Students will pursue their long essay work under the supervision of their tutor during the second year of their studies. They will agree with their tutor, and submit to the Course Director, a title for the essay by November 1st in the second year. Tutors can be expected to offer advice on reading, guidance on the construction of the work and comments on an initial draft.

Examination Arrangements: The essay must be submitted to the Course Director by April 1st in the student's second year. It should be typewritten. Precise details on format and presentation will be issued by the Department.

Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

SA153

Social Policy Research

Teacher Responsible: **Dr. M. Bulmer**, Room A224 (Secretary, Judith Edwards, A244)

Course Intended Primarily for M.Sc. Soc. Pol. & Plan.; M.Phil.; Ph.D.; optional for M.Sc. Soc. Pol. & Soc. Work.

Course Content: Methodological problems of social research into social policy; interdisciplinary relationships in a research setting. Types of enquiry: (a) theory-testing; (b) description; (c) policy-evaluation; (d) action-research. Problem selection and concept definition. Research design. Data collection. Data analysis. Quantitative methods in policy research. Polling and attitude surveys. Population projections. Uses and limitations of social indicators. The application of social research; its place in the policymaking process.

Teaching Arrangements: Fifteen seminars, Michaelmas Term (SA153). Five seminars will be specifically geared to work on the dissertation.

Reading List: M. Bulmer, *The Uses of Social Research*; M. Bulmer (Ed.), *Social Policy Research*; M. Bulmer, *Social Science and Social Policy*; A. Ryan (Ed.), *The Philosophy of Social Explanation*; R. Borger and F. Cioffi (Eds.), *Explanation in the Behavioural Sciences*; M. & C. W. Sherif, *Interdisciplinary Relationships in the Social Sciences*; A. Forder, *Concepts in Social Administration*; C. Selltiz, *Research Methods in Social Relations*; H. W. Smith, *Strategies of Social Research*; E. R. Tuft, *The Quantitative Analysis of Social Problems*; R. Lees, *Research Strategies for Social Welfare*; M. Susser, *Casual Thinking in the Health Sciences*; A. S. C. Ehrenberg, *Data Reduction*; P. R. Cox, *Demography*; A. Shonfield and S. Shaw, *Social Indicators and Public Policy*; O. Morgenstern, *On the Accuracy of Economic Observations*; T. Tripodi, *Uses and Abuses of Research in Social Work*; E. Suchman, *Evaluative Research*; M. Shipman (Ed.), *The Organisation and Impact of Social Research*; M. Rein, *Social Science and Public Policy*; J. Barzun and H. E. Graff, *The Modern Researcher*; M. Bulmer (Ed.), *Social Research and Royal Commissions*; D. Rhind, *A Census User's Handbook*; M. Bulmer (Ed.), *Social Science Research and Government*.

SA160

Seminars in Social Policy

Teacher Responsible: **Professor D. Piachaud**, Room A284 (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for Staff and graduate students.

Core Syllabus: Presentation and discussion papers based on topical issues and research in progress.

Teaching Arrangements: Sessional seminars.

SA161

Social Research and Social Administration (Seminar)

Teachers Responsible: **Professor B. Abel-Smith**, Room A243 (Secretary, Vanessa Galloway, A244), **Dr. J. Lewis**, Room A259 (Secretary, Judith Edwards, A244) and **Dr. M. Bulmer** Room A224 (Secretary, Judith

Edwards, A244)

Course intended Primarily for M.Phil and Ph.D. students.

Course Content: This seminar provides an opportunity for graduate students to examine different methodological approaches and consider methodological problems encountered in the planning, conduct and writing up of individual pieces of research carried out for a higher degree by thesis. Considerable emphasis is placed on the needs of individual students. The seminar is divided into two parts, (i) research in social policy and administration: a fortnightly seminar with an emphasis upon substantive research and the presentation of research results; in the Lent Term this will focus on the research designs of new first-year students; (ii) methodological strategy: a seminar with an emphasis upon the planning and procedures of empirical research in the social policy field, which leads on to seminar SA162.

Reading List: E. M. Phillips and D. S. Pugh, *How to Get a PhD*; J. Barzun and H. E. Graff (Eds.), *The Modern Researcher*, A. Ryan (Ed.), *The Philosophy of Social Explanation*; H. W. Smith, *Strategies of Social Research: the methodological imagination*; R. Wax, *Doing Field Work: Warnings and Advice*; J. Robinson, *Economic Philosophy*; A. J. Culyer, *The Political Economy of Social Policy*; E. H. Carr, *What is History?*; M. Carley, *Social Measurement and Social Indicators*; M. Rein, *Social Science and Public Policy*; R. Plant et al, *Political Philosophy and Social Welfare*; M. Bulmer, *Social Science and Social Policy*.

SA162

Research Design and Data Collection for Social Policy and Industrial Relations (Seminar)

Teachers Responsible: **Professor D. Piachaud**, Room A284 (Secretary, Elizabeth Plumb, A280), **Dr. S. J. Wood** (Industrial Relations) Room H802 (Secretary Mrs. A. S. Morris, H808), and **Mr. D. Cornish**, Room A262

Course Intended Primarily for M.Phil. and Ph.D. students in Social Science and Administration and in Industrial Relations, but open to other interested research students.

Course Content: This seminar is intended to give students a grounding in practical research methodology which will be of use to them in planning and carrying out the research for their thesis. The seminar will focus upon different aspects of research design and more particularly, data collection in empirical social research. It is designed to complement other graduate seminars which discuss problem selection, the formulation of a researchable thesis topic, and the analysis of data. The topics covered will include: (1) Research strategy; (2) Evaluation studies and experimental design; (3) Secondary analysis; (4) Selecting units for study; (5) Negotiating access and research ethics; (6) Questionnaire construction; (7) Interviewing; (8) Participant observation; (9) Handling price, earnings and expenditure data.

Teaching Arrangements: A weekly seminar throughout the Lent Term.

Reading List: L. Kidder, *Research Methods in Social Relations*; S. D. Sieber, "The Integration of Fieldwork and Survey Methods" (*American Journal of Sociology*, 1973); C. Brown et al, *The Access Casebook*; B. Hedges "Sampling Minority Populations", in M. Wilson (Ed.), *Social and Educational Research in Action*; C. Tilly, *As Sociology Meets History*; A. N. Oppenheim, *Questionnaire Design and Attitude Measurement*; R. L. Gorden, *Interviewing*; R. Burgess (Ed.), *Field Research*; J. Platt, "Evidence and Proof in Documentary Research" (*The Sociological Review*, 1981); C. Hakim, *Secondary Analysis in Social Research*; D. Madsen, *Successful Dissertations and Theses: a guide to graduate student research*; D. Sternberg, *How To Complete and Survive a Doctoral Dissertation*.

A full reading list will be provided at the first meeting of the seminar.

SOCIOLOGY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/ Seminar Number		Course Guide Number
So100	Principles of Sociology Dr. S. D. Taylor, Dr. E. V. Barker and Dr. L. A. Sklair	24/MLS So5802
So102	Statistics Research and Sociology (Not available 1988-89) Mr. G. Rose	5/S So102
So103	Issues and Methods of Social Research Class Dr. C. T. Husbands	34/MLS So5801; So6960
So105	Comparative Social Structures II Mr. M. C. Burrage and others	30/ML So5830; So6963
So106	Sociological Theory Dr. A. W. Swingewood	20/ML SA5725; So5821; So6815; So6961
So110	Contemporary Sociological Theory (Not available 1988-89)	20/ML So5989
So111	Social and Moral Philosophy Dr. E. V. Barker	25/MLS So5810
So113	Society and Literature Dr. A. W. Swingewood	20/ML So5945
So114	The Psychoanalytic Study of Society Dr. C. R. Badcock	24/MLS So5960
So115	Evolution and Social Behaviour Dr. C. R. Badcock	25/MLS So5961
So120	The Social Structure of Modern Britain Dr. S. R. Hill <i>et al</i>	30/ML So5809; SA6771; SA5623
So121	The Social Structure of the Soviet Union Dr. E. A. Weinberg	25/MLS So5860
So122	The Development of Modern Japanese Society Professor K. E. Thurley	22/MLS So5861
So123	Social Structure and Politics in Latin America (alternate years) Dr. I. Roxborough	23/MLS So5862
So130	Political Sociology (alternate years) Dr. C. T. Husbands and Mr. A. W. G. Stewart	23/MLS Gv4042; So5880; So6853

Lecture/ Seminar Number		Course Guide Number
So131	Political Processes and Social Change (alternate years) (Not available 1988-89) Mr. A. W. G. Stewart	23/MLS Gv4041; So5881; So6852;
So132	Sociology of Development (alternate years) (Not available 1988-89) Dr. L. Sklair and Dr. A. D. S. Smith	22/MLS So5882; So6831
So133	Theories and Problems of Nationalism (alternate years) Dr. A. D. S. Smith, Professor P. S. Cohen Mr. J. B. L. Mayall and Mr. G. Schöpflin	20/ML So5883; So6831; So6850
So134	Urban Sociology (alternate years) (Not available 1988-89) Dr. C. T. Husbands	22/MLS So5916
So140	Sociology of Work, Management and Employment Dr. S. R. Hill	20/ML So5923
So141	Sociology of Sex and Gender Roles Dr. L. A. Sklair	24/MLS So5918
So142	Sociology of Religion (alternate years) Dr. E. V. Barker	25/MLS So5921; So6880
So143	Criminology Professor Terence Morris	20/MLS So5919
So144	Sociology of Deviant Behaviour Professor P. E. Rock and Professor D. M. Downes	10/L SA5734; So5920
So145	Sociology of Medicine Dr. S. Taylor	20/ML So5922
So152	Methods of Social Investigation Dr. C. T. Husbands	12/MLS So6960
So160	Design and Analysis of Social Investigation Dr. C. T. Husbands	26/MLS So6800
So161	Design and Analysis of Social Investigation: Special Topics Dr. C. T. Husbands	10/ML So6800
So162	Social Structure of Industrial Societies - Seminar Dr. E. A. Weinberg	25/MLS So6830; So6969
So163	Sociology of Development - Seminar Dr. L. A. Sklair and Dr. A. D. Smith	22/MLS So6831
So165	Sociology of Deviant Behaviour - Seminar Professor P. E. Rock, Professor D. M. Downes and Professor Terence Morris	23/MLS So6881
So166	Sociology of Religion - Seminar Dr. E. V. Barker	30/MLS So6880

Lecture/ Seminar Number			Course Guide Number
So167	Theories of Political Sociology Mr. A. W. G. Stewart	22/MLS	So6853
So168	Political Stability and Change – Seminar (Not available 1988–89) Mr. A. W. G. Stewart	22/MLS	So6852
So169	Nationalism – Seminar Dr. A. D. Smith, Professor P. S. Cohen and Mr. J. B. L. Mayall	25/MLS	So6850
So170	The Political Sociology of Latin America Dr. I. Roxborough	22/MLS	So6854
So171	Sociological Theory – Seminar (This course may not be available 1988–89) Professor J. M. Mann	22/MLS	So6815
So183	Research Class for M.Phil. Students Dr. A. W. Swingewood	30/MLS	So183
So184	Research Seminar on the Sociology of Crime and Deviance Professor P. E. Rock and Dr. D. M. Downes	25/MLS	So184
So186	Sociology Department Seminar Professor P. S. Cohen	10/MLS	So186
So187	Sociology of Literature Dr. A. W. Swingewood	12/MLS	So187
So188	Graduate Seminar on the Sociology of of Sex and Gender Roles Dr. L. A. Sklair	MLS	So188

Course Guides

So102

Statistics Research and Sociology

(Not available 1988–89)

Teacher Responsible: Mr. G. Rose, Room S667
(Secretary, Mrs. Y. Brown, S686)**Course Intended Primarily for** B.Sc. (Econ.) Part II;
First year Sociology specialists; Dip. Soc.**Core Syllabus:** These lectures are intended to provide
links between the statistics course SM202 and the other
first year sociology courses.**Course Content:** The role of statistics in social research
and in sociological analysis. Examples will be chosen
from recent British studies.**Teaching Arrangements:** Five lectures (So102),
Summer Term.**Reading List:** A. Heath, *Social Mobility*; G. Rose,
Deciphering Sociological Research; M. Rosenberg,
The Logic of Survey Analysis; J. Silvey, *Deciphering
Data*; J. Westergaard & H. Resler, *Class in a Capitalist
Society*; *Social Trends* (annually).**Examination Arrangements:** Non-examinable.

So183

Research Class for M.Phil. Students**Teacher Responsible:** Dr. A. Swingewood, Room
A352 (Secretary, Miss J. Johnson, S779)**Course Intended for** research students in Sociology.**Course Content:** In the main part of the seminar series
research students present papers on their proposed
research designs. Each student must submit a paper in
written form for Departmental approval during
Summer Term. There is also a series of introductory
classes on doing research, including an introduction to
the L.S.E. computer.

So184

**Research Seminar on the Sociology of
Crime and Deviance****Teachers Responsible:** Professor P. Rock, Room S875
(Secretary, Miss J. Gauntlett, S878) and Professor D.
Downes, Room A246 (Secretary, A255)**Course Intended for** students preparing dissertations
on the Sociology of Deviance for the M.Phil. and Ph.D.
degrees.**Core Syllabus:** Designed to encourage public
discussion of evolving work, the seminar will enable
participants to review their own, others', and general
problems encountered in the process of exploring
deviant and allied phenomena.**Teaching Arrangements:** Twenty-five seminars
(So184), Sessional.**Examination Arrangements:** Non-examinable.

So186

Sociology Department Seminar**Teacher Responsible:** Professor P. S. Cohen, Room
K204 (Secretary, Mrs. M. Savage, A453)**Core Syllabus:** A seminar series open to all staff and
students of the Sociology Department, in which either
departmental members or outside visitors give papers
on their current research.

So5801

Issues and Methods of Social Research**Teacher Responsible:** Dr. C. T. Husbands, Room
A351 (Secretary, Mrs. M. Savage, A453)**Course Intended Primarily for** students in the B.Sc.
course unit, main field Sociology (compulsory course
to be taken in the first, second or third year) and B.Sc.
(Econ.) Part II, special subject Sociology (compulsory
course to be taken in the second or third year).**Core Syllabus:** The aim of the course is to introduce
students to central issues and basic techniques in the
conduct of research in sociology.**Course Content:** The course examines issues and
methods of social research using examples from a
number of sociological works. It covers elementary
aspects of the philosophy of science, the relationship
between research and theory, study design and
sampling, and the main approaches to doing
sociological research, including social surveys,
experiments and quasi-experiments, field research and
participant observation, and unobtrusive methods.
Students are made familiar with the concepts of
reliability and validity, with specific techniques of data-
gathering (such as interviews and questionnaires) and
with the measurement devices appropriate for
particular tasks (e.g., various types of attitude
measurement). The course covers differing approaches
to data analysis, in particular various techniques for
handling confounding variables and the construction of
simple causal models. There is also material on the
sources and problems of validity of certain major types
of data, such as official data like crime statistics, wealth
data and basic demographic statistics. Students work
collectively throughout the year on a research project
that involves the collection of data by questionnaire
and their analysis using the computer.**Pre-Requisites:** Students must be concurrently taking,
or must have completed the course SM202 **Statistical
Methods for Social Research** (or an equivalent course).**Teaching Arrangements:** The course comprises a series
of twenty lectures, ten fortnightly workshop classes,
and twenty-four weekly classes in small groups.Lectures: SA115 **Methods of Social Investigation**
Michaelmas and Lent Terms.Workshop Classes: So103 Sessional (fortnightly
starting in the *second* week of the Michaelmas Term).
Classes: So103 Sessional.The lectures provide a comprehensive coverage of
topics in the syllabus. The fortnightly workshop classes
aim to coordinate practical work on the project and to
show how lecture material can be applied to the project.
In the weekly classes there will be sixteen devoted to
the project and eight to topics selected directly from the
syllabus. Students should note that the lectures, the
workshop classes and the weekly classes are all
essential parts of the course.**Written Work:** There is a compulsory assignment
distributed at the end of the Michaelmas Term to be
handed in by the end of the first full week of the Lent
Term. There is also a compulsory research report that
contributes to the examination for the course, details
of which are given below.**Reading List:** There is no single textbook that covers
the content of the whole course but students are

encouraged to buy:

L. H. Kidder & C. M. Judd, *Research Methods in Social Relations* (5th edn.) and G. Rose, *Deciphering Sociological Research*.

Other useful textbooks are:

K. D. Bailey, *Methods of Social Research*; M. I. A. Bulmer (Ed.), *Sociological Research Methods* (2nd edn.); C. Marsh, *The Survey Method*; C. A. Moser & G. Kalton, *Survey Methods in Social Investigation* (2nd edn.); D. Nachmias & C. Nachmias, *Research Methods in the Social Sciences*; A. Orenstein & W. R. F. Phillips, *Understanding Social Research*; M. Shipman, *The Limitations of Social Research*; H. W. Smith, *Strategies of Social Research*; M. Stacey, *Methods of Social Research*.

Supplementary Reading List: C. Bell & H. Newby (Eds.), *Doing Sociological Research*; H. M. Blalock & A. Blalock, *Introduction to Social Research*; R. Burgess, *In the Field*; J. Bynner & K. M. Stribley (Eds.), *Social Research: Principles and Procedures*; J. A. Davis, *Elementary Survey Analysis*; D. de Vaus, *Surveys in Social Research*; D. P. Forcese & S. Riche (Eds.), *Stages of Social Research*; W. J. Goode & P. K. Hatt, *Methods in Social Research*; P. Hammond (Ed.), *Sociologists at Work*; G. Hoinville, R. Jowell & Associates, *Survey Research Practice*; P. F. Lazarsfeld & M. Rosenberg (Eds.), *The Language of Social Research: A Reader in the Methodology of Social Research*; R. Mayntz, K. Holm & P. Hoebner, *Introduction to Empirical Sociology*; G. J. McCall & J. L. Simmons (Eds.), *Issues in Participant Observation*; D. C. Miller, *Handbook of Research Design and Social Measurement*; A. N. Oppenheim, *Questionnaire Design and Attitude Measurement*; S. L. Payne, *The Art of Asking Questions*; B. Phillips, *Social Research: Strategies and Tactics*; M. W. Riley, *Sociological Research: A Case Approach*; M. Rosenberg, *The Logic of Survey Analysis*; C. Sellitz et al., *Research Methods in Social Relations* (3rd edn.); M. Shipman (Ed.), *The Organisation and Impact of Social Research*; J. Silvey, *Deciphering Data*; E. J. Webb, D. T. Campbell, R. D. Schwartz and L. Sechrest, *Unobtrusive Measures*; H. Zeisel, *Say It With Figures* (5th edn.).

Examination Arrangements: There is a conventional three-hour written examination in the Summer Term based on the full syllabus. All questions carry the same marks. Seventy per cent of the total assessment for the course is based on this examination. The remaining 30 per cent is awarded for the student's report of the research project. This latter assignment is given towards the end of the Lent Term and the completed report must be handed to the Examinations Office by 1 May.

So5802

Principles of Sociology

Teacher Responsible: Dr. S. Taylor, Room S664 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for B.Sc. Sociology 1st year (compulsory), Geog., Maths., Stats., Comp., Act. Sci., Man. Sci., Psych., B.Sc. (Econ.) Parts I and II. Optional for B.Sc. S.S. and A. 1st year; M.Sc.

Core Syllabus: To provide students with an

understanding of the major sociological perspectives and their application to distinct research problems. Term 1 will focus on the sociological analysis of social problems and Term 2 will provide an introduction to classical and modern social theory.

Course Content: Social problems and sociological problems. Problems, theories, and the nature of sociological explanation. Explanation, evidence and objectivity. Sociology as the comparative study of social action and social systems. Some models of sociological thinking as applied to the study of the following: aspects of social ranking; forms of interpersonal and impersonal relationships; the changing nature of the relationship between economy and society; the sociology of development; the origins and spread of capitalism and socialism; ideology and belief systems; religion and society; rationality and non-rationality; conformity and deviance. How is human society possible? How do we choose between different answers to the question?

Teaching Arrangements: A 24-week lecture course (So100) and discussion classes (So100a).

Written Work: There is no formal requirement for course-work; however, all students are expected to prepare for all classes and to produce class papers if this is the method of instruction agreed on between the class teacher and the class. Students from foreign universities which require written course-work to be assessed must arrange this with their class teachers on an individual basis.

Reading List: T. Bilton et al, *Introductory Sociology*; R. Burgess (Ed.), *Investigating Society*; L. Coser & B. Rosenberg, *Sociological Theory: Readings*; A. Giddens, *Sociology*; G. Pearson, *Hooligan*, S. Taylor, *Durkheim and the Study of Suicide*.

Examination Arrangements: A three-hour unseen examination towards the end of the Summer Term. Examination questions will tend to follow the lectures and the questions for class discussion printed on the main reading list.

So5809

Social Structure of Modern Britain

Teacher Responsible: Dr. S. R. Hill, Room A454A (Secretary, Mrs. M. Savage, A453)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. course units main fields Sociology, Social Psychology; B.Sc. Social Science and Administration; Diploma in Trade Union Studies, Diploma in Housing.

Core Syllabus: The aim is to introduce students to the main contributions of sociological knowledge to the study of post-war British society. This will be achieved by considering some of the main problems which are considered to affect that society. The course is strongly empirical and makes use of quantitative material.

Course Content: An examination of academic evidence relevant to some of the major issues confronting British society including industrial decline, inequality, political uncertainty, the fact of a multi-cultural society and the role of the mass media. This involves discussion of social stratification and mobility; occupational structure and the distribution of income; industrial structure and wealth ownership; industrial relations; education; the state, including the welfare state;

demographic patterns and family structure; religion, patterns of settlement and housing tenure; and race relations.

Pre-Requisites: While constructed primarily for first and second year undergraduates reading for the B.Sc. course unit degree in sociology and for the B.Sc. Econ. Part II special subject sociology, the course does not assume a detailed knowledge of sociology. It is intended to be suitable as an outside option for undergraduates reading for a range of other degrees. Overseas students, including those on single-year or single-term courses, may find it a useful means of improving their knowledge of British society.

Teaching Arrangements: Lectures (So120) 10 Michaelmas Term and 10 Lent Term supplemented by 15-20 classes.

Classes (So120a) will be taken by teachers in the department of sociology, except for those reading for the B.Sc. in Social Science and Administration and for the Diploma; classes for these students are organised by the appropriate department. During the Summer Term special tuition will be provided for General Course students taking this option.

Written Work: In addition to the presentation of class papers, each student attending classes should expect to present a short essay on a topic within the course to his/her class teacher during both the Michaelmas and Lent Terms.

Reading List: *Basic Reading.*

N. Abercrombie et al, *Contemporary British Society*; *P. Abrams (Ed.), *Work, Urbanisation and Inequality*; A. B. Atkinson, (Ed.), *Wealth Income and Inequality*; G. Bain (Ed.), *Industrial Relations in Britain*; M. Banton, *Racial Minorities*; F. Blackaby (Ed.), *De-Industrialisation*; R. M. Blackburn & M. Mann, *The Working Class in the Labour Market*; D. Butler & D. Stokes, *Political Change in Britain* (2nd edn.); P. R. Cox, *Demography*; C. J. Crouch, *The Politics of Industrial Relations* (2nd edn.); A. Francis, "Families, firms and finance capital; the development of U.K. industrial firms with particular reference to their ownership and control", *Sociology*, 14, 1, 1980; J. H. Goldthorpe, *Social Mobility and Class Structure in Modern Britain*; *A. H. Halsey, *Change in British Society*; A. H. Halsey et al., *Origins and Destinations*; C. C. Harris, *The Family and Industrial Society*; A. Heath, *Social Mobility*; E. Hobsbawm, *Industry and Empire*; R. Hyman, *Strikes* (3rd edn.); T. J. Johnson, *Professions and Power*; D. Kavanagh (Ed.), *The Politics of the Labour Party*; J. Le Grand, *The Strategy of Equality*; D. A. Martin, *A Sociology of English Religion*; A. Oakley, *A Sociology of Housework*; K. Roberts et al., *The Fragmentary Class Structure*; R. Rose, *Politics in England* (3rd edn.); G. Routh, *Occupation and Pay in Great Britain, 1906-1979*; J. Scott, *Corporations, Classes and Capitalism*; A. Sked & C. Cooke, *Post-War Britain: a Political History*; D. J. Smith, *The Facts of Racial Disadvantage*; P. Stanworth & A. Giddens (Eds.), *Elites and Power in British Society*; A. Stewart et al., *Contemporary Britain*; P. Townsend, *Poverty in the United Kingdom*; M. J. Wiener, *English Culture and the Decline of the English Spirit 1850-1980*; R. Williams, *The Long Revolution*.

*indicates the most useful general references.

Further reading will be given with the lecture course outline.

Examination Arrangements: Those taking this course as part of the B.Sc. course unit or B.Sc. Econ. degree will be examined by means of three essays written during the Easter vacation. The essays, which are chosen from an extensive list of questions, must be of less than 2,000 words each.

So5810

Social and Moral Philosophy

Teacher Responsible: Dr. Eileen Barker, Room S684 (Secretary, Mrs. J. MacRae, A451)

Course Intended Primarily for B.Sc. c.u. main fields Sociology, Social Psychology, B.Sc. (Econ.) Part II Special Subject Sociology, but open to all students, if their depts. agree.

Core Syllabus: The course is designed to introduce awareness of philosophical problems, particularly those concerned with knowledge and ethics, which are of relevance to the social scientist.

Course Content: Introduction to concepts concerning the nature of knowledge, reality and ethics. Brief description of the thought of some of the classical philosophers.

Elementary principles and fallacies in logical thought. Discussion of problems in descriptions and explanations of social behaviours.

An introduction to moral philosophies, especially those of Kant and the Utilitarians.

Discussion of the relationship between science and values.

Pre-Requisites: No background knowledge is necessary.

Teaching Arrangements: Lectures So111: Sessional. Lectures involve considerable student participation. Classes: So111a: 20 Michaelmas and Lent Terms.

Written Work: Students are expected to do some simple logical exercises for the lectures and to provide at least one class paper per term.

Reading List: J. Hospers, *An Introduction to Philosophical Analysis*; J. Hospers, *Human Conduct*; B. Russell, *Problems of Philosophy*; B. Russell, *A History of Western Philosophy*; A. MacIntyre, *A Short History of Ethics*; K. Popper, *Conjectures and Refutations*, Ch. 1; K. Popper, *The Poverty of Historicism*; A. Ryan, *The Philosophy of the Social Sciences*; A. Flew, *Thinking about Social Thinking*; M. Hollis, *Invitation to Philosophy*; E. Gellner, *Legitimation and Belief*.

The Hospers books are the nearest approximation to text books for the course.

Supplementary Reading List: This will be given out at the beginning of the course with lecture notes and exercises.

Examination Arrangements: Three-hour formal examination in Summer Term. Also an optional essay which can upgrade borderline examination results, but cannot lower marks.

So5820

So6962

Comparative Social Structures I

Teacher Responsible: Dr. I. Roxborough, Room S687 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for B.Sc. (Econ.) Part II; Dip. Soc. Normally students will have successfully completed *Principles of Sociology* (So100).

Core Syllabus: The comparative sociology of pre-industrial societies.

Course Content: Problems of comparative method in the analysis of social structure. The contributions of the main sociological schools on the issue; the analysis in terms of modes of production and systems of domination of the major types of complex pre-industrial societies; slavery, caste, feudalism, oriental empires; early capitalism. The transition from feudalism to capitalism.

Teaching Arrangements: Classes (So104a) and tutorials as needed.

Written Work: Students will be expected to prepare one or more class papers and these will normally be revised in light of the class discussion and handed in to be marked by class teachers. Some topics may extend over more than one week.

Reading List: Specific topic references will be found in class reading lists.

P. Abrams, *Historical Sociology*; P. Anderson, *Passages from Antiquity to Feudalism*; *Lineages of the Absolutist State*; G. Lenski, *Power and Privilege*; A. Bailey & J. Llobera (Eds.), *The Asiatic Mode of Production*; M. Bloch, *Feudal Society*; S. Eisenstadt, *Political System of Empires*; A. de Ranck and U. Knight (Ed.), *Caste and Race*; M. Weber, *General Economic History*; L. Dumont, *Homo Hierarchicus*; R. Hilton (Ed.), *Transition from Feudalism to Capitalism*; T. Parsons, *The Evolution of Societies*; M. Finley (Ed.), *Slavery in Classical Antiquity*; I. Wallerstein, *The Modern World System*; C. Tilly (Ed.), *The Formation of National States in Western Europe*; K. Wittfogel, *Oriental Despotism*; A. Weinstein & F. Gatell (Eds.), *American Negro Slavery*.

Examination Arrangements: The examination will consist of a three hour unseen written paper. The examination paper will be based on the topics covered in the "Class Topics" list.

So5821
So6961

Sociological Theory

Teacher Responsible: Dr. A. Swingewood, Room A352 (Secretary, Miss J. Johnson, S779)

Course Intended Primarily for B.Sc. c.u. main fields Soc. 2nd year, Soc. Anth. 2nd year; B.Sc. (Econ.) Part II; B.Sc. S.S. and A.; M.Sc.; Dip. Soc.

Core Syllabus: An examination of classical and modern sociological theories emphasising their relevance for the analysis of modern societies.

Course Content: An introduction to the main varieties of classical and modern sociological theory, concentrating on three tasks: what are the principal arguments of the main approaches, to what problems and changes in the real world were the theories a response, and what relevance do they have in the contemporary world? The principal theorists and schools considered are: Marx, Weber, Durkheim, Parsons and normative functionalism, symbolic interactionism, phenomenology, ethnomethodology, structuralism and critical theory.

Teaching Arrangements: Lectures: So106 Twenty lectures, weekly in Michaelmas and Lent Terms. Classes: So106(a) Twenty classes, weekly in Michaelmas and Lent Terms.

Reading List: E. Durkheim, *Rules of Sociological Method*; M. Weber, *The Protestant Ethic and the Rise of Capitalism*; T. Bottomore & Rubel (Eds.), *Karl Marx: Selected Writings*; R. Aron, *Main Currents in Sociological Theory* (2 vols.); L. Coser & B. Rosenberg (Eds.), *Sociological Theory*; T. Parsons, *The Structure of Social Action* (2 vols.); A. Giddens, *Capitalism and Modern Social Theory*; R. Nisbet, *The Sociological Tradition*; A. Gouldner, *The Coming Crisis of Western Sociology*; J. H. Turner, *The Structure of Sociological Theory*; T. Bottomore & R. Nisbet (Eds.), *A History of Sociological Analysis*; P. Cohen, *Modern Social Theory*; J. Rex, *Key Problems in Sociological Theory*; I. Craib, *Modern Social Theory*; A. Swingewood, *A Short History of Sociological Thought*; A. Giddens, *Central Problems in Sociological Theory*; M. Glucksmann, *Structuralist Analysis in Contemporary Social Thought*; D. Helm, *Introduction to Critical Theory*; G. Skinner (Ed.), *The Return of Grand Theory in the Human Sciences*.

Examination Arrangements: One three-hour formal examination in the Summer Term, based on the whole syllabus of the lecture course and the classes.

So5830
So6963

Comparative Social Structures II

Teacher Responsible: Mr. Michael Burrage, Room A375 (Secretary, Mrs. J. MacRae, A451)

Course Intended Primarily for B.Sc. Soc. course units (Sociology); B.Sc. Econ. (Sociology); M.Sc. in Sociology, supplementary to Course So162, (Social Structure of Industrial Societies); Dip. Soc.

Core Syllabus: The aim of the course is to review, making extensive use of comparisons between societies, the main theories related to (a) the industrialisation of the major industrial societies and (b) their more recent development.

Course Content: The course will outline major features in the development of the political, economic and social institutions of modern societies, during both the period of industrialisation and the 20th century. It will also discuss sociological interpretations of these issues. Since the syllabus covers a very wide area, students will be permitted to specialise to some degree, and class discussions and examination papers will provide for this.

Pre-Requisites: Undergraduates specialising in sociology normally take this course in their final year. Students taking the course as an outside option should have followed an introductory course in sociology.

Teaching Arrangements: Lectures: So105, 30 Sessional. Classes: So105a, 20 Sessional. In the Michaelmas Term Mr. Burrage gives lectures on major issues of economy, polity and collective action in the period of industrialisation, including education and stratification; in Europe and the U.S.A., while

Professor Wrigley discusses demographic and family developments. In the Lent Term there will be lectures

on the same themes as they affect modern industrial society; and the sociological aspects of religion will also be considered. Occasional guest lecturers contribute on various topics covered in the course on their areas of special interest.

A lecture outline with bibliography will be provided at the first lecture, and additional material will be available for classes.

Written Work: In addition to the presentation of class papers, each student attending classes should expect to present a short essay on a topic within the course to his/her class teacher during both the Michaelmas and Lent Terms.

Reading List: The following represents a minimal list: D. Bell, *The Coming of Post-Industrial Society*; J. Gershuny, *After Industrial Society?*; A. Giddens & D. Held (Eds.), *Class, Power and Conflict*; S. M. Lipset & S. Rokkan, *Party Systems and Voter Alignments*; M. Olsen, *The Rise and Decline of Nations*; R. Pipes, *Russia under the Old Regime*; Peter Flora, *State, Economy and Society in Western Europe 1815-1975, A Data Handbook, Vol. I; The Growth of Mass Democracies and Welfare States*; M. Anderson, *Approaches to the History of the Western Family, 1500-1914*; C. Tilly (Ed.), *The Formation of Nation States in Western Europe*; E. Shorter & C. Tilly, *Strikes in France*; D. Martin, *A General Theory of Secularisation*; F. Ringer, *Education and Society in Modern Europe*; W. D. Connor, *Socialism, Politics and Equality: Hierarchy and Change in Eastern Europe and the Soviet Union*.

Examination Arrangements: There is a three-hour advanced notice examination in the Summer Term for the B.Sc. (Sociology) and the B.Sc. (Econ.); for the Diploma in Sociology a formal three-hour examination.

So5831

Unit Essay in Sociology

Teacher Responsible: The Departmental Tutor

Course Intended only for B.Sc. (Sociology) and B.Sc. (Econ.) special subject Sociology (third year)

Core Syllabus: The essay is to be on a sociological topic to be approved by the Convener of the Department of Sociology. The purpose is to allow the student to study in depth an interest of his or her own choosing. Many approaches are possible in the work for the essay, but there are three main variants: original fieldwork, secondary analysis, and literature review.

Selection of topic: The topic must be within the general field of sociology and should fall within the range of competence of a member of the staff, normally a member of the Sociology Department, so that it can be supervised adequately. However, it need not be chosen from those areas of sociology which are at present taught within the Department. The topic should not overlap too closely with the content of other units that the student is taking. Students may follow up a theme suggested to them by their course-work, but the topic must allow the material and arguments to be developed in greater depth than is possible in the lectures and seminars for the course.

Teaching Arrangements: Students should inform the Department of the general area within which their work will lie by the third week of the Michaelmas Term in

the year of submission. They must submit a final title to the Department by the fourth week of the Lent Term in order for that title to be approved.

Three meetings will be arranged to discuss the essay. The first, held in the Summer Term of the session prior to the year of submission, will deal with guidelines for the essay, and provide a forum for a general discussion of possible approaches. The second and third meetings will enable progress on the essay to be discussed; these will be held in approximately the fifth week of Michaelmas Term and the fourth week of the Lent Term.

Arrangements for supervision: Students should themselves approach the member of staff they would like as supervisor. The role of the supervisor is often seen by students as more directive than the Department intends. The unit-essay gives students the opportunity to work in a more open-ended and individual context than is possible in a course. The role of the supervisor is not to teach, but to give the kind of advice and help which one scholar would normally give another. The supervisor may suggest ways of tackling or limiting a topic, lines of enquiry and preliminary reading, but his or her suggestions are not intended to be seen as exhaustive or definitive. How far the student can use and develop the help that he or she is given is, to a large extent, what the examination of the essay is concerned with. The supervisor should not help with planning or writing the essay in detail, but should then read and comment critically on a draft essay if the student submits one.

Examination Arrangements: The completed essay must be of not more than 10,000 words in length; it may include tables and diagrams as appropriate. It must be submitted to the Examinations Office by May 1 in the student's final year. Since a number of people will be reading the essay, the Department would be grateful if it could be submitted in typescript.

So5860

The Social Structure of the Soviet Union

Teacher Responsible: Dr. E. A. Weinberg, Room S666 (Secretary, Mrs. J. MacRae, A451)

Course Intended Primarily for B.Sc. c.u. main field Sociology (2nd or 3rd years), B.Sc. (Econ.) Part II; M.Sc.

Core Syllabus: Major aspects of Soviet social structure will be examined in relation to problems of industrialisation and social change. The course draws on a wide range of contemporary materials, but places these within an historical perspective.

Course Content: Particular attention will be given to the analysis of: women, the family, and population policy, urban and rural structure, the distribution of power, the economy, collectivisation, social stratification and mobility, the education system, social welfare, trade unions, religion, nationalities, and the military. Problems of information, the role of ideology, cohesion, conflict and social change will also be discussed. The course will also include the comparative analysis of the Soviet Union as a model of industrialisation.

Pre-Requisites: A knowledge of introductory sociology is assumed.

Teaching Arrangements: The lectures and classes are given by Dr. Weinberg and as such are entirely integrated.

Lectures: So121 Sessional.

Classes: So121a Sessional.

Written Work: Each student is required to produce several papers for class presentation throughout the year.

Reading List: The following should be consulted for relevant topics throughout the course:

C. Black (Ed.), *The Transformation of Russian Society*; F. Fleron (Ed.), *Communist Studies and the Social Sciences*; A. Inkeles, *Social Change in Soviet Russia* (essays); A. Kassof (Ed.), *Prospects for Soviet Society*; E. A. Weinberg, *Development of Sociology in the Soviet Union*; A. Brown & M. Kaser, *The Soviet Union Since the Fall of Khrushchev*; J. Pankhurst & M. P. Sacks, *Contemporary Soviet Society*; D. Lane, *State and Politics in the USSR*; *Soviet Economy and Society*; H. Smith, *The Russians*; R. C. Kaiser, *Russia: The People and the Power*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term.

So5861

The Development of Modern Japanese Society

Teacher Responsible: Professor Keith Thurley, Room H804 (Secretary, Miss J. Wilson, H806)

Course Intended Primarily for undergraduates taking the B.Sc. (Econ.) and B.Sc. (Sociology) in the second or third year of study. The course can be taken by others, including post-graduates and General Course students.

Core Syllabus: (a) To introduce students to the main patterns of the development of the modern Japanese state and its economic and social institutions since 1600; (b) To discuss the factors behind this development; (c) To examine, in comparison with other advanced industrial societies, a range of social, economic and political topics characterising Japan since 1945, discussing the significance of differences.

Course Content: Culture, social structure and social change; Japanese ideas and assumptions. Social and economic change in the Tokugawa period. The development of political and industrial elites. Social change in agrarian communities. Urban development in Japan. Educational policy and the educational revolution. The development of large scale organisation and managerial ideology. The growth of the labour unions and the post-war industrial relations system. The labour market and changes in occupational structure. The dynamics of growth and the nature of Japanese capitalism. Social discrimination and social deviance. Democracy and the party system. The internationalisation of Japan. Japan as a case in the convergence debate.

Pre-Requisites: No prior knowledge of Japanese history is assumed, nor knowledge of Japanese language required (although, of course, useful).

Teaching Arrangements: Lectures (So122); twenty-two.

Classes: (So122a): twenty-four

Written Work: Students will prepare seminar papers

for discussion from the third week of the course. Two essays will be prepared from these papers, one in each of the first two terms.

Reading List: A detailed bibliography, topic by topic, will be given. Major reference books include:

R. P. Dore (Ed.), *Aspects of Social Change in Modern Japan*, 1967; H. Patrick & H. Rosovsky (Eds.), *Asia's New Giant*, 1976; H. Patrick (Ed.), *Japanese Industrialisation and its Social Consequences*, 1976; R. J. Smith & R. K. Beardsley (Eds.), *Japanese Culture, Its Development and Characteristics*, 1963; J. Hendry, *Understanding Japanese Society*, 1988; R. Clark, *The Japanese Company*, 1979; K. Taira, *Economic Development and the Labor Market in Japan*, 1970; J. Hirschmeier & T. Yui, *The Development of Japanese Business 1600-1973*, 1975; R. P. Dore, *British Factory - Japanese Factory*; R. Steven, *Classes in Contemporary Japan*; S. Takamiya and K. Thurley, *Japan's Emerging Multinationals*.

Examination Arrangements: One three-hour paper.

So5862

Social Structure and Politics in Latin America

Teacher Responsible: Dr. Ian Roxborough, Room S687 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for B.Sc. Sociology; B.Sc. (Econ.) Sociology.

Core Syllabus: The social bases of politics in Latin America in the twentieth century.

Course Content: The course will begin with a survey of the historical development of social structures and political processes in the major countries of the region. The remainder of the course will analyse variations in social structure and politics between various Latin American countries, focussing on: dominant classes, working class, peasantry, the state, the military, multinational corporations, etc.

Teaching Arrangements: 23 lectures and 20 classes (So123 and So123a).

Reading List: F. S. Weaver, *Class, State and Industrial Structure*, Greenwood Press, 1980; B. Kean & M. Wasserman, *A Short History of Latin America*, 1980; R. Chilcote & J. Edelstein (Eds.), *Latin America: the Struggle with Dependency and Beyond*, 1974; F. H. Cardoso & E. Faletto, *Dependency and Development in Latin America*, 1979; A. Lowenthal (Ed.), *Armies and Politics in Latin America*, 1976; R. Munck, *Politics and Dependency in the Third World*, 1984; T. Skidmore & P. Smith, *Modern Latin America*, 1984; W. La feber, *Inevitable Revolutions*, 1983.

Supplementary Reading List: A more detailed reading list is available from Dr. Roxborough or his secretary.

Examination Arrangements: An essay of not more than 3,000 words to be written during the Easter vacation, and a three-hour examination in June.

NB. This course will be given in alternate years only.

So5880

Political Sociology

Teachers Responsible: Dr. C. T. Husbands, Room A351 (Secretary, Mrs. M. Savage, A453) and Mr. A. W. G. Stewart, Room S876 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for students in the B.Sc. course unit, main fields Sociology or Social Psychology (second or third years), B.Sc. (Econ.), Part II, special subject Sociology (second or third years), M.Sc. in Sociology.

Core Syllabus: The aim of the course is to discuss relevant theoretical and empirical issues in order to introduce the range of problems that define the field of political sociology.

Course Content: The course presents competing views regarding the nature and scope of political sociology. This involves the analysis of power and the role attributed to power and/or politics within some major sociological paradigms. The distinction between authority and domination is presented. There is a discussion of the analysis of the state and the problem of sociological reductionism; the fascist state as an exceptional form of the capitalist state is also analysed. A further major focus is the role of classes and elites in the political process and the role of organisation in political activity, which relates to group theory and the development of pluralism. The distribution of power in capitalist and socialist societies is discussed. Further specific topics discussed include the analysis of community power, varying approaches to the study of ideology, the analysis of the mass support received by fascism and Nazism and by post-war neo-fascism in Britain and western Europe. The course also focuses upon more empirical and contemporary issues of mass politics, including the changing nature of political participation, political socialisation, the depth of issue-awareness in western electorates and the changing dynamics of voting behaviour, especially in Great Britain.

Pre-Requisites: Students are normally expected to have taken So100: *Principles of Sociology* or to be able to present evidence of equivalent knowledge. However, in special circumstances exceptions may be made to this formal requirement.

Teaching Arrangements: Lectures: So130 Sessional. Classes: So130a 22 Sessional. There is some flexibility in the division of lecturing between Dr. Husbands and Mr. Stewart. In general, however, the lectures in the first part of the course will be given by Mr. Stewart and those in second part by Dr. Husbands.

Depending upon the number of students registered in the course, Dr. Husbands and Mr. Stewart each take a weekly class.

Written Work: The students in each class take turns to write essays on themes connected with the lecture course; these essays are presented to the class for criticism and discussion.

Reading List: R. Aron, *Main Currents in Sociological Thought*, Vol. 1; T. B. Bottomore, *Elites and Society*; D. Butler & D. Stokes, *Political Change in Britain* (2nd edn.); H. H. Gerth & C. W. Mills (Eds.), *From Max Weber: Essays in Sociology*; J. H. Meisel (Ed.), *Pareto and Mosca*; R. Michels, *Political Parties*; N. Poulantzas, *Political Power and Social Classes*.

Supplementary Reading List: N. Abercrombie, S. Hill & B. S. Turner, *The Dominant Ideology Thesis*; P. Anderson, *Considerations on Western Marxism*; D. Apter (Ed.), *Ideology and Discontent*; P. Bachrach, *The Theory of Democratic Elitism: A Critique*; R. Bahro, *The Alternative in Eastern Europe*; D.

Beetham, *Max Weber and the Theory of Modern Politics*, Chapters 1 to 5, 8, 9; M. Billig, *Fascists*; I. Budge, I. Crewe & D. Fairlie (Eds.), *Party Identification and Beyond*; S. Bernstein *et al* (Eds.), *The State in Capitalist Europe*; R. E. Dowse & J. A. Hughes, *Political Sociology*; A. Effrat (Ed.), *Perspectives in Political Sociology*; D. Kavanagh (Ed.), *The Politics of the Labour Party*; W. Laqueur (Ed.), *Fascism: A Reader's Guide*; J. Larrain, *The Concept of Ideology*; A. Leftwich, *Redefining Politics*; S. M. Lipset, *Political Man*; R. T. McKenzie, *British Political Parties* (2nd edn.); R. T. McKenzie, and A. Silver, *Angels in Marble*; L. W. Milbrath, *Political Participation*; R. Miliband, *The State in Capitalist Society*; R. Miliband, *Marxism and Politics*; L. Minkin, *The Labour Party Conference*, (new edn.); T. Nairn, *The Break-up of Britain*; D. Nicholls, *Three Varieties of Pluralism*; N. H. Nie, S. Verba & J. R. Petrocik, *The Changing American Voter*, (enl. edn.); F. Parkin, *Marxism and Class Theory*; N. W. Polsby, *Community Power and Political Theory* (2nd edn.); P. G. J. Pulzer, *Political Representation and Elections in Britain* (3rd edn.); V. Randall, *Women and Politics*; R. Rose (Ed.), *Studies in British Politics* (3rd edn.); R. Rose (Ed.), *Electoral Participation*; R. Rose, *Class Does Not Equal Party*; M. Rush & P. Althoff, *An Introduction to Political Sociology*; J. Sayers, *Biological Politics*; R. Skidelsky, *Oswald Mosley*.

Examination Arrangements: Assessment is entirely by a conventional three-hour written examination in the Summer Term that is based on the full syllabus. All questions carry the same maximum of marks.

N.B. This course will be given in alternate years only.

So5881

Political Processes and Social Change (Not available 1988-89)

Teacher Responsible: Mr. A. W. G. Stewart, Room S876 (Secretary, Mrs. Y. Y. Brown, S686)

Course Intended Primarily for B.Sc. c.u. main field Soc.; B.Sc. (Econ.) Part II; M.Sc. (Complementary to the graduate seminar *Political Stability and Change*).

Core Syllabus: The aim of the course is to familiarise students with major concepts and theories concerned with the role of political processes in relation to different patterns of social change.

Course Content: Role attributed to political processes in different theories of social change; sociological theories of state development; the process of state formation and its relation to other social forces; social determinants of major modern political regimes; patterns of political change in relation to modernisation and industrialisation; relations between the state, industrialisation and the development of labour movements; major types of social and political movements; movement and regime in the development of fascism; politics and social change in the study of revolution; continuity and change in post-revolutionary situations.

Pre-Requisites: Primarily an interest in the integration of theory and empirical materials. Some familiarity with basic sociological theory would be of assistance.

Teaching Arrangements: Lectures: So131 - Sessional. Classes: So131a - Classes Sessional. This is a

complementary and entirely integrated series of twenty-three lectures and twenty-three classes.

Written Work: Every member of the class may expect to present two class papers in order to facilitate discussion of the relevant topics.

Reading List: No one book covers the entire syllabus. However, students will find it very helpful to buy the following books which throw light on a variety of topics discussed in the syllabus.

B. Moore, *Social Origins of Dictatorship and Democracy*; T. Skocpol, *States and Social Revolutions*; P. Abrams, *Historical Sociology*.

The following books illuminate central themes and problems for relevant sections of the course.

P. Anderson, *Lineages of the Absolutist State*, part 1 sections 1 and 2 (beginning of Michaelmas Term); C. Tilly, *The Formation of Nation-States in Western Europe*, pp. 601-638 (first half of Michaelmas Term); I. Wallerstein, *The Modern World System*, Introduction and chap. 7 (first half of Michaelmas Term); G. Poggi, *The Development of the Modern State*, chaps. iv and v (first half of Michaelmas Term); E. Hobsbawm, *Primitive Rebels*, chaps. 1-5 (middle of Michaelmas Term); R. Bendix, *Nation-Building and Citizenship*, chaps. 1, 2 and 3 (second half of Michaelmas Term); G. Roth, *The Social Democrats in Germany* (end of Michaelmas Term); P. Anderson, "Origins of the Present Crisis" in *Towards Socialism* (Ed. Anderson and Blackburn) - 2 offprint copies of this article are available in the Teaching Library (end of Michaelmas Term); A. Stewart, "Political Movements and Political Participation" *British Political Sociology Yearbook*, Vol. 3 (first half of Lent Term); M. Kitchen, *Fascism* (first half of Lent Term); T. Parsons, "Democracy and Social Structure in Pre-Nazi Germany", and "Some Sociological Aspects of Fascist Movements" in *Essays on Sociological Theory* (first half of Lent Term); A. Gerschenkron, *Bread and Democracy in Germany*; T. W. Mason, "The Primacy of Politics - Politics and Economics in National Socialist Germany" in *The Nature of Fascism*, Ed. S. J. Woolf; B. Moore Jr., *Injustice*, chaps. 8-11; A. Gerschenkron, *Economic Backwardness in Historical Perspective*; A. S. Cohen, *Theories of Revolution* (second half of Lent Term); L. Kaplan (Ed.), *Revolutions: A Comparative Study*, esp. Introduction and Part I (second half of Lent Term); B. Moore, *Soviet Politics: The Dilemma of Power* (second half of Lent Term).

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus.

N.B. The course will be given in alternate years only.

Sociology of Development So5882

(Not available 1988-89)

Teacher Responsible: Dr. L. A. Sklair, Room A350 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for B.Sc. Sociology and B.Sc. (Econ.) Part II Sociology.

Core Syllabus: Development and underdevelopment in the Third World. The course will deal with social, political and economic processes in selected third world societies.

Course Content: The main theories of modernisation, development and underdevelopment; the new international division of labour; gender and development; problems of "socialist" development. Such topics as urbanisation, agrarian structure, peasant movements, urban class formation, the state, military intervention, nationalism, and differences between Third World countries will be included.

Teaching Arrangements: Lectures: (So132) 10 Michaelmas and 10 Lent Term.

Classes: (So132a) Sessional.

Reading List: P. Worsley, *The Third World*; A. Hoogvelt, *The Third World in Global Development*; *The Sociology of Developing Societies*; E. De Kadt and G. Williams (Eds.), *Sociology and Development*; A. Webster, *Introduction to the Sociology of Development*; F. Froebel et al, *The New International Division of Labour*; C. Rosberg & T. Callaghey (Eds.), *Socialism in Sub-Saharan Africa*; *Signs* (Special Issue, Winter 1981); A. Bernstein (Ed.), *Underdevelopment and Development*; I. Oxaal, Barnett and Booth (Eds.), *Beyond the Sociology of Development*; R. Rhodes (Ed.), *Imperialism and Underdevelopment*; J. Taylor, *From Modernisation to Modes of Production*; A. Gerschenkron, *Economic Backwardness in Historical Perspective*; I. Roxborough, *Theories of Underdevelopment*; P. Bairoch, *The Economic Development of the Third World since 1900*; G. Kitching, *Development and Underdevelopment in Historical Perspective*; N. Girvan, *Corporate Imperialism*; C. Y. Thomas, *Dependence and Transformation*; K. Kumar (Ed.), *Transnational Enterprises: their Impact on Third World Societies and Cultures*; A. G. Frank, *Capitalism and Underdevelopment in Latin America*.

Supplementary Reading List: A more detailed list is available from Dr. Sklair.

Examination Arrangements: A three-hour examination in June.

N.B. This course will be given in alternate years only.

So5883

Theories and Problems of Nationalism

Teacher Responsible: Dr. A. D. Smith, Room S776 (Secretary, Mrs. J. MacRae, A451)

Course Intended Primarily for B.Sc. Sociology, B.Sc. (Econ.) Sociology and B.Sc. (Econ.) International Relations.

Core Syllabus: Investigations into various problems of nationalism and nation-states in their historical, sociological and international aspects, and a consideration of the main theories of their origin and diffusion in Europe and the Third World.

Course Content: The aspects considered cover four main areas:

1. Theories of nationalism and modernisation, including relations between nations and classes, language and religion, and the role of communications and the state;
2. Aspects of race and ethnicity, and the rise of fascism.
3. Nationalism and the international system, including problems of dependency, secession and self-determination;

4. Relations between nationalism and communism, in the Soviet Union and the Third World.

Pre-Requisites: A suitable course in Anthropology, Sociology, Political Science, International Relations and International History.

Teaching Arrangements: Lectures, So133, 10 Michaelmas and 10 Lent Term given by:

Dr. A. D. Smith on Theories of Nationalism;

Professor P. Cohen on Race, Ethnicity and Fascism; Mr. J. Mayall on Nationalism and the International System;

Mr. G. Schopflin on Nationalism and Communism. These will be supported by weekly classes (So133a) following the lectures given by the relevant lecturer, with revision classes in the Summer Term.

Reading List: A. Cobban, *National Self-determination*, Oxford UP, 1945; E. Kedourie, *Nationalism*, Hutchinson, 1960; E. Gellner, *Thought and Change*, Weidenfeld & Nicolson, 1964; E. Gellner, *Nations and Nationalism*, Blackwell, 1983; H. Kohn, *The Idea of Nationalism*, Macmillan, 1967; N. Glazer & D. Moynihan (Eds.), *Ethnicity, Theory and Experience*, Harvard UP, 1975; H. Seton-Watson, *Nations and States*, Methuen, 1977; T. Nairn, *The Break-up of Britain*, New Left Books, 1977; L. Tivey (Ed.), *The Nation-State*, Martin Robertson, 1980; J. Breuilly, *Nationalism and the State*, Manchester UP, 1982; A. D. Smith, *Nationalism in the Twentieth Century*, Martin Robertson, 1979; A. D. Smith, *The Ethnic Revival*, Cambridge UP, 1981; A. D. Smith, *Theories of Nationalism* (2nd edn.), Duckworth, 1983; B. Anderson, *Imagined Communities*, Verso Books, 1983; A. D. Smith, *The Ethnic Origins of Nations*, Blackwell, 1986.

Supplementary Reading List: A more detailed reading list is available from Dr. Smith or secretary.

Examination Arrangements: A three-hour exam in June, divided into a Sociology and a Politics/History section, at least one question to be answered from each section.

N.B. This course will be given in alternate years only.

So5916

Urban Sociology

(Not available 1988-89)

Teacher Responsible: Dr. C. T. Husbands, Room S351 (Secretary, Mrs. M. Savage, A453)

Course Intended Primarily for students in the B.Sc. course unit main field Sociology (second or third years) and B.Sc. (Econ.) Part II, special subject Sociology (second and third years).

Core Syllabus: The aim of the course is to teach students both about the intellectual origins of urban sociology and also about contemporary theoretical debates and empirical research in the subject. The emphasis of the course material is upon advanced industrial societies.

Course Content: This course both analyses social and economic phenomena that have differential distributions in urban space and also examines the role of space in mediating urban social relationships. Subjects covered under the first of these categories include: contributions to the study of human ecology by the Chicago School, later developments in

ecological analysis, the role of urban renewal and slum clearance in affecting urban ecology, and the contributions of the neo-Marxist school of urban analysis. There are also discussions of the dimensions of the 'inner-city problem', of the dynamics of residential segregation by race, and of race differentials in access to urban housing and employment. Under the second category of subject matter the course examines such issues as urban crowding, territoriality in an urban environment, racist voting behaviour, defensible space, and related issues in the sociology of housing design.

Pre-Requisites: Students are normally expected to have taken So100: *Principles of Sociology* or to be able to present evidence of equivalent knowledge. However, in special circumstances exceptions may be made to this requirement.

Teaching Arrangements: There is a lecture course and a series of twenty-two weekly classes.

Lectures: So134 22 Sessional

Classes: So134a 22 Sessional

Written Work: For the classes students take turns to prepare essays on themes connected with the lecture course; these essays are presented to the class for criticism and discussion.

Reading List: E. W. Burgess & D. J. Bogue, *Contributions to Urban Sociology*; M. Castells, *The Urban Question*; L. J. Duhl (Ed.), *The Urban Condition*; M. Harlow (Ed.), *Captive Cities*; P. K. Hatt & A. J. Reiss (Eds.), *Cities and Society*; W. H. Michelson, *Man and His Urban Environment, with Revisions*; C. G. Pickvance (Ed.), *Urban Sociology: Critical Essays*; P. Saunders, *Social Theory and the Urban Question*; M. Stewart (Ed.), *The City*; G. A. Theodorson (Ed.), *Studies in Human Ecology*.

Supplementary Reading List: K. Bassett & J. R. Short, *Housing and Residential Structure*; B. J. L. Berry & J. D. Kasarda, *Contemporary Urban Ecology*; M. Castells, *City, Class and Power*; M. Castells, *The City and the Grassroots*; G. E. Cherry, *Urban Change and Planning*; C. Cockburn, *The Local State*; P. Dunleavy, *Urban Political Analysis*; J. L. Freedman, *Crowding and Behaviour*; P. Hall (Ed.), *The Inner City in Context*; J. Henderson & V. Karn, *Race, Class and State Housing*; D. T. Herbert & R. J. Johnson (Eds.), *Social Areas in Cities*; Housing Workshop of the Conference of Socialist Economists, *Political Economy and the Housing Question*; *Housing and Class in Britain*; *Housing, Construction and the State*; P. Lawless, *Britain's Inner Cities*; T. R. Lee, *Race and Residence*; C. Mercer, *Living in Cities*; S. Merrett, *State Housing in Britain*; S. Merrett, *Owner-Occupation in Britain*; National Community Development Project, *The Costs of Industrial Change*; O. Newman, *Defensible Space*; K. Newton (Ed.), *Urban Political Economy*; J. Rex & S. Tomlinson, *Colonial Immigrants in a British City*; P. Saunders, *Urban Politics*; M. P. Smith, *The City and Social Theory*; K. Young & P. L. Garside, *Metropolitan London*.

Examination Arrangements: Assessment is entirely by a three-hour written examination in the Summer Term that is based on the full syllabus. All questions carry the same maximum of marks.

N.B. This course will be given in alternate years only.

So5918

Sociology of Sex and Gender Roles: Women in Society

Teacher Responsible: Dr. L. Sklair, Room A350 (Secretary, Mrs. Y. Brown S686)

Course Intended Primarily for B.Sc. c.u. main field Soc.; B.Sc. (Econ.) Part II; B.Sc. S.S. and A. 3rd year.
Core Syllabus: The nature and causes of sex and gender role differences over time and place.

Course Content: A comparative study of the roles of men and women in society, and the kind and extent of inequalities between them. An examination of theories of sex discrimination: feminist, Marxist, sociological, psychological and biological. Family structures and their implications for gender roles in the political, economic, occupational, religious, and cultural spheres. Comparative materials will be drawn chiefly from Britain, the United States, Scandinavia and the Soviet Union.

Teaching Arrangements: The course will consist of 24 lectures (So141) and a weekly class (So141a). The class lists are posted on the notice boards on the Ground Floor of the Main Building.

The lectures will provide an account of the main theories and a survey of the main sources for each of the areas to be covered in the course, while the classes will look in detail at the specific topics listed in the attached "Class Topics" reading list.

Written Work: Students will be expected to prepare one or more class papers and these will normally be revised in light of the class discussion and handed in to be marked by class teachers. Some topics may extend over more than one week.

General: (a) Although there is no single textbook that covers all the topics included in the course, there are several books that provide a sound introduction to several parts of the course. Students are advised to buy and study closely at least one of the following:

S. Delamont, *A Sociology of Women*; A. Oakley, *Sex, Gender and Society*; A. Oakley, *Subject Women*; J. Rohrbaugh, *Women: Psychology's Puzzle*; Bristol Women's Study Group, *Half The Sky*; Cambridge Women's Study Group, *Women in Society*; J. Lewis (Ed.), *Women's Welfare, Women's Rights*; E. Whitelegg et al. (Eds.), *The Changing Experience of Women*; M. Evans (Ed.), *The Woman Question*.

(b) There are several journals that specialise in this area. The most useful of these are:

Feminist Review (LSE Main Library); *Signs* (LSE Main Library); *Sex Roles* (Senate House); *International Journal of Women's Studies: History Workshop Journal* (LSE Main Library).

(c) There are good booklists in many of the items in the reading list. In addition the following three works are particularly useful:

BSA, *Sociology Without Sexism: a Sourcebook*; M. Evans & D. Morgan, *Work on Women: A Guide to the Literature*; M. Warren, *The Nature of Woman: An Encyclopaedia and Guide to the Literature*.

The journal *Signs* regularly features review articles on feminist scholarship in many disciplines. Of particular relevance for the course are:

L. Lamphere, "Anthropology", Vol. 2 (Spring 1977), pp. 612-27.

M. Boxer, "For and About Women", Vol. 7 (Spring 1982), pp. 661-95.

(d) Many journals in specialist areas have in recent years produced special issues on topics for the course. You may find the following useful:

"Women in Communist Systems", *Studies in Comparative Communism*, XIV (Summer 1981)

"Rape", *Journal of Social Issues* 37, no. 4 (1981)

"Homosexuality: the end of an Illness", *American Behaviour Scientist*, 25 (March 1982)

"Sexuality in History", *Journal of Contemporary History*, 17 (April 1982)

"Women's Issue", *Critique of Anthropology*, 3, 9 and 10 (1977)

"Sex Roles: Resistance and Change", *Journal of Social Issues*, 32, 3 (1976)

"Asian Women", *Bulletin of Concerned Asian Scholars*, 7 (Jan.-March, 1975)

"Women and the City", *International Journal of Urban and Regional Research*, 1, 3 (Oct. 1978)

Examination Arrangements: The examination will consist of a three hour unseen written paper. The examination paper will be based on the topics covered in the "Class Topics" list.

So5919

Criminology

Teacher Responsible: Professor Terence Morris, Room S877 (Secretary, Miss J. Johnson, S779)

Course Intended Primarily for B.Sc. c.u. main fields Soc. Psych., Soc., B.Sc. (Econ.) Part II, Dip. Soc. Admin.

Core Syllabus: The course is intended to introduce students to sociological perspectives on theories of crime and its control through legal institutions in contemporary industrial societies.

Course Content: The intellectual origins of criminology in 18th and early 19th century social thought; early theories of crime causation including Positivist theories of criminal anthropology. Sociological approaches to crime causation including functionalism, anomie theory, interactionism and area studies. Problems of criminal statistics. White collar crime; organised and professional crime. Crimes without victims including drug offences, prostitution and offences arising from sexual deviance. Suicide and homicide. Problems of juvenile delinquency and juvenile justice. The work of the Chicago School of social ecology. Problems in the sociology of law and the operation of the criminal justice system. The sociology of policing. Sentencing and the practices of the courts. The development of the prison system and other total institutions for the control of deviance.

Pre-Requisites: Students should have some grounding in sociological theory and be familiar with the social and political history of western industrial societies, although detailed knowledge is not required. For this reason the course is not normally available for first-year sociology students.

Teaching Arrangements: Lectures So143, 20 Michaelmas and Lent Terms. Classes So143a 20 Sessional.

Reading List: The text designed to introduce the course

is: Terence Morris, *Deviance and Control: The Secular Heresy*. Other recommended introductory texts include: E. Sutherland and D. Cressey, *Principles of Criminology*; D. Downes and P. Rock, *Understanding Deviance*; W. Chambliss, *Crime and the Legal Process*.

Supplementary Reading List: Details will be given during the course, in connection with classwork.

Examination Arrangements: Those taking this course as part of the B.Sc. course unit or B.Sc.(Econ.) degree will be examined by means of three essays written during the Easter vacation. The essays, which are chosen from an extensive list of questions, must be of less than 2,000 words each.

So5920

Sociology of Deviant Behaviour

Teachers Responsible: Professor P. E. Rock, Room S875 (Secretary, Miss J. Gauntlett, S878), and Professor D. Downes, Room A246 (Secretary, Miss E. Plumb, A255)

Course Intended Primarily for B.Sc. Sociology 3rd year and B.Sc. (Econ.) Sociology Option, 3rd year.

Core Syllabus: The aim of the course is to introduce students to the major theories of deviance and control, and their detailed application to specific forms of deviance.

Course Content: Detailed consideration is given to the major sociological perspectives on deviance and control, including ecology and the 'Chicago School', functionalism, Marxism, cultural and subcultural theories, symbolic interactionism and allied approaches and 'control' theories. The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use.

Pre-Requisites: Introductory courses in sociological theory and social structure; **Criminology** (So143) is recommended.

Teaching Arrangements: There is a lecture course and classes.

Lectures: So144: 10 Lent Term.

Classes: So144a: 20 (1½ hours) Michaelmas and Lent Terms.

Written Work: One essay per term is strongly recommended. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list covering all classes is provided at the first class. The following is basic reading:

D. M. Downes & P. E. Rock, *Understanding Deviance*; H. Becker, *Outsiders* (2nd edn.); J. Lea and J. Young, *What is to be done about Law and Order?*; D. Matza, *Becoming Deviant*; I. Taylor, P. Walton & J. Young, *The New Criminology*; S. Cohen, *Folk Devils and Moral Panics* (2nd edn.); S. Cohen & L. Taylor, *Psychological Survival*; S. Box, *Deviance, Reality and Society*; R. Hood (Ed.), *Crime, Criminology and Public Policy*; E. Rubington & M. Weinberg, *Deviance: The Interactionist Perspective* (2nd edn.); W. G. Carson & P. Wiles (Eds.), *Crime and Delinquency in Britain* (Vols. 1 & 2).

Examination Arrangements: Students sit one 3-hour examination.

So5921

So6880

The Sociology of Religion (Undergraduate and Postgraduate)

Teacher Responsible: Dr. E. Barker, Room S684 (Secretary, Mrs J. MacRae, A451)

Course Intended Primarily for B.Sc. Soc. or B.Sc. Econ. Part II Special Subject Sociology and, M.Sc. Sociology, but open to all students if their departments agree.

Core Syllabus: The course is concerned with the relationship between religion and other areas of society: the ways in which and extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Course Content: The course concentrates primarily, but not exclusively, on the role of religion in the West during the last two centuries. The approach of writers such as Weber, Durkheim and Marx are considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion, especially the new religious movements; relationships between religion and the economy and politics and science; and methodological issues associated with the sociology of religion.

Teaching Arrangements:

Lectures: (So142). 25 weekly lectures.

Classes: (So142a) weekly.

Field Trips: Visits will be arranged to religious services and/or to meet adherents of 3 or 4 different faiths (the actual choice depends on the students' interests). These take place depending on general convenience. Each student will also be expected to attend and write a short report on at least one other service/ritual.

Written Work: (a) 10-minute papers given in classes; (b) short reports (c.800 words) on field trips.

Post-Graduate Seminar: (So166)

This course takes the above syllabus as the examinable core of the subject, but the actual examination is set in accordance with the interests of the students participating. The seminar meets weekly throughout the session and invites several outside specialists to speak.

Reading List: (More detailed reading lists are available for specific topics)

B. Wilson, *Religion in Sociological Perspective* (O.U.P., 1982); *Contemporary Transformations of Religion* (O.U.P., 1976); *Magic and the Millennium* (Paladin, 1975); M. Hill, *A Sociology of Religion* (Heinemann, 1973); M. McGuire, *Religion: the Social Context* (Wadsworth, 2nd edn., 1987); H. Paul Chalfont et al., *Religion in Contemporary Society* (Mayfield, 2nd edn., 1987); P. Berger, *The Social Reality of Religion* (Faber, 1967); R. Robertson (Ed.), *Sociology of Religion* (Penguin, 1967); M. Weber, *The Sociology of Religion* (Methuen, 1965); D. Martin, *A General Theory of Secularization* (Blackwell, 1978); *A Sociology of English Religion* (Heinemann, 1967); P. Hammond (Ed.), *The Sacred in a Secular Age* (University of California, 1985); M. Douglas, *Purity and Danger* (Penguin, 1966); *Natural Symbols* (Barrie & Rockliff 1970); J. Beckford, *Cult Controversies* (1985); E. Barker, *The Making of a Moonie:*

Brainwashing or Choice? (Blackwell, 1984); (Ed.), *New Religious Movements: A Perspective for Understanding Society* (Edwin Mellen Press, 1982); R. Wallis, *The Elementary Forms of the New Religious Life* (Routledge, 1984); C. Glock & R. Bellah (Eds.), *The New Religious Consciousness* (University of California, 1976).

Journals specialising in the Sociology of Religion: *Sociological Analysis*; *Review of Religious Research*; *Journal for the Scientific Study of Religion*; *Archives de Sciences Sociales des Religions*; *Social Compass*.
Examination Arrangements: Three-hour formal paper. Questions will be set by the teachers involved.

So5922

Sociology of Medicine

Teacher Responsible: Dr. S. Taylor, Room S664 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for B.Sc. Sociology and B.Sc. (Econ.) Part II and other c.u. students.

Core Syllabus: This course aims to examine sociological explanations of health and illness and the development of medicine as a social institution.

Course Content: This course will involve consideration of the following themes: changing patterns of disease and the role of medicine; health inequality and the politics of health; experiences of illness and professional — patient interactions; the medicalisation of daily life; the pharmaceutical industry; medicine and social control; medicine and deviance; medicine and women; the rise of modern medicine; the medical professions; the organisation of health care resources; ethical and legal issues in health care.

Pre-Requisites: There are no specific pre-requisites for this course.

Teaching Arrangements: There will be a 20 week lecture course supplemented by specific video material and discussion classes every other week.

Written Work: Students will be expected to present at least one seminar paper, and there will be one assessed piece of course work.

Reading List: (a) introductory texts: L. Doyle, *The Political Economy of Health*; M. Morgan et al., *Sociological Approaches to Health and Medicine*; D. Patrick and G. Scambler, *Sociology as Applied to Medicine*; (b) **readers:** G. Albrecht and P. Higgins (Eds.), *Health, Illness and Medicine*; N. Black et al. (Eds.), *Health and Disease: A Reader*; L. Eisenberg and A. Kleinman, (Eds.), *The Relevance of Social Science for Medicine* (c) **further reading:** D. Armstrong, *The Political Anatomy of the Body* M. Foucault, *The Birth of the Clinic*; E. Freidson, *Profession of Medicine*; J. Harris, *The Value of Life*; L. Illich, *Medical Nemesis*; T. McKeown, *The Role of Medicine*; V. Navarro, *Medicine Under Capitalism*; A. Oakley *Women Confined*; T. Szasz, *The Manufacture of Madness*; S. Taylor, *Durkheim and the Study of Suicide*; P. Townsend and N. Davidson, *Inequalities in Health*; P. Wright and A. Treacher, *The Problem of Medical Knowledge* (d) **journals:** *Social Science and Medicine*; *International Journal of Health Services*; *Sociology of Health and Illness*.

Examination Arrangements: An unseen three hour examination from which three questions are to be

attempted. The examination will count for 75% of the final mark, while an assessed essay written during the Easter vacation will count for the remaining 25%.

So5923

Sociology of Work, Management and Employment

Teacher Responsible: Dr. S. R. Hill, Room A454A (Secretary, Mrs. M. Savage, A453)

Course Intended Primarily for B.Sc. c.u. main field Sociology; B.Sc. (Econ.) Part II special subjects Sociology and Industrial Relations.

Core Syllabus: Coverage of contemporary sociological perspectives on work, economic organisation and employment.

Course Content: Competing interests at work. The labour process and the development of the managerial function. Managerial strategies and employment relations. New technology and the deskilling debate. The quality of working life and new forms of participation. Managerial goals and company structure. Bureaucracy and organisational theory. The Japanese corporation. Cooperatives. Self-management. Economic democracy. Labour market segmentation. Women in employment. The institutionalisation of conflict. Trade union representativeness and effectiveness. The structure of the working and middle classes. Ideology and consciousness. The state, political parties and employment relations.

Pre-Requisites: Normally one of *Principles of Sociology, The Social Structure of Modern Britain, Introduction to Social Anthropology*, but this requirement is waived for B.Sc. (Econ.) special subject Industrial Relations.

Teaching Arrangements: There will be 20 lectures (So141) and 23 classes (So140a) given by Dr. Hill.

Written Work: Each student is expected to present at least one class paper per session and, depending on the number of people per class, may be asked to present two.

Reading List: A recommended textbook is S. Hill, *Competition and Control at Work*. Other books of a general nature that cover substantial parts of the syllabus are: H. Braverman, *Labor and Monopoly Capital*; C. Crouch, *Trade Unions: The Logic of Collective Action*; R. Edwards, *Contested Terrain*; A. Giddens & G. Mackenzie (Eds.), *Social Class and the Division of Labour*; D. M. Gordon et al., *Segmented Work, Divided Workers*; M. Piore & C. Sabe, *The New Industrial Divide*; S. Wood (Ed.), *The Degredation of Work?*

The major additional references for individual topics on the syllabus, arranged chronologically by topic are: A. Fox, *Beyond Contract*, chaps. 6 and 7; C. Littler, *The Development of the Labour Process*; P. Osterman (Ed.) *Internal Labor Markets*; C. Gill, *Work, Unemployment and the New Technology*; J. Kelly, *Scientific Management Job Redesign and Work Performance*; A. D. Chandler & H. Daems, *Management Hierarchies*; J. Scott, *Corporations, Classes and Capitalism*, chaps. 2–4; M. Crozie, *The Bureaucratic Phenomenon*, Part 3; R. Dore, *British Factory — Japanese Factory*; K. Bradley & A. Gelb,

Cooperation at Work; C. Prout, *Yugoslavian Self Management*; I. Berg (Ed.), *Sociological Perspectives on Labor Markets*, chaps. 4 and 5; S. Amsden (Ed.), *The Economics of Women at Work*; J. West (Ed.), *Work, Women and the Labor Market*; W. Korpi & M. Shalev, 'Strikes, industrial relations and class conflict' in *British Journal of Sociology*, 1979; R. B. Freeman and R. Medoff, *What Do Unions Do?*; C. Mulvey, *The Economic Analysis of Trade Unions*, chaps. 8 and 9; A. Giddens, *The Class Structure of Advanced Societies*; N. Abercrombie et al., *The Dominant Ideology Thesis*; F. Parken, *Marxism and Class Theory*, Part 2; C. Vogler, *The Nation State*.

A more comprehensive bibliography will be available to students taking this course.

Examination Arrangements: A three-hour formal examination in the Summer Term.

So5945

Society and Literature

Teacher Responsible: Dr. A. Swingewood, Room A352 (Secretary, Miss J. Johnson, S779)

Course Intended Primarily for B.Sc. c.u. main field Sociology 2nd or 3rd year and B.Sc. (Econ.) Part II 2nd or 3rd year.

Core Syllabus: The aim of the course is to introduce students to the problems of theory and method in analysing the relation of different forms of literature (fiction mainly) to different forms of society. The theory is applied to specific texts such as novels or plays.

Course Content: An analysis of the major contributions to the theoretical study of the sociology of literature: Lukacs, Goldmann, Bakhtin, Raymond Williams; Marxism, structuralism, semiotics.

The theory of mass society and mass culture; the relation of literacy to social development and culture. The sociology of culture; authors and readers; the sociology of reading. The problem of aesthetic analysis in sociology. Some examples of sociological analysis of fiction.

Pre-Requisites: No particular knowledge of literature or literary theory is required but some knowledge of sociology is desirable, in particular sociological theory.

Teaching Arrangements: Lectures: So113 (2 hours) 10 Michaelmas Term.

Seminar: So113a 10 Lent Term.

Each student is expected to produce at least one seminar paper and two essays.

Reading List: There is no adequate text book but the most useful are: J. Hall, *The Sociology of Literature* (pb); J. Wolff, *The Social Production of Art* (pb); R. Williams, *Marxism and Literature* (pb); D. Laurensen & A. Swingewood, *The Sociology of Literature*; A. Swingewood, *Sociological Poetics and Aesthetic Theory*; T. Eagleton, *Literary Theory*.

Examination Arrangements: There is a three hour formal examination in the Summer Term. The examination is an advance notice paper which means that the student gets the examination paper three weeks before the examination. In addition each student must write a 2,500 word essay analysing sociologically any novel, play or poem of their choice; this essay must be handed in before a specified date at the beginning of May.

The formal examination counts for 70% and the essay for 30% of the examination mark.

So5960

The Psychoanalytic Study of Society

Teacher Responsible: Dr. C. Badcock, Room S665 (Secretary, Mrs. J. MacRae, A451)

Course Intended Primarily for B.Sc. Sociology, B.Sc. Social Psychology — 2nd year option, B.Sc. Social Anthropology; B.Sc. Social Policy and Administration — first year, B.Sc. Econ. Part II, General Course students, and all other students in the School who may follow an optional course taught in the department of sociology.

Core Syllabus: The course aims to provide students of the social sciences with a basic grounding in the aspects of psychoanalysis relevant to their discipline. It explores common ground between the sociological and psychoanalytic perspectives of society and outlines a central paradigm for the understanding of how cultural and economic factors, personality structures and basic biological drives interact in constituting human social behaviour.

Course Content: The course is based on Freud's cultural theory and its relation to psychoanalysis in general. It considers individual psychological ontogeny as recapitulating social phylogeny and considers the inter-relations between culture, religion and psychopathology. It looks at group psychology and the structure of the ego, object-relations and social interactions, and the theory of groups. It examines the literature of psychoanalytic anthropology and sociology and considers the sociological critique of psychoanalysis and the psychoanalytic critique of sociology. It attempts to define psychoanalysis as a central paradigm in the social sciences and explores its relations with sociology, psychology, anthropology, economics and history.

Pre-Requisites: None, but prior attendance at course PS101 (*Psychoanalytic Theories and their derivatives*) would be desirable.

Teaching Arrangements: Lectures: So114 24 Sessional.

Classes: So114a Sessional.

Written Work: entirely at the class teacher's discretion. There is no formal course work.

Reading List: S. Freud, *Totem and Taboo; Civilisation and Its Discontents; Group Psychology and the Analysis of the Ego; Moses and Monotheism; The Question of Lay-analysis; Introductory Lectures on Psychoanalysis*; A. Freud, *The Ego and the Mechanisms of Defence; Normality and Pathology in Childhood; A Study-guide to Freud's Writings*; G. Roheim, *Psychoanalysis and Anthropology; The Riddle of the Sphinx*; E. Jones, *Essays on Applied Psychoanalysis; The Nightmare*; P. A. Robinson, *The Sexual Radicals*; T. Reik, *Ritual*; A. Kardiner, *The Psychological Frontiers of Society*; G. Devereux, *From Anxiety to Method in the Behavioural Sciences; Dreams in Greek Tragedy*; E. Erikson, *Childhood and Society*; E. Fromm, *The Sane Society*; W. LaBarre, *The Ghost Dance*; C. Levi-Strauss, *The Elementary Structures of Kinship*; M. Spiro, *Oedipus in the Robriands*; H. Marcuse, *Eros and Civilization*; B. Mazlish, *Psychoanalysis and History*; W.

Muensterberger et al. (Eds.), *The Psychoanalytic Study of Society*, 10 vols.; W. Rieff, *Triumph of the Therapeutic*; F. Weinstein & G. Platt, *Psychoanalytic Sociology*; M. Fortes, *Oedipus and Job in West African Religion*; R. Fox, *The Red Lamp of Incest*; J. H. Crook, *The Evolution of Human Consciousness*; C. Badcock, *Levi-Strauss, The Psychoanalysis of Culture: Madness and Modernity*; N. O. Brown, *Life Against Death*; R. Bockock, *Freud and Modern Society*; Sigmund Freud; R. Endleman, *Psyche and Society*; S. Moscovici, *La Psychanalyse: Son Image et Son Public*.

Supplementary Reading List: A supplementary reading list associated with class topics will be issued to students at the beginning of the course.

Examination Arrangements: A three-hour unseen examination towards the end of the Summer Term.

So5961

Evolution and Social Behaviour

Teacher Responsible: Dr. C. Badcock, Room S777 (Secretary Mrs. J. MacRae, A451)

Course Intended Primarily for B.Sc. Sociology, Social Anthropology, Social Psychology, B.Sc. Econ., General Course and Beaver One Term Programme and any other students who may follow an optional course taught in the Department of Sociology to the value of one unit.

Core Syllabus: The course aims to give students of the social sciences an introduction to theoretical sociobiology and its applications to human societies. The course also deals with the relevance of sociobiology and its insights into fundamental questions of social science such as the problem of order, the origins of motivation and social co-operation, altruism, kinship, crime, social structure and so on.

Course Content: Fundamentals of evolution — selection and fitness; the group-selectionist fallacy; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring conflict; reciprocal altruism, deceit and induced altruism; the relevance and validity of sociobiology; the problem of the gene-behaviour interface; sociobiology and social science. The theories of inclusive fitness and parental investment related to kinship, marriage, incest-avoidance, infanticide, crime and altruistic behaviours. Parent-offspring conflict, reciprocal altruism, morality and psychological behaviour; altruism and social structure. Empirical problems of sociobiology and its application to human beings.

Pre-Requisites: None.

Teaching Arrangements: One two-hour lecture/seminar per week.

Written Work: No formal course work.

Reading List: Class and lecture reading lists will be based on the following: R. Trivers, *Social Evolution*; J. Loproato, *Human Nature & Biocultural Evolution*; D. Barash, *Sociobiology & Behaviour*; R. Dawkins, *The Selfish Gene*; P. van den Berghe, *Human Family Systems*; C. Badcock, *The Problem of Altruism*; N. Chagnon & W. Irons (Eds.), *Evolutionary Biology & Human Social Behaviour*.

Examination Arrangements: A three-hour unseen examination towards the end of the Summer Term.

So6800

Methods of Sociological Study

Teachers Responsible: Dr. C. T. Husbands, Room A351 (Secretary, Mrs. M. Savage, A453) and Mr. G. Rose, S775 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for M.Sc. (Sociology), for which it is the compulsory course. Part-time students taking the M.Sc. over two years may wish to note that the course can be taken in either the first or second year. First year M.Phil. (Sociology) students are encouraged to attend either the whole or parts of the course, but their attendance is optional.

Core Syllabus: The aim of the course is to discuss main aspects of the research methods used in Sociology. However it is not a specialist course, nor is it of a technical nature; it is devised to meet the general needs of M.Sc. students as a whole.

Course Content: The main problems arising in the logic of sociological research, the design of social investigations, the collection of data, and the analysis and interpretation of results.

Pre-Requisites: This is not a course on statistical techniques, but it is an advantage for students to have a prior knowledge of elementary statistics approximately to the level required for the London B.Sc. (Sociology) degree. Any students who wish to refresh their memories or who need to fill in gaps in their knowledge can attend undergraduate course SM202, either in full or in part.

Teaching Arrangements: There are two series of seminars

So160: **Design and Analysis of Social Investigation.** 26 Sessional.

So161: **Design and Analysis of Social Investigation** (special topics) 10 Michaelmas and Lent Term.

Each series of seminars will intersperse three methods of teaching:

- (a) lecture followed by discussion
- (b) student seminar papers followed by discussion
- (c) invited guest speakers, talking about their own research or special topics.

Part of the assessment for the course is, in normal circumstances, a "project paper" which involves the design of a research study (see section on examination arrangements, below). Approximately one-third of the seminars will, therefore, focus on this topic. However, students may substitute one of two other options for this project paper.

Either (a) Course SM268, Further Statistical Methods. This course focusses on topics such as non-parametric techniques, analysis of variance and covariance, multiple regression and other selected multivariate techniques. It assumes a knowledge of introductory statistics comparable to SM202. For further details of the course, including examination methods, see the relevant study guide.

or (b) In exceptional cases, students may submit an *extended paper on a methodological subject* (the topic to be determined in consultation with Mr. Rose and Dr. Husbands).

Written Work: In normal circumstances (i.e. when the student undertakes the "project paper"), he or she will write two papers as part of their course: (i) at the end of Michaelmas Term and (ii) at the beginning of

Summer Term. Paper (ii) will be based on the student's project, and acts as preparation for the final project paper, which is formally examined (see section on examination arrangements, below).

If option (a) is taken instead of the project paper, paper (i) is required, plus the usual requirements of course SM268. If option (b) is taken, paper (i) is required, and paper (ii) will act as preparation for *the extended paper on a methodological subject*. Students should also expect to give up to three seminar papers, of which one will be on their project (or their option).

Reading List: No one book covers the whole syllabus. Students are advised to purchase L. H. Kidder & C. H. Judd, *Research Methods in Social Relations*, (5th edn.) Holt, 1986; G. Rose, *Deciphering Sociological Research*, Macmillan, 1982.

Readings which students may wish to consult include: K. D. Bailey, *Methods of Social Research*, Free Press, 1978; C. Bell & H. Newby (Eds.) *Doing Sociological Research*, Allen & Unwin, 1977; H. S. Becker, *Sociological Work*, Aldine, 1970; M. Bulmer (Ed.), *Sociological Research Methods* (2nd edn.), Macmillan, 1984; R. G. Burgess, *In the Field*, Allen & Unwin 1984; D. T. Campbell, & J. C. Stanley, *Experimental and Quasi-Experimental Designs for Research*, Rand McNally, 1963; N. K. Denzin, *The Research Act*, McGraw-Hill, 1978; P. Hammersley and P. Atkinson, *Ethnography: Principles in Practice*, Tavistock 1983; G. Hoineville et al., *Survey Research Practice*, Heinemann, 1978; C. Marsh, *The Survey Method*, Allen & Unwin, 1982; G. J. McCall, & J. L. Simmons, *Issues in Participant Observation*, Addison-Wesley, 1969; R. K. Merton, *On Theoretical Sociology*, Free Press, 1968; D. C. Miller, *Handbook of Research Design and Social Measurement*, McKay, 1970; C. A. Moser, & G. Kalton, *Survey Methods in Social Investigation*, Heinemann, 1971; A. Orenstein, & W. R. F. Phillips, *Understanding Social Research*, Allyn and Bacon; L. Schatzman & A. L. Strauss, *Sociology*, Prentice-Hall; C. Seltiz et al., *Research Methods in Social Relations* (2nd, 3rd edns.), Holt, 1976; M. Shipman, *The Limitations of Social Research*, Longman, 1972; M. Shipman (Ed.), *The Organisation and Impact of Social Research*, Routledge, 1976; J. Silvey, *Deciphering Data*, Longman, 1975; H. W. Smith, *Strategies of Social Research*, Prentice-Hall, 1975, 1981; J. P. Wiseman & M. S. Aron, *Field Projects for Sociology Students*, Schenkman, 1970.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the whole syllabus. The paper contains ten questions of which three are to be answered. Copies of previous years' papers are available.

66% of the total assessment for the course is based on the examination paper. The other 34% is awarded either on the project paper, assigned during Lent Term, or on one of the two alternatives listed above.

So6815

Sociological Theory (Seminar)

(This course may not be available 1988-89)

Teacher Responsible: Professor M. Mann, Room S778 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for M.Sc. students

Core Syllabus: A review of current theoretical developments in Sociology.

Course Content: Recent trends in sociological theory focussing on theories of ideology and culture, social class and social stratification, and the state and geo-political and military power.

Students are assumed to have a basic grounding in classical theory, but selective themes will be pursued more intensely in the work of Marx, Weber and Durkheim, and in their modern disciples within it if they wish.

Teaching Arrangements: Twenty-two two-hour seminars (So171) weekly throughout the Session.

Reading List: Useful introductory books are: J. H. Turner, *The Structure of Sociological Theory*; A. Giddens, *Central Problems of Sociological Theory*; A. Contemporary Critique of Historical Materialism; J. Hall, *Diagnoses of our Time*.

Examination Arrangements: One three-hour formal examination in the Summer Term, comprising topics agreed with the students and covered in the course of the seminar series. Students must answer three from about ten questions.

So6830

Social Structure of Industrial Societies

Teacher Responsible: Dr. Elizabeth Weinberg, Room S666 (Secretary, Mrs. J. MacRae, A451)

Course Intended Primarily for M.Sc. Sociology, available as an outside option within some other M.Sc. courses. M.A. Area Studies (United States).

Core Syllabus: The aim of the course is to increase students' knowledge of a number of industrial societies by concentrating on the application to them of certain major sociological theories.

Course Content: Political power, labour movements and industrial relations, gender relations, education and work, stratification and social mobility in industrial societies. Problems of comparative analysis. The course will focus on Britain, France, Germany, the U.S.S.R., U.S.A. and Japan.

Pre-Requisites: A first degree in sociology or some experience of undergraduate courses in sociology. (Students reading for the M.A. Area Studies (United States) are subject to different rules concerning pre-requisites).

Teaching Arrangements: Course comprises 23 seminars (So162) at which papers are presented by the students and occasionally by teachers. During Michaelmas and part of Lent Term the seminars follow a prescribed pattern of topics. During the remainder of Lent and some weeks of Summer Term the papers are chosen by the students, reading material being discussed individually with the teachers. (Students are also recommended to attend the lecture course So105).

Reading List: The following represents a minimal list: A. Amsden (Ed.), *The Economics of Women and Work*; M. Archer, *Social Origins of Educational Systems*; D. L. Barker and S. Allen (Eds.), *Dependence and Exploitation in Work and Marriage*; D. Bell, *The Coming of Post-Industrial Society*; S. Berger (Ed.), *Organising Interests in Western Europe*; H. A. Clegg, *Trade Unionism under Collective Bargaining*; C. J. Crouch & A. Pizzorno, *The Resurgence of Class*

Conflict in Western Europe since 1968 (2 Vols.); R. Edwards, *Contested Terrain*; F. Froebel et al., *The New International Division of Labour*; A. Giddens, *Class Structure of Advanced Societies*; J. Gershuny, *After Industrial Society?*; C. Lindblom, *Politics and Markets*; V. Mallinson, *An Introduction to the Study of Comparative Education*; P. C. Schmitter and G. Lehbruch (Eds.), *Trends towards Corporatist Intermediation*; D. Treiman, *Occupational Prestige on Comparative Perspective*; S. Wood, *The Degradation of Work*.

Examination Arrangements: There is a conventional three-hour examination in the Summer Term, in which three questions must be answered.

So6831

Sociology of Development

Teacher Responsible: Dr. L. Sklair, Room A350 (Secretary, Mrs. Y. Brown, S686)

Seminar Intended Primarily for M.Sc. Sociology, M.Sc. Economic History (Option B).

Core Syllabus: Sociological analysis of major issues related to the economic, political and cultural transformation of "third world" societies.

Course Content: Dependency and development in the Third World; the role of multinational corporations; the state; nationalism; ideology, culture and political mobilization; ethnicity; populism; marginality and the urban working class; military intervention in politics; peasantry; revolutionary movements in the Third World; socialist development paths.

Pre-Requisites: Knowledge of basic sociological theory.

Teaching Arrangements: Seminars: So163 22 Michaelmas, Lent and Summer Terms. The Lecture courses So132 and So133 are also relevant.

Written Work: Students are expected to write and present at least two seminar papers (one during the Michaelmas and one during the Lent Term).

Reading List: E. Wallerstein, *The Modern World System* Vol. I and II; B. Moore, *Social Origins of Dictatorship and Democracy*; R. Bendix, *Nation Building and Citizenship*; P. Anderson, *Lineages of the Absolutist State*; A. Gerschenkron, *Economic Backwardness in Historical Perspective*; P. Baran, *The Political Economy of Growth*; P. Worsley, *The Third World*; J. E. Goldthorpe, *The Sociology of the Third World*; E. De Kadt and G. Williams (Eds.), *Sociology and Development*; A. Hoogvelt, *The Third World in Global Development: The Sociology of Developing Societies*; A. Bernstein (Ed.), *Underdevelopment and Development*; I. Oxaal, Barnett and Booth (Eds.), *Beyond the Sociology of Development*; R. Rhodes (Ed.), *Imperialism and Underdevelopment*; J. Taylor, *From Modernisation to Modes of Production*; I. Roxborough, *Theories of Underdevelopment*; J. Paige, *Agrarian Revolution*; A. D. Smith, *State and Nation in the Third World*; N. Mouzelis, *Politics in the Semi-Periphery: Early Parliamentarism and Late Industrialisation in the Balkans and Latin America*; I. Redclift, *From Peasant to Proletarian*; P. Bairoch, *The Economic Development of the Third World since 1900*; P. Bairoch and M. Levy-Leboyer (Eds.), *Disparities in Economic Development since the Industrial*

Revolution; G. Kitching, *Development and Underdevelopment in Historical Perspective*; F. H. Cardoso and E. Faletto, *Dependency and Development in Latin America*; D. Collier (Ed.), *The New Authoritarianism in Latin America*; N. Girvan, *Corporate Imperialism*; C. Y. Thomas, *Dependence and Transformation*; C. Rosberg and T. Callaghey (Eds.), *Socialism in Sub-Sahara Africa*; I. L. Horowitz (Ed.), *Cuban Socialism*; M. Selden and V. Lippit (Eds.), *The Transition to Socialism in China*; K. Kumar (Ed.), *Transnational Enterprises: their impact on Third World Societies and Cultures*.

Supplementary Reading List: Detailed reading lists on specific topics are available from Dr. Mouzelis.

Examination Arrangements: A three-hour examination in June. Three questions to be answered.

So6850

Nationalism

Teacher Responsible: Dr. A. D. Smith, Room S776 (Secretary, Mrs. J. MacRae, A451)

Course Intended Primarily for M.Sc. Sociology, International Relations, Anthropology, Political Science.

Core Syllabus: An examination of the causes and role of ethnic identity and nationalist movements in the modern world, and of the relations between nations and states.

Course Content: Theories of nationalism; ethnicity and nationalism; language and culture; religion and nationalism; capitalism, class and nationalism; nationalism and the state system.

Teaching Arrangements: Seminars: So169 Sessional. (Students are also recommended to attend course So133).

Reading List: A. Cobban, *National Self-Determination*, Oxford University Press 1945; E. Kedourie, *Nationalism*, Hutchinson, 1960; E. Kedourie (Ed.), *Nationalism in Asia and Africa*, Weidenfeld & Nicolson, 1971; E. Gellner, *Thought and Change*, Weidenfeld & Nicolson, 1964; E. Gellner, *Nations and Nationalism*, Blackwell, 1983; K. Deutsch, *Nationalism and Social Communication*, MIT Press, 1966; H. Kohn, *The Idea of Nationalism*, Macmillan, 1967; P. Sugar & I. Lederer (Eds.), *Nationalism in Eastern Europe*, Seattle, 1969; I. Geiss, *The Pan African Movement*, Methuen, 1974; M. Hechter, *Internal Colonialism*, Routledge & Kegan Paul, 1975; N. Glazer and D. Moynihan (Eds.), *Ethnicity Theory and Experience*, Harvard University Press, 1975; H. Seton-Watson, *Nations and States*, Methuen, 1977; T. Nairn, *The Break-up of Britain*, New Left Books, 1977; L. Tivey (Ed.), *The Nation State*, Martin Robertson, 1980; J. Breuille, *Nationalism and the State*, Manchester University Press, 1982; J. Armstrong, *Nations before Nationalism*, University of North Carolina Press, 1982; A. D. Smith, *Nationalism in the Twentieth Century*, Martin Robertson, 1979; A. D. Smith, *The Ethnic Revival*, Cambridge University Press, 1981; A. D. Smith, *Theories of Nationalism*, 2nd edn., Duckworth, 1983; B. Anderson, *Imagined Communities*, Verso Books, 1983; D. Horowitz, *Ethnic Groups in Conflict*, University of California

Press, 1985; A. D. Smith, *The Ethnic Origins of Nations*, Blackwell, 1986.

Supplementary Reading List: A more detailed reading list is available from Dr. Smith and secretary and at the first two seminars.

Examination Arrangements: A three-hour examination in June with three questions to be answered.

So6852

Political Stability and Change

(Not available 1988-89)

Teacher Responsible: Mr. A. W. G. Stewart, Room S876 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for M.Sc. and other graduate students.

Core Syllabus: The aim of the seminar is to explore major problems in the analysis of political stability and change. Particular attention is paid to the discussion of alternative frameworks for the analysis of stability and change and of the differential contribution of social structural, cultural and organisational factors.

Course Content: Role attributed to politics and the state within macro-theories of social development; differential political implications of capitalism and modernisation; processes of state formation; material and cultural factors as determinants of stability and change; social movements as sources of stability and change; concepts of "pre-political" movements; structure, culture and organisation in the analysis of societal breakdown and revolution; case studies of the development of social democratic, fascist and communist regimes.

Pre-Requisites: A working knowledge of basic sociological theory (i.e. of analysis in terms of norms, roles, structures, institutions, etc.) and an ability to integrate theoretical and empirical materials.

Teaching Arrangements: Seminars: So168 Sessional. The course is normally given every other year, alternating with So6853, **Theories of Political Sociology**. Papers are presented by one or more members of the seminar upon relevant topics agreed and assigned at the first meeting of the seminar. Students choosing the course are strongly recommended to attend the lecture course "Political Processes and Social Change" (So131) which deals with many of the same problems with which the seminar is concerned.

Written Work: Members of the seminar will be required to present two papers during the course of the session.

Reading List: C. Tilly, *As Sociology meets History*; A. Stinchcombe, *Theoretical Methods in Social History*; P. Blau (Ed.), *Approaches to the Study of Social Structure*; B. Moore, *Social Origins of Dictatorship and Democracy*; P. Anderson, *Lineages of the Absolutist State*; C. Tilly, *The Formation of Nation States in Western Europe*; N. Poulantzas, *Fascism and Dictatorship*; R. Bendix, *Nation-Building and Citizenship*; G. Roth, *The Social Democrats in Germany*; M. Schwartz, *Radical Protest and Social Structure*; C. Tilly, *The Vendee*; N. Smelser, *Theory of Collective Behaviour*; L. Kaplan, *Revolutions: A Comparative Study*; S. Woolf (Ed.), *The Nature of Fascism*; M. Kitchen, *Fascism*; T. Skocpol, *States and Social Revolutions*; I. Wallerstein, *The Modern World System*; E. Hobsbawm, *Primitive Rebels*; S. Cohen,

Bukharin; A. Gerschenkron, *Bread and Democracy in Germany*; B. Moore, Jr., *Injustice*, chaps. 8-11; A. Gerschenkron, *Economic Backwardness in Historical Perspective*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The paper will consist of approximately twelve questions of which candidates must answer three.

So6853

Theories of Political Sociology

Teacher Responsible: Mr. A. W. G. Stewart, Room S876 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for M.Sc. and other graduate students.

Core Syllabus: The course is concerned to identify and explore key sociological issues in the social distribution of power, with particular reference to advanced industrial societies.

Course Content: Key concepts and major theories of political sociology; major forms of power in modern societies, their social bases and inter-relationships; class, state and gender; political organization as resource and constraint; authority, power and legitimation; problems and possibilities of political representation; the comparative political sociology of capitalist and state socialist societies.

Teaching Arrangements: Seminars: So167 Sessional. The course is normally given every other year, alternating with So6852, **Political Stability and Change**. Papers are presented by students and, on occasion, by guest speakers. Students may find it helpful to attend the lecture course So130, **Political Sociology**, which considers a number of issues discussed in the seminar.

Written Work: Members of the seminar will be required to present two papers during the course of the session.

Reading List: R. Aron, *Main Currents in Sociological Thought*, Vol. I (Section on Marx) and Vol. II (Section on Weber); Isaac Balbus, *Marxism and Domination*; A. Gilbert, *Marx's Politics*; R. Michels, *Political Parties*; R. T. McKenzie, *British Political Parties*; L. Minkin, *The Labour Party Conference*; R. Dahl, *Who Governs? Polyarchy*; R. Bell, D. Edwards and H. Wagner, *Political Power*; Alan Wolfe, *The Limits of Legitimacy*; R. Scase (Ed.), *The State in Western Europe*; S. Bornstein (Ed.), *The State in Capitalist Europe*; Tom Nairn, *The Break-up of Britain*; David Held et al (Eds.), *States and Societies*; E. Nordlinger, *On the Autonomy of the Democratic State*; S. Lukes, *Power*; Sheila Rowbotham, *Women's Consciousness, Man's World*; R. Reiter (Ed.), *Toward an Anthropology of Women* (esp. Gail Reuben, "Traffic in Women"); M. Stacey & M. Price, *Women, Power and Politics*; Elizabeth Wilson, *Women and the Welfare State*; T. Parsons, *Politics and Social Structure*; A. Gramsci, *Prison Notebooks*; A. Showstack Sassoon, *Gramsci's politics*; W. Adamson, *Hegemony and Revolution*; N. Abercrombie, S. Hill & B. Turner, *The Dominant Ideology Thesis*; John Scott, *Corporations, Classes and Capitalism*; F. Parkin, *Marxism and Class Theory*; Barry Smart, *Foucault, Marxism and Critique*; David Held, *Introduction to Critical Theory*;

Horkeimer to Habermas; J. Habermas, *Toward a Rational Society, Legitimation Crisis*; T. McCarthy, *The Critical Theory of Jurgen Habermas*; M. Djilas, *The New Class*; D. Lane, *Politics and Society in the USSR*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. Candidates will be required to answer three questions.

So6854

The Political Sociology of Latin America

Teacher Responsible: Dr. Ian Roxborough, Room S687 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for M.Sc. Sociology and M.A. (Area Studies in Latin America).

Core Syllabus: Aspects of the political sociology of Latin America.

Course Content: Dominant classes, agrarian politics, urban subordinate classes, revolution, populism, democracy and authoritarianism, the military.

Teaching Arrangements: Seminars: So170 Sessional.

Reading List: F. H. Cardoso & E. Faletto, *Dependency and Development in Latin America*, 1979; I. Roxborough, *Theories of Under-development*, 1979; B. Roberts, *Cities of Peasants*, 1978; P. Evans, *Dependent Development*, 1979; J. Payne, *Labor and Politics in Peru*, 1965; J. Paige, *Agrarian Revolution*, 1975; D. Collier, *The New Authoritarianism in Latin America*, 1979; R. Bonachea & M. San Martin, *The Cuban Insurrection*, 1974; J. Malloy, *Bolivia*, 1970; A. Stepan, *The Military in Politics*, 1971; J. Foweraker, *The Struggle for Land*, 1981.

Supplementary Reading List: A more detailed reading list is available from Dr. Roxborough or his secretary.

Examination Arrangements: A three-hour examination in June. Three questions to be answered.

So6880

The Sociology of Religion (Undergraduate and Post graduate)

See So5921

So6881

Sociology of Deviant Behaviour

Teachers Responsible: Professor T. Morris, Room S877 (Secretary, Miss J. Johnson, S779), Professor P. Rock, Room S875 (Secretary, Miss J. Gauntlett, S878), Professor D. Downes, Room A246 (Secretary, Miss E. Plumb, A280)

Course Intended Primarily for M.Sc. Sociology, M.Sc. Social Psychology, M.Sc. Social Planning.

Core Syllabus: The analysis of deviance, crime and social control.

Course Content: The course falls into three parts: a systematic introduction to concepts and problems in the sociology of deviance; a chronological review of major theories of deviance and control; and a description of empirical examples of deviance.

Teaching Arrangements: Seminars: So165 10 Michaelmas, 10 Lent and 3 Summer Term. There is a

course of undergraduate lectures (So144) offered in the Lent Term to which M.Sc. students are invited.

Reading List: D. Downes, & P. Rock, *Understanding Deviance*, 1988; M. McIntosh, *The Organisation of Crime*, 1975; A. K. Bottomley, *Criminology in Focus*, 1979; T. P. Morris, *Deviance and Control: The Secular Heresy*, 1976; I. Taylor, P. Walton, & J. Young, *The New Criminology*, 1973; P. Rock & M. McIntosh (Eds.), *Deviance and Social Control*, 1974; J. Lea & J. Young, *What is to be done about Law and Order?*

Supplementary Reading List: A more detailed list is available from Professor Rock or secretary.

Examination Arrangements: three-hour examination in June.

So6882

Medical Sociology

The Sociology Department does not offer teaching for this course.

Students are recommended to take either course SA6667 or course SA6640.

So6960

Methods of Social Investigation

Teacher Responsible: Dr. C. T. Husbands, Room A351 (Secretary, Mrs. M. Savage, A453)

Course Intended Primarily for Diploma in Sociology.

Core Syllabus: The aim of the course is to introduce students to basic research methods and statistical techniques used in sociology.

Course Content: The process of social research; techniques of data collection; social surveys; data analysis; descriptive statistics; sampling and sampling distributions; elements of statistical inference; elements of correlation and regression.

Pre-Requisites: None.

Teaching Arrangements: There is a fortnightly seminar. There are two lecture courses, each accompanied by classes. The programme is as follows: Seminars: So152. **Methods of Social Investigation**. 12 sessional (fortnightly).

Lectures: SA115. **Methods of Social Investigation**. 20 Michaelmas and Lent Terms. SM202. **Statistical Methods for Social Research**. 23 Sessional.

Classes: So103. **Issues and Methods of Social Research**. 24 Sessional (weekly) and 12 Workshop classes Sessional (fortnightly).

SM202. **Statistical Methods for Social Research**. 24 Sessional.

Students should note that the first lecture course above, SA115, does in fact comprise the lectures for course So103. Also, the fortnightly 'workshop classes' for So103 alternate with the seminars So152 to form a weekly series in Michaelmas and Lent Terms. For further details of teaching arrangements, reading lists and written work students should consult the two corresponding study guides:

Issues and methods of Social Research (So5801) (corresponding to So103) and **Methods of Statistical Analysis** (SM7215) (corresponding to SM202).

Written Work: See the two study guides noted above. The course **Issues and Methods of Social Research** involves participation in a research project and the writing of a report. Candidates for the Diploma in

So6961

Sociological Theory

See So5821

So6962

Comparative Social Structures I

See So5820

So6963

Comparative Social Structures II

See So5830

Sociology are required to write this report, but it does not contribute to the final examination.

Reading List: See the two study guides noted above.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the syllabus for both lecture courses. The paper contains ten questions in all, six in Section A and four in Section B. Four questions are to be answered, two from each section.

STATISTICAL AND MATHEMATICAL SCIENCES

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and Seminars

Lecture/
Seminar
Number

Course Guide
Number

Mathematics

SM101	Introduction to Algebra Dr. N. Gilbert	45/MLS	SM7001
SM102	Mathematical Methods Dr. J. Bell and Dr. M. Harvey	46/MLS	SM7000
SM103	Introduction to Analysis and Set Theory Dr. E. Boardman	45/MLS	SM7002
SM104	Informal Seminar (Not available 1988-89)	12/ML	
SM111	Further Analysis Dr. E. M. Boardman and Dr. S. Alpern	45/MLS	SM7030
SM112	Further Algebra Dr. N. Gilbert and Dr. H. Freedman	40/ML	SM7040
SM113	Further Mathematical Methods Dr. A. J. Ostaszewski	45/MLS	SM7020
SM120	Game Theory I Dr. A. J. Ostaszewski	20/M	SM7025; SM8002
SM121	Game Theory II Professor A. Rubinstein	25/LS	SM7025; SM8003
SM122	Applied Abstract Analysis Dr. A. J. Ostaszewski	45/MLS	SM7060; SM8001
SM123	Ideas in Mathematics and Science Dr. J. Bell	10/M	SM7024
SM124	Introduction to Topology Dr. S. R. Alpern	24/MS	SM7021
SM125	Convexity and Duality Dr. S. R. Alpern	10/L	SM7021
SM126	Fixed Point Theorems Dr. S. R. Alpern	10/L	SM7021
SM127	Sets and Models Dr. J. Bell	40/ML	Ph6203; SM7031
SM128	Axiomatic Set Theory Dr. J. Bell	15/LS	Ph6203

Lecture/
Seminar
Number

Course Guide
Number

SM129	Infinite Abelian Groups Dr. H. Freedman	20/ML	SM7042
SM130	Category Theory (Not available 1988-89)	20/ML	SM7041
SM131	Measure, Probability and Integration Dr. E. M. Boardman and Dr. S. R. Alpern	45/MLS	SM7061
SM132	Graph Theory and Combinatorics Mr. D. Connolly	31/ML	SM7063

Statistics

SM200	Basic Statistics Dr. C. S. Smith	33/MLS	SM7200
SM202	Statistical Methods for Social Research Mr. R. Wiggins	33/MLS	Ps5406; SM7215; So6960
SM204	Elementary Statistical Theory Mr. D. W. Balmer	33/MLS	SM7201
SM206	Probability and Distribution Theory Dr. M. Knott	33/MLS	SM7220
SM207	Estimation and Tests Mr. N. Shephard	12/LS	SM7220
SM210	Analysis of Variance and Quality Control Dr. J. Howard	10/M	SM7230; SM8258
SM211	Time Series and Forecasting Professor A. C. Harvey	10/L	SM7230; SM8258
SM212	Applied Regression Analysis Dr. C. S. Smith	10/L	SM7230; SM8258
SM213	Survey Methods To be arranged	10/M	SM7230; SM8258
SM214	Surveys, Experiments and other Investigations Mrs. K. E. Spitz	15/LS	SM7240; SM8260
SM215	Sample Survey Theory Mrs. K. E. Spitz	15/ML	SM7240; SM8260
SM216	Multivariate Methods Mr. Greenaway	15/ML	SM7240; SM8260
SM217	Further Statistical Theory and Methods Dr. C. S. Smith	15/ML	SM7240
SM218	Statistical Theory Dr. M. Knott and Miss S. Brown	30/MLS	SM7241; SM7250
SM219	Elementary Stochastic Processes Professor J. Hajnal	15/ML	SM7241; SM7250

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
SM221	Actuarial Applications of Stochastic Processes Mr. L. Roberts	15/L	SM7250
SM222	Marketing and Market Research Mrs. K. E. Spitz, Mr. D. W. Balmer and Professor M. Collins	60/MLS	SM7231
SM230	Introduction to Econometrics and Economic Statistics Mr. J. J. Thomas, Dr. C. M. Phillips and Mr. J. Davidson	45/MLS	Ec1430
SM232	Econometric Theory Professor A. C. Harvey and Dr. S. E. Pudney	40/ML	Ec1575; Ec2411
SM234	Statistical Sources Dr. C. M. Phillips	10/MS	SM8254; SM8260
SM235	Actuarial Investigations: Financial and Statistical Mr. L. A. Roberts	44/MLS	SM7260
SM236	Actuarial Life Contingencies Mr. P. Bayliss	44/MLS	SM7261
SM237	Statistical Packages and Data Analysis Miss S. Brown	25/ML	SM8254
SM238	Fundamentals of Decision Theory Dr. J. Howard	10/M	SM7216; SM8204
SM239	Behavioural Decision Theory Dr. L. D. Phillips	10/M	SM7216; SM8204
SM240	Bayesian Statistical Methods Dr. M. Knott	10/L	SM7216; SM8204
SM241	Decision Analysis in Practice Dr. L. D. Phillips	10/L	SM7216; SM8204
SM250	Stochastic Processes Mr. D. W. Balmer	40/ML	SM8203
SM254	Multivariate Analysis Dr. M. Knott	20/MLS	SM8257
SM255	Distribution-Free Methods and Robustness Dr. M. Knott	20/ML	SM8256
SM256	Analysis of Categorical Data Dr. C. S. Smith	10/LS	SM8257
SM257	Basic Time Series Analysis Professor J. Durbin	20/M	Ec2560; SM8256
SM258	Further Time Series Analysis Professor A. C. Harvey	20/L	Ec2561; SM8259
SM259	Applied Multivariate Analysis Mr. R. Wiggins	10/L	Ps6498; SM8255

<i>Lecture/ Seminar Number</i>			<i>Course Guide Number</i>
SM260	Statistical Techniques for Manpower Planning Professor D. J. Bartholomew	20/ML	SM8214
SM262	Further Sample Survey Theory and Methods To be arranged	30/ML	SM8255
SM263	Experiments in Social Research Mrs. K. E. Spitz	10/L	SM8261
SM264	Survey Design, Execution and Analysis To be arranged	20/ML	SM8261
SM265	Statistical Aspects of Educational Planning Dr. C. M. Phillips	20/L	SM8214; SM8260
SM268	Further Statistical Methods Dr. J. Howard	20/ML	Ps6498
SM269	Applied Statistics Dr. J. Howard	30/ML	SM8360
SM271	Joint Statistics Seminars Dr. M. Knott	LS	
SM272	Advanced Lectures on Special Topics in Statistics Dr. M. Knott	MS	
SM273	Quantitative Analysis in Social Research Mr. C. O'Muirheartaigh	L	SM273
SM274	Workshop in Applied Statistics Miss S. Brown	LS	SM274

Computing and Operational Research

SM300	Programming in Pascal Mr. A. Warman	20/M	SM7302
SM301	Data Structures Professor I. O. Angell	20/L	SM7303
SM302	Introduction to Computing To be arranged	20/M	SM7304
SM303	Data Management Systems To be arranged	15/LS	SM7305
SM304	Information Systems Development Ms. C. Avgerou	30/ML	SM7323
SM305	Knowledge Management Using Expert Systems Dr. G. Doukidis	15/ML	SM7324
SM306	Database Systems To be arranged	15/ML	SM7325
SM307	Computer Architectures Dr. J. D. Sylwestrowicz	15/ML	SM7326

<i>Lecture/ Seminar Number</i>		<i>Course Guide Number</i>	
SM308	Networks and Distributed Systems Mr. A. Warman	15/LS	SM7327
SM309	Numerical Computing Dr. J. D. Sylwestrowicz	20/L	SM7332
SM310	Artificial Intelligence Techniques and Tools Dr. G. Doukidis	20/M	SM7333
SM311	Software Engineering Dr. R. J. Paul	40/ML	SM7334
SM312	Computer Graphics Professor I. O. Angell	25/L	SM7335
SM313	Elements of Management Mathematics Professor J. Rosenhead, Dr. S. Powell and Dr. M. Knott	33/MLS	SM7340; SM8350
SM314	Operational Research Techniques Dr. J. V. Howard	25/MLS	SM7345
SM315	Mathematical Programming Dr. S. Powell	10/M	SM7345
SM317	Model Building in Operational Research Dr. R. J. Paul, Mr. D. W. Balmer and Dr. S. Powell	40/ML	SM7347
SM318	Management Sciences Seminar To be arranged	10/ML	
SM319	First-Year Computing Seminar Professor I. O. Angell	9/ML	
SM321	Applications of Computers Dr. G. Doukidis, Dr. J. Sylwestrowicz and Mr. A. Warman	15/ML	SM7321; SM8301
SM350	Operational Research Methodology Professor J. Rosenhead	20/ML	SM8342; SM8344
SM351	Basic Operational Research Techniques Dr. J. V. Howard and Dr. S. Powell	18/M	SM8342; SM8343
SM352	Advanced Operational Research Techniques Dr. J. V. Howard and Professor J. Rosenhead	20/LS	SM8347
SM353	Basic Mathematical Programming Dr. S. Powell	9/M	SM8342; SM8345; SM8351; SM8354
SM354	Mathematical Programming I Dr. S. Powell	16/ML	SM8351; SM8354
SM355	Mathematical Programming II Dr. S. Powell	15/L	SM8351; SM8355

<i>Lecture/ Seminar Number</i>			<i>Course Guide Number</i>
SM356	Graph Theory Mr. D. Connolly	9/M	SM7063; SM8351; SM8354; SM8356
SM357	Applied Statistical and Forecasting Techniques for O.R. Dr. J. V. Howard	9/M	SM8342; SM8343
SM358	Selected Topics in O.R. Dr. J. V. Howard, Professor J. Rosenhead and Dr. S. Powell	22/ML	SM8342; SM8344
SM359	O.R. Tutorial	10/S	SM8342; SM8344
SM360	Systems Analysis and Design Professor I. O. Angell and Mr. C. Eastel	20/M	SM8307
SM361	Aspects of Information Systems Mr. S. Smithson	20/ML	SM8308
SM362	Information Systems Colloquium Professor I. O. Angell and Mr. S. Smithson	10/ML	SM8308
SM363	Information Systems Management Mr. S. Smithson and Mr. A. Cornford	20/ML	SM8309
SM364	Information Systems Development Methodologies Mr. S. Smithson and Mr. A. Cornford	25/L	SM8310
SM365	Basic Systems Analysis Mr. A. Cornford	10/M	SM8345; SM8349
SM366	Economics for Operational Research Dr. A. Roell	10/M	SM8344
SM367	Information To be arranged	20/ML	SM8304
SM368	Workshop in Simulation 5 + One Whole Saturday/M Dr. R. J. Paul and Mr. D. W. Balmer		SM8345; SM8349
SM369	Strategic Aspects of Information Technology (i) Socio-Economic Aspects of Information Technology Ms. C. Avgerou (ii) National and International Information Technology Dr. G. Doukidis (iii) Seminars on Strategic Aspects of Instruction Technology Ms. C. Avgerou	5/M 5/L 5/L	SM8322
SM370	Intelligent Knowledge Based Systems Dr. G. Doukidis	20/ML	SM8323

Lecture/ Seminar Number		Course Guide Number	
SM371	Workshop in Urban and Transport Models (Not available 1988-89) Dr. S. Powell and to be arranged	20/ML	SM8358
SM372	Computer Based Modelling Systems Dr. R. J. Paul	10/L	SM8324
SM373	Workshop in Computer Software To be arranged	5/M	SM8345; SM8349
SM374	Further Simulation Dr. R. J. Paul and Mr. D. W. Balmer	30/LS	SM8348
SM375	Cost-Benefit Analysis To be arranged	5/M	SM8356
SM376	Valuation of Intangibles To be arranged	5/L	SM8356
SM377	Pascal Programming 5/M+ week preceeding Michaelmas		SM8345
SM378	Advanced Topics in Information Systems Dr. R. J. Paul	13/LS	SM8326
SM379	Operational Research in Transport Dr. S. Powell	12/ML	SM8356
SM381	Information Technology and Development Ms. C. Avgerou	20/ML	SM8306
SM382	Information Systems in Developing Countries Ms. C. Avgerou	20/ML	SM8306
SM383	Introduction to Information Systems Professor K. Grindley	10/M	SM8300
SM384	Seminar for Research Students in Systems Analysis Dr. J. Liebenau	30/MLS	
SM386	Combinatorial Optimization Mr. D. Connolly	35/LS	SM7063; SM8346
SM387	Transport Economics for Operational Research Dr. S. Glaister	10/L	SM8356
SM388	Planning Theory Professor J. Rosenhead	6/L	SM8361
SM389	Problem and Decision Structuring Methods Professor J. Rosenhead	14/LS	SM8361
SM390	Advanced Topics in OR Professor J. Rosenhead	26/LS	SM8362
SM391	Databases To be arranged	10/ML	SM8325

Lecture/ Seminar Number		Course Guide Number	
SM392	Office Automation Mr. S. Smithson	8/L	SM8325
SM393	Desk Top Publishing Mr. A. Warman	8/L	SM8325
SM394	Networks Mr. A. Warman	8/L	SM8325
SM395	Parallel Processing Dr. J. Sylwestrowicz	10/L	SM8325
SM396	Graphics Professor I. O. Angell	16/L	SM8325

Guide to Statistics courses for Research students

The Department provides courses in statistics suitable for non-statisticians at three levels: (i) Introductory (1st year undergraduate) courses; (ii) other applied undergraduate courses; and (iii) special courses for research students. Students should feel free to approach the teacher responsible for each course to discuss its suitability for their needs.

I. Introductory undergraduate courses

The Department teaches three first-year courses which do not assume any previous knowledge of statistics. They differ primarily in the level of mathematical background required and in their theoretical level.

SM202: Statistical Methods for Social Research (Course Guide SM7215)

This is the least mathematical of the courses. It is taught primarily to 1st year Sociology and 1st year Social Psychology students for whom it is a compulsory paper. It comprises 33 lectures. There is also a one-hour class each week at which the homework exercises are discussed. There are no prerequisites for this course. The applications discussed are mainly from Sociology and Psychology.

SM200: Basic Statistics (Course Guide SM7200)

This course (33 lectures, 20 classes) is an introduction to some fundamental ideas of statistical analysis, aimed at students with limited mathematical knowledge and ability (O-level, but no A-level). The first 10 lectures are devoted to descriptive statistics and basic probability theory, and the remainder to sampling and inference. The ideas of estimation and hypothesis testing are applied to simple linear regression and on-way analysis of variance.

SM204: Elementary Statistical Theory (Course Guide SM7201)

This is a course of 33 lectures and 20 associated classes which is intended to introduce students to the principal ideas of statistics at an elementary level. Most of the students attending the course will be first year undergraduates having a level of mathematical attainment equivalent to A-level, but with little or no prior experience of statistics.

The course covers aspects of descriptive statistics including exploratory data analysis; elementary probability and distribution theory; and statistical inference and methodology, including regression and time series analysis and the analysis of variance. It may serve either as a self-contained introduction to statistics or as a foundation for further theoretical or applied courses in statistics or econometrics.

II. More advanced undergraduate courses

All other courses in statistics require some prior understanding of statistical principles. The papers **Marketing and Market Research** (SM7231) and **Statistical Techniques for Management Sciences** (SM7230) are those most likely to be of interest to non-statisticians. Intending students should speak to the responsible teacher before deciding to attend these courses.

SM7231: Marketing and Market Research

The aim of this course is to cover the main methods of data collection and analysis used in market and opinion research. An understanding of the elements of

probability and statistical inference is required. Although much of the course is completely non-mathematical, those students who have done only one basic course in statistics will find part of the course very difficult.

SM7230: Statistical Techniques for Management Sciences

This is a second-level course, emphasising the application of statistical techniques which have proved useful in management sciences. Students should have completed the equivalent of **Elementary Statistical Theory** (SM7201) and **Mathematical Methods** (SM7000). It consists of four lecture courses, each accompanied by a class, as follows: SM210, **Analysis of Variance and Quality Control**; SM211 **Time Series and Forecasting**; SM212, **Applied Regression Analysis**; SM213 **Survey Methods**.

III. Special courses for research students

The Department will introduce two special courses for research students from other departments in 1988-9.

SM273 Quantitative Analysis in Social Research

The course will provide a brief intensive introduction to the principles and methods of statistical analysis applicable to social research data.

SM274: Workshop in Applied Statistics

The workshop will deal with practical problems in statistical analysis raised by the participants.

Course Guides

SM273

Quantitative Analysis in Social Research

Teachers Responsible: Colm O'Muircheartaigh, Room S214 (Secretary, Ann Morris, S205) and Professor D. Bartholomew, Room S210 (Secretary, S206)

Course Intended Primarily for: Research students, Ph.D., M.Phil. and Research Fee students in all departments of the School.

Core Syllabus: The course will provide a brief intensive introduction to the principles and methods of statistical analysis applicable to social research data.

Prerequisites: None.

Teaching Arrangements: One week intensive course from September 26-30.

Examination Arrangements: There will be no formal assessment associated with this course.

SM274

Workshop in Applied Statistics

Teacher Responsible: Miss Susannah Brown, Room S211 (Secretary, S206)

Course Intended Primarily for: Research students, Ph.D., M.Phil. and research fee and M.Sc. students in all departments of the School whose research or project work involves the use of or appreciation of statistical techniques and methodology.

Core Syllabus: The workshop will deal with the practicalities of statistical data analysis in research within the social sciences.

Course Content: There is no formal syllabus. The initial meetings will outline the computing and other support facilities available within the School. Subsequent sessions will introduce statistical packages

and techniques and participants will be able to seek help with their particular problems.

Pre-Requisites: None except the need for such support.

Teaching Arrangements: One two-hour meeting per week in the Michaelmas, Lent and Summer Terms, starting in week three of the Michaelmas Term.

Reading List: Reading will be recommended according to need.

Examination Arrangements: There will be no formal assessment associated with this course.

SM343

FORTRAN 77

Teacher Responsible: Miss C. R. Hewlett, Room S202
Course Intended Primarily for beginners in FORTRAN 77; it would also be useful for those wishing to revise FORTRAN or to convert from the previous standard version (FORTRAN IV).

Course Content: The Syntax of the FORTRAN 77 programming language. The course is based on the video-taped lectures: "Structural FORTRAN" by T. M. R. Ellis at the University of Sheffield.

Teaching Arrangements: Lectures: SM343, 10 video-taped lectures, Michaelmas Term.

Recommended Reading: A handbook accompanies the course; this will be on sale at the first lecture, price £3.50.

Additional Reading: T. M. R. Ellis, *A Structured Approach to FORTRAN 77 Programming*.

SM344

Fortran 77 Programming (General)

Teacher Responsible: Miss C. R. Hewlett, Room S202
Course Intended Primarily for beginners in FORTRAN 77, it would also be useful for those wishing to revise FORTRAN or to convert to it from the previous standard version (FORTRAN IV).

Teaching Arrangements: The course consists of the video-taped lectures, "Structured FORTRAN", together with supervised classes and practical sessions. This course will be given twice during the session.

(a) Christmas vacation: five days, 12-16 December 1988.

(b) Easter vacation: five days, 17-21 April 1989.

Anyone wishing to take this course should register with the Computer Service Receptionist (Room S198) by 2 December 1988 for Course (a) or by 7 April 1989 for Course (b).

Recommended Reading: A handbook accompanies the course; this will be on sale at the beginning of the course price £3.50.

SM345

Pascal Programming (General)

Teacher Responsible: Miss C. R. Hewlett, Room S202
Course Intended Primarily for beginners in Pascal.

Teaching Arrangements: The course is based on the video-taped lectures, "Programming in Pascal" together with supervised classes and practical sessions. The course will be given twice during the session.

(a) Christmas vacation: five days, 12-16 December 1988.

(b) Easter vacation: five days, 17-21 April 1989.

Anyone wishing to take this course should register with the Computing Service receptionist (Room S198) by 2 December 1988 for course (a) or by 7 April 1989 for course (b).

Recommended Reading: L. V. Atkinson, *A Student's Guide to Programming in Pascal*.

SM7000

Mathematical Methods

Teachers Responsible: Dr. J. Bell and Dr. M. Harvey, Room S467 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp./Act.Sci.), B.Sc. (Man.Sci.), B.Sc. (Econ.), Dip. Stat., Dip. Econ. and suitably qualified graduate students.

Core Syllabus: This is a first level "how-to-do-it" course for those who wish to use mathematics seriously in social science.

Course Content: Real and complex numbers. Sets and functions. Differentiation and integration with emphasis on several variables. Elementary optimisation. Simple differential and difference equations. Vectors, matrices and determinants. Eigenvalues and quadratic forms. Vector spaces and linear transformations. Solutions of systems of linear equations.

Pre-Requisites: A knowledge of the elementary techniques of mathematics including calculus as covered in a British 'A' level mathematics subject. Students without such a background should first take the paper **Basic Mathematics for Economists**.

Teaching Arrangements: The lecture course SM102 **Mathematical Methods**. This lecture course consists of 25 weekly lectures on Calculus and 20 weekly lectures on **Linear Algebra**. Associated with the lectures are weekly problem classes SM102a given mostly by part-time teachers and graduate students.

Written Work: Students will be expected to attempt simple exercises designated in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends largely in dealing with this written work in a regular and systematic fashion.

Reading List: Students should purchase *Calculus* (C.U.P.) by K. G. Binmore and *Elementary Linear Algebra* by Howard Anton; G. Hadley, *Calculus* by Bers and Karal, *Methods for Economists* by T. Yamane. Some inexpensive supplements are the "Library of Mathematics" books, *Complex Numbers*, *Partial Derivatives* and *Multiple Integrals*. Also the "Schaum Outline" books, *Calculus* by F. Ayres, *Linear Algebra* by Lipschutz and *Mathematics for Economists* by E. Dowling.

Examination Arrangements: Students are normally assessed on the basis of a three hour formal examination in the Summer Term.

SM7001

Introduction to Algebra

Teacher Responsible: Dr. Gilbert, Room S465 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths.) 1st year; B.Sc. (Maths./Stats., Maths./Comp.); B.Sc. (Maths./Phil.); B.Sc. (Econ.) (Maths./Econ.); B.Sc. (Econ.) Part I.

Core Syllabus: An introduction to the basic structures in algebra and their respective homomorphism.

Course Content: Vector spaces. Linear transformations and matrices. Linear equations. Inner product spaces. Eigenvalues and quadratic forms. Elementary group and ring theory. Euclidean rings.

Pre-Requisites: Elementary algebra, for example, the binomial theorem, quadratic equations, complex numbers. The ability to grasp abstract concepts.

Teaching Arrangements: 23 lectures (SM101) and 22 classes (SM101a) on **Linear Algebra (Dr. N. Gilbert)**. 23 lectures and 22 classes on **Abstract Algebra (Dr. N. Gilbert)**.

Written Work: Lecture notes including exercises are provided. Students are expected to hand in exercises in each subject each week. These are corrected and fully discussed in the respective classes. In addition there is an informal seminar where students are encouraged to give at least one lecture on some subject in algebra. Students are assisted with the preparation of their lectures.

Reading List: H. Anton, *Elementary Linear Algebra* (3rd edn.), Wiley; P. M. Cohn, *Algebra*, Vol. 1 (Chaps. 1-9), John Wiley; I. N. Herstein, *Topics in Algebra* (Chaps. 1-3), Blaisdell; R. B. J. T. Allenby, *Rings, Fields and Groups*, E. Arnold; S. Lipschutz, *Theory and Problems of Linear Algebra*, McGraw-Hill; N. Ya Vilenkin, *Stories about Sets*, Academic Press.

Supplementary Reading List: N. Jacobson, *Basic Algebra I*, W. H. Freeman; N. H. McCoy & T. R. Berger, *Algebra*, Allyn & Bacon; L. Shapiro, *Introduction to Abstract Algebra*, McGraw-Hill.

Examination Arrangements: There is a 3 hour formal examination in the Summer Term, based on the full syllabus for the lecture course. The paper contains 8 questions. Full marks may be obtained on 5 questions.

SM7002

Introduction to Analysis and Set Theory

Teacher Responsible: Dr. E. Boardman, Room S486 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp./Act.Sci.), B.Sc. (Econ.).

Core Syllabus: The course establishes the fundamental theory on which, among other things, the techniques of calculus are based. The emphasis is on logical proof and careful reasoning.

Course Content: Elementary logic and set theory. Number systems particularly the reals. Convergence and continuity. Differentiation and integration. Analysis in finite-dimensional space.

Pre-Requisites: A good knowledge of the elementary techniques of calculus as covered in a British 'A' level mathematics subject or in an American freshman calculus course.

Teaching Arrangements: The lecture course SM103 **Introduction to Analysis and Set Theory** consisting of two lectures per week (approx. 45 lectures in all) should be attended. In addition a weekly class SM103a is given which is chiefly devoted to going over problems. The class is of fundamental importance.

Written Work: Every second week students are required to submit written work to their class teachers

who will comment upon this and discuss appropriate issues in the classes. Most students find that it takes some considerable time to learn the art of presenting an argument in a sufficiently careful manner to satisfy their class teacher. In addition students should attempt problems from the first book listed below and may be asked to present answers to these problems verbally during their classes.

Reading List: Students should purchase *Mathematical Analysis: A Straightforward Approach* and *Foundations of Analysis: A Straightforward Introduction*, Vol. 1 (*Logic, Sets and Numbers*) both by K. G. Binmore published by C.U.P. (The second of these is not required until the Lent Term.) Students may also wish to consult Vol. 2 (*Topological Ideas*) of the second book mentioned above, *A First Course in Mathematical Analysis* by C. Burkhil (C.U.P.) and *Mathematical Analysis* by D. A. Quadling (O.U.P.). Also *Numbers and Infinity* by E. Sondheimer and A. Rogerson, *Stories about Sets* by N. Ya Vilenkin.

Examination Arrangements: Students are normally assessed on the basis of a three hour formal examination in the Summer Term.

SM7020

Further Mathematical Methods

Teacher Responsible: Dr. A. Ostaszewski, Room S468 (Secretary, S464)

Course Intended Primarily for B.Sc. (Econ.) Part II under the following special subjects: II Mathematical Economics & Econometrics 5(b)

V International Trade & Development 7(a)

XXII Statistics I

XXIII Computing 4, 5 & 6(f)

B.Sc. by Course Unit (Unit 550/7020) (Maths./Stats./Comp./Actuarial Sci./Management Science/Mathematics & Philosophy) 2nd or 3rd year.

Diploma in Econometrics 4(b)

Diploma in Statistics (c) (ii)

Diploma in OR 3 & 4 (b) (ii)

Diploma in Management Sciences IV(c)

M.Sc. preliminary year.

Core Syllabus: To develop the ideas and results first presented in **Elementary Mathematical Methods**. On the calculus side the course studies how integrals may be numerically calculated, or transformed by a variety of manipulations, and how they may be applied systematically to the solution of differential equations. On the algebra side geometric insights are used as a unifying framework for such diverse problems as reduction of (possibly non-square) matrices to simpler form, fitting a line through non-collinear points, solving both linear and non-linear programmes, solving a two person zero-sum game.

Course Content:

(i) Integration and Transforms. Riemann-Stieltjes integral, manipulation of integrals. Multiple integrals. Convolutions. Laplace Transforms.

(ii) Matrix Analysis. Vector Spaces (revision). Wronskian. Geometry in \mathbb{R}^n (orthogonality, Gram-Schmidt, conjugate directions). Rank of matrices. Spectral Theory. Positive definiteness. Upper triangular and blockdiagonal form. Tridiagonal form

(Householder's method). Projections and least squares. Generalized inverses.

(iii) Convexity and Programming. Convexity. Separating hyperplane. Linear inequalities. Linear programming. Zero-sum games. Simplex method. Concave functions. Kuhn-Tucker theorem.

(iv) Differential Equations. Linear ordinary differential equations. Solution by series expansion (power series, Fourier series).

(v) Calculus of Variations. (Introductory treatment.)

Pre-Requisites: Ideally the course **Mathematical Methods**. Alternatively (a) a course in linear algebra so that notions like linear independence, eigenvalue, diagonalisation are already familiar, and (b) an intermediate course of calculus giving proficiency in routine differentiation and integration of say rational functions and trigonometric functions.

Teaching Arrangements: One lecture course accompanied by classes. (SM113)

Lectures: SM113 - 45 one-hour meetings, two per week, Michaelmas and Lent Terms with about 5 hours overspill into Summer Term condensed by mutual arrangement into two weeks.

Classes: SM113(a) 24 Sessional.

Very full lecture notes are distributed in advance and contain a comprehensive assortment of problems. No course book is necessary but alternative accounts are always worth consulting (as below). Class teachers are all part-time. They assign a selection of the problems already mentioned for homework and these must be done (or attempted at the very least) and handed in for marking. Model answers are available but will be distributed only selectively.

Reading List: Recommended reading (i) M. R. Spiegel, *Advanced Calculus*; M. R. Spiegel, *Laplace Transforms*; (ii) and (iii) B. Noble, *Applied Linear Algebra*; R. Bellman, *Matrix Analysis*; (iv) and (v) L. Elsgolts, *Differential Equations and Calculus of Variations*; E. L. Ince, *Differential Equations*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. A revision guide will be issued at the end of Lent Term detailing: the structure of the paper, what subject matter may safely be omitted and which areas to concentrate on.

SM7021

Topology & Convexity

Teacher Responsible: Dr. S. Alpern, Room S485 (Secretary, S464)

Course Intended Primarily for second or third year B.Sc. mathematics, usually audited by postgraduate Economists.

Core Syllabus: The aim of the course is to introduce the student to abstract techniques of Analysis. These techniques are useful in many fields of pure and applied mathematics and particularly in theoretical mathematical economics.

Course Content:

(i) SM124 **Introduction to Topology:**

(a) In the Michaelmas Term there are 20 lectures which introduce "point-set" topology. Topological Spaces are defined and properties such as connectedness, completeness and compactness are discussed. Examples and techniques of proving topological theorems are emphasised.

(b) There will be four lectures in the Summer Term covering applications to game theory and economics.

(ii) SM125 **Convexity and Duality:**

(c) The next 10 lectures present a brief introduction to "convex analysis" and the Duality Theorem of Linear Programming. We do not cover computational methods for solving Linear Programs in this course.

(iii) SM126 **Fixed Point Theorems:**

(d) 10 lectures in the first half of the Lent Term cover the Fixed Point Theorems of Banach, Brouwer, Schauder and Kakutani.

Pre-Requisites: A basic knowledge of Analysis (continuity, differentiation, topology of Euclidean space) and in particular techniques for formal proofs is required for parts (c) and (d) of the syllabus. This knowledge is normally obtained in the course **Introduction to Analysis and Set Theory**. The second part of the course (c) **Convexity and Duality** requires an elementary knowledge of Linear Algebra or Matrix Algebra, to the extent of understanding the nature of solutions to a system of linear equations.

Teaching Arrangements: There are two lectures and one class (SM124a) each week. The class is devoted mainly to discussing assigned work.

Written Work: Students are expected to submit written solutions to some of the problems assigned for the classes.

Reading List: S. Lipschutz, *General Topology*; Hocking & Young, *Topology*; J. Franklin, *Methods of Mathematical Economics*; D. Smart, *Fixed Point Theorems*.

Examination Arrangements: There is a single three-hour formal examination in the Summer Term.

SM7024

Ideas in Mathematics and Science

Teacher Responsible: Dr. J. L. Bell, Room S467 (Secretary, S464) and Dr. E. G. Zahar, Room A210 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths., Stats., Comp. 2nd or 3rd year, Maths. and Phil. 2nd or 3rd year.

Core Syllabus: The aim of the course is to survey, at an elementary level, some of the major historical developments in mathematics and physics.

Course Content: Mathematics: Concepts of Greek mathematics: Eudoxan theory of proportions; concept of the continuum; Zeno's paradoxes. The three ancient problems and their resolution in the 19th century: trisection of the angle, doubling the cube, squaring the circle. Euclidean and non-Euclidean geometry. Paradoxes of the infinite and the consistency of mathematics.

Physics (1) The Scientific Revolution which started with Copernicus and culminated with Galileo, Kepler, Descartes and Newton.

(2) A brief account of the discovery of the Calculus.
(3) The philosophical aftermath of the emergence of Newtonian science, in particular Kant's, Mach's and Poincaré's respective appraisals of Newtonian dynamics.

Pre-Requisites: A-level Mathematics (acquaintance with the differential calculus).

Teaching Arrangements: There are two lecture courses

(SM123; Ph110), each accompanied by a class (SM123a), as follows:

Lectures: **Ideas in Mathematics and Science**, and **Fundamental Ideas in Classical and Relativistic Physics**.

Written Work: The material covered in the lectures is discussed in the classes. Students are required to write substantial essays on a mathematical and on a physical topic chosen by themselves.

Reading List: For Mathematics: E. T. Bell, *The Development of Mathematics*; H. Eves, *An Introduction to the History of Mathematics*. For Physics: E. Mach, *The Science of Mechanics*; A. Einstein & L. Infeld, *The Evolution of Physics*; A. Einstein, *Relativity: a Popular Approach*; M. Born, *Einstein's Theory of Relativity*; G. Holton & D. H. D. Roller, *Foundations of Modern Physical Science*.

Supplementary Reading List: S. Goldstein, *Classical Mechanics*.

Examination Arrangements: There is a three-hour formal examination based on both lecture courses. The paper contains approximately 15 questions in the form of essay topics, of which three are to be answered.

SM7025

Game Theory

Teacher Responsible: Dr. A. Ostaszewski, Room S468 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp./Act.Sci.), B.Sc. (Econ.), M.Sc. (Maths.), M.Sc. (Operational Research), M.Sc. (Econ.), M.Sc. (Math. Econ. and Econometrics) and other suitably qualified graduate or General Course students.

Core Syllabus: The theory of games and its applications in economics.

Course Content: Von Neumann and Morgenstern utility theory. Formal games and their classification. Strictly competitive (zero-sum) games. Poker and bluffing. Non-cooperative games. Nash equilibrium. Games with incomplete information. Cooperative games. Survey of cooperative solution concepts including the core, Von Neumann and Morgenstern solutions sets, Aumann and Maschler bargaining sets, Nash bargaining solutions and the Shapley Value. The Nash program and non-cooperative bargaining models. Market games and the application of game-theoretic ideas to problems in the economic theories of externalities, oligopoly and resource allocation under differential information. (Students will not be required to prepare for the whole of this syllabus. Mathematically trained students will be expected to omit the more advanced economic material and Economic students will be expected to omit the more advanced mathematical material.)

Pre-Requisites: A knowledge of mathematics beyond that covered in **Mathematical Methods** (SM102) possibly including **Introduction to Analysis and Set Theory** (SM103) and/or **Further Mathematical Methods** (SM113). For the more advanced economics material, a knowledge of economics as covered in **Ec113 Economic Analysis**. For the more advanced mathematics material SM124 **Introduction to Topology** and SM126 **Fixed Point Theorems** will be useful but not essential. More important than a

knowledge of specific techniques is the habit of thinking in the careful way required in mathematics and economic theory. Undergraduates are advised to take the course in their third year rather than their second year.

Teaching Arrangements: The lecture course SM120 **Games** consisting of two lectures a week in the Michaelmas Term sometimes extending into the Lent Term. The lecture course SM121 **Game Theory II** consisting of two lectures a week in the Lent Term. Also twenty-five problem classes SM120a are given throughout the year. The classes are organised by Dr. A. Ostaszewski. Attendance for about 35 hours will be expected.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: This subject is currently under development and completely adequate books are not available. *Game Theory* by G. Owen (2nd edn.) should be purchased or *Game Theory* by T. Jones (although this is only sound on zero-sum games). Some further references are *Games and Decision* by Luce & Raiffa, *The Theory of Games and Economic Behaviour* by Von Neumann & Morgenstern, *Two-Person Game Theory* by Rappaport, *Economics and the Theory of Games* by Bacharach, *Rational Behaviour and Bargaining Equilibrium in Games and Social Situations* by Harsanyi, *The Compleat Strategyst* by Williams, *The Strategy of Conflict* by Schelling.

Examination Arrangements: Students are normally assessed on the basis of a three-hour formal examination in the Summer Term. The examination will contain a general section, a more mathematical section and a more economical section. Students will be required to answer questions from two of these three sections.

SM7030

Further Analysis

Teachers Responsible: Dr. E. Boardman, Room S486 and Dr. S. Alpern, Room S485 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp./Act.Sci.); B.Sc. (Econ.) and suitably qualified graduate students.

Core Syllabus: This is a second level theoretical course in analysis. The aim is to consolidate and extend the students' knowledge of real analysis via a discussion of topological ideas in a concrete setting and to introduce the basic notions of complex analysis.

Course Content: Real analysis and topology in metric spaces including finite dimensional Euclidean space. Complex analysis including the Residue Theorem and elementary mapping ideas.

Pre-Requisites: Students should have previously attended SM103 **Introduction to Analysis and Set Theory** or the equivalent. (For an American student an equivalent background would involve at least one course in formal real analysis together with several supplementary courses in mathematics.) Simultaneous attendance at the course SM124 **Introduction to Topology** is helpful but not necessary.

Teaching Arrangements: The lecture course SM111 **Further Analysis** consisting of some 45 lectures taught

in the Michaelmas and Lent Terms by Dr. Boardman and Dr. Alpern associated with which are the weekly problem classes SM111a also conducted by Dr. Boardman and Dr. Alpern.

Written Work: Written answers to set problems will be expected on a regular basis by Dr. Boardman and Dr. Alpern.

Reading List: *Foundations of Analysis: A Straightforward Introduction, Vol. II (Topological Ideas)* by K. G. Binmore contains most of the material to be covered in the real variable part of SM111 (though not necessarily in the same order). *Functions of a Complex Variable* by D. O. Tall covers the material taught in the complex variable part of SM111.

Alternatives and Further Reading: For SM111: *Mathematical Analysis 2* by J. C. Burkill and H. Burkill, *Introduction to Topology and Modern Analysis* by G. F. Simmons, *The Theory and Problems of General Topology* by S. Lipschutz ("Schaum's Outline" Series). All these contain topics outside the scope of SM111, the nearest book to the material covered is K. G. Binmore mentioned above. For M204: *Theory and Problems of Complex Variables* by M. R. Spiegel ("Schaum's Outline" Series), *Complex Analysis* by L. V. Ahlfors, *Introduction to Complex Analysis* by R. Nevanlinna and V. Paatero, *Basic Complex Analysis* by J. E. Marsden, *Complex Analysis* by I. Stewart and D. Tall, *Complex Analysis* by A. F. Bearden, *Functions of a Complex Variable*, by D. Tall. **Examination Arrangements:** Students are normally assessed on the basis of a three hour formal examination in the Summer Term.

SM7031

Sets and Models

Teacher Responsible: Dr. J. Bell, Room S467 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp.) 2nd or 3rd year; B.Sc. (Maths./Phil.) 2nd or 3rd year; Dip. Logic and Sci. Method; M.Sc. Logic and Sci. Method.

Core Syllabus: The aim of this course is to provide an introduction to set theory and the model theory of first-order languages.

Course Content: Axiomatic approach to set theory. Sets and classes. Well-orderings. Cardinals and ordinals. The axiom of choice and Zorn's lemma. First-order languages and their models. Completeness, compactness and Löwenheim-Skolem theorems. The elementary chain theorem and some of its consequences: Craig's interpolation lemma and Beth's definability theorem.

Pre-Requisites: A basic acquaintance with predicate calculus, as provided in the course Ph114: **Introduction to Mathematical Logic**.

Teaching Arrangements: 20 lectures on set theory in the first term, 20 lectures on model theory in the second term (SM127). (Full lecture notes provided.) 20 problem classes (SM127a) over the 2 terms.

Reading List: J. Bell & M. Machover, *A Course in Mathematical Logic*; J. Bridge, *Beginning Model Theory*; K. Kuratowski & A. Mostowski, *Set Theory*; E. Mendelson, *Introduction to Mathematical Logic*.

Examination Arrangements: There is a 3 hour formal

examination in the Summer Term, based on the full syllabus for the lecture course. The paper contains 10 questions divided into 2 sections (set theory, model theory respectively). Full marks may be obtained on 5 questions of which at least one must come from each section.

SM7040

Further Algebra

Teachers Responsible: Dr. H. Freedman and Dr. Gilbert, Room S465 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths.); B.Sc. (Maths./Stats., Maths./Comp.); B.Sc. (Maths./Phil.)

Core Syllabus: The aim of this course is to introduce students to the theory of modules, in particular, modules over a principal ideal domain.

Course Content: Topics in commutative rings; Modules; Projective and injective modules; Modules over a principal ideal domain.

Pre-Requisites: The rudiments of group and ring theory as presented in the course **Introduction to Algebra**.

Teaching Arrangements:

20 lectures and 20 seminars (Michaelmas and Lent Terms) (SM112)

14 classes (Michaelmas and Summer Terms) (SM112a)

Written Work: Weekly exercises during the Michaelmas and Summer Terms. The Lent Term is devoted to seminars given by students on their projects. Written reports on the projects are handed in early in the Summer Term.

Reading List: M. F. Atiyah & I. G. Macdonald, *Introduction to Commutative Algebra*, Addison-Wesley; S. MacLane & G. Birkhoff, *Algebra* (Chapters 4, 6 and 10), Macmillan Co.; N. Jacobson, *Basic Algebra II* (Chapter 3), Freeman.

Supplementary Reading List: D. W. Sharpe & P. Vámos, *Injective Modules*, Cambridge University Press.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 7 questions. Full marks may be obtained on 4 questions. 60% of the total assessment of the course is based on the exam paper. 40% is awarded on the project, for which both the written report and the lecture are taken into consideration.

SM7041

Category Theory

(Not available 1988-89)

Teacher Responsible: Dr. H. Freedman, Room S465 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths.) 3rd year; B.Sc. (Maths./Stats., Maths./Comp.) 3rd year; B.Sc. (Maths./Phil.) 3rd year; M.Sc. (Maths.)

Core Syllabus: The aim of the course is to introduce students to the theory of categories, emphasizing ideas and methods which can also be used in other fields of Mathematics.

Course Content: Functors and natural transformations; Limits and colimits; Adjoints; Completion; Abelian categories; monads and algebras.

Pre-Requisites: Acquaintance with sets, groups, rings and modules. Mathematical maturity.

Teaching Arrangements: 20 lectures (SM130) and 20

classes (SM130a) during the Michaelmas and Lent Terms.

Written Work: During the Michaelmas Term each student has to prepare, under supervision, a project, lecture on it to the class in the Lent Term and hand in a written report early in the Summer Term. In addition there are weekly exercises during the Lent Term.

Reading List: S. MacLane, *Categories for the Working Mathematician*, Springer; M. A. Arbib & E. G. Manes, *Arrow, Structures and Functions* (Chapter 10), Academic Press.

Supplementary Reading List: B. Pareigis, *Categories and Functors*, Academic Press.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 7 questions. Full marks may be obtained on 4 questions.

60% of the total assessment of the course is based on the exam paper.

40% is awarded on the project, for which both the written report and the lecture are taken into consideration.

SM7042

Infinite Abelian Groups

Teacher Responsible: Dr. H. Freedman, Room S465 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths.) 3rd year; B.Sc. (Maths./Stats., Maths./Comp.) 3rd year; B.Sc. (Maths./Phil.) 3rd year.

Core Syllabus: The aim of the course is to introduce students to the theory of infinite abelian groups and to help them acquire some of the techniques used in modern infinite algebra.

Course Content: Direct sums of cyclic groups. Divisible and free Abelian groups. Pure subgroups. Basic subgroups. Ulm's theorem.

Pre-Requisites: The rudiments of group theory as presented in the course *Introduction to Algebra*.

Teaching Arrangements: 20 lectures (SM129) (about 75% of them given by students) and 20 classes SM129(a).

Written Work: During the Michaelmas Term each student has to prepare, under supervision, a project, lecture on it to the class in the Lent Term, and hand in a written report early in the Summer Term. Each student also has to give further lectures covering part of the course (usually the one related to his or her project), and hand in weekly exercises.

Reading List: L. Fuchs, *Infinite Abelian Groups I*, Academic Press; I. Kaplansky, *Infinite Abelian Groups*, Ann Arbor, Michigan Univ. Press.

A selection of papers specified during the course.

Supplementary Reading List: P. A. Griffith, *Infinite Abelian Group Theory*, Univ. Chicago Press.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 7 questions. Full marks may be obtained on 4 questions.

60% of the total assessment of the course is based on the exam paper.

40% is awarded on the project for which the written report and the lecture are taken into consideration.

SM7060
SM8001**Applied Abstract Analysis**

Teacher Responsible: Dr. A. Ostaszewski, Room S468 (Secretary, S464)

Course Intended Primarily for M.Sc. prelim. and final year. Available for suitable candidates for B.Sc. (Econ.) Part II. B.Sc. Course Unit (Maths./Stats./Comp./Actuarial Science/Management Science/Maths. and Phil.) 3rd year only.

Core Syllabus: To present a self-contained rigorous treatment of differentiation in infinite dimensional spaces (e.g. spaces consisting of functions) which establishes the calculus of variations as a tool for solving optimisation problems of a non-linear nature (such as finding the shortest path between two points on a given surface). A field of applications is then studied either using this tool or the whole framework of functional analysis.

Course Content: Selected topics from the following: (i) Functional Analysis and Optimization. (Banach spaces, Hahn-Banach Theorem, Operator Derivatives, Abstract Lagrange Multipliers).

(ii) Control Theory. (Calculus of Variations, Pontryagin Theory, Linear Systems, Feedback Control, Stability).

(iii) Continuum Economics. (Lebesgue measure of a coalition, mean demand, equivalence theorem, limit theorems.)

(iv) Special topic to be announced.

Pre-Requisites: Ideally though not necessarily a second course in Analysis. However, a rigorous first course in **Analysis and Set Theory** which considers metric spaces and topological spaces on an introductory level will suffice, provided that the student is well versed in what are known as "epsilon and delta" arguments and is accustomed to "abstract notions".

Teaching Arrangements: One lecture course (SM122) accompanied by classes.

Lectures: SM122 Two one-hour sessions Michaelmas and Lent Terms.

Classes: One hour Michaelmas and Lent Terms (SM122a)

Classes are taken by Dr. Ostaszewski. Very full notes are provided with appropriate problem sheets. Model answer may be provided as necessary. No course book is required but it is advisable to look at alternative accounts (as below).

Reading List: D. G. Luenberger, *Optimization by Vector Space Methods* (Wiley, 1969), appropriate to the first part of the course; D. L. Russell, *Mathematics of Finite Dimensional Control Systems*, an excellent text for linear control theory; W. Hildenbrand, *Core and Equilibrium of a Large Economy* (Princeton, 1974) is the source text for the applications in mathematical Economics.

Supplementary Reading Lists are distributed.

Examination Arrangements: There is a formal examination in the Summer Term which consists of two sections A and B. Section A usually contains eight questions, Section B only three. M.Sc. students taking only the first semester of the course are given two hours in which to answer questions from section A; full marks may be obtained on about three-and-a-half questions.

M.Sc. students taking the full course are given three hours and must answer at least one question from each section; full marks in this case may be obtained on about five questions. For B.Sc. students, the marking is more lenient and questions may be answered from Sections A and B at will. The time given is three hours and full marks are obtainable on about four questions. Revision guides will be distributed at the end of Lent Term and will contain information about: the structure of the paper, details of non-examinable material, suggestions on areas on which to concentrate revision. Revision classes will be arranged on request in the Summer Term.

SM7061

Measure Theory, Probability and Integration

Teacher Responsible: Dr. E. Boardman, Room S486 and Dr. S. Alpern, Room S485 (Secretary, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp./Act. Sci.), B.Sc. (Econ.) and suitably qualified graduate students.

Core Syllabus: This is a third level theoretical course in Mathematics. The aim is to teach Measure Theory and Integration and to introduce the basic notions of Probability using the tools of Measure Theory.

Course Content: Measure Theory and integration. Probability spaces, random variables, distribution functions and characteristic functions. Sums of random variables. Independence. Conditional probabilities and conditional expectations. Modes of convergence of sequences of random variables. Laws of large numbers and central limit theorem.

Pre-Requisites: Normally students would be expected to have previously attended SM7030. **Further Analysis:** The course presupposes at least one course in formal real analysis, together with some elementary set theory and a knowledge of the topological properties of \mathbb{R}^n . Students who have not taken Further Analysis should consult the teacher responsible about the suitability of their mathematical background.

Teaching Arrangements: The lecture course SM131 **Measure Theory and Probability** consisting of some 45 lectures, sessional, associated with which are the weekly problem classes SM131a. Written answers to set problems will be expected on a regular basis. Written work is of particular importance in this course.

Written Work: See above paragraph.

Reading List: G. R. Grimmett & D. R. Stirzaker, *Probability and Random Processes*; P. Billingsley, *Probability and Measure*; L. Brieman, *Probability*; H. L. Royden, *Real Analysis*; J. F. C. Kingman & S. J. Taylor, *Introduction to Measure and Probability*; P. R. Halmos, *Measure Theory*; W. Feller, *An Introduction to Probability Theory and its Applications*, Vols. 1 & 2; H. Tucker, *A Graduate Course in Probability*.

Examination Arrangements: There is a three-hour written formal examination in the Summer Term.

SM7063

Graphs and Combinatorics

Teacher Responsible: Mr. David Connolly, Room S106A (Secretary Marianne Morris, S108)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp.Act. Sci.), B.Sc. (Econ.), suitably qualified diploma and General Course students.

Core Syllabus: This is a course in finite mathematics concentrating on the theory of networks (i.e. graphs) and certain topics in the theory of algorithms (i.e. combinatorial optimization).

Course Content: Fundamentals of graph theory; -paths, circuits, cycles, trees. Planarity, directed graphs, maximum-minimum problems in networks, connectivity, colouring, Ramsey theory, extremal problems, shortest path algorithms, matching algorithms, introduction to matroids, solution techniques for travelling salesmen and other combinatorial optimisation problems.

Pre-Requisites: Some experience of mathematical reasoning and a knowledge of some techniques from **Mathematical Methods** (SM102).

Teaching Arrangements: The course will consist of two lectures (SM132) and (SM356) and one problem class (SM132a) throughout the Michaelmas Term. In the Lent Term the course is as **Combinatorial Optimisation** (SM386): starting in the third week there are 2 lectures and 2 problem classes. In the Summer Term one class for 4 weeks.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular basis, and the problems will be discussed in the problem class.

Reading List: This subject is currently under development and so a definitive text is not available. As preliminary reading for the first part of the course, Chapters 1-5 of B. Bollobas's book *Graph Theory; An Introductory Course* (Springer, 1979) will prove useful reference material, though R. Wilson's book *Introduction to Graph Theory* (Oliver and Boyd, 1977) will be easier reading material to get an idea of the subject. Other possible reading material is *Graphs and Networks: An Introduction* by W. L. Price, *Graph Theory* by F. Harary, *The Theory of Graphs and its Applications* by C. Berge, *Graph Theory: An Algorithmic Approach* by N. Christophides, *Graph Theory and its Applications* by Bondy and Murty, and the *Open University Handbooks*, TM361, numbers 1 to 4. For the second part of the course, the three main reference books will be *Combinatorial Optimization* by E. Lawler, *Combinatorial Optimization* by C. H. Papadimitriou and K. Steiglitz (Prentice Hall, 1982) and *The Travelling Salesman Problem - A Guided Tour of Combinatorial Optimization*, edited by E. L. Lawler, J. K. Lenstra, Rinnooy Kan and D. B. Shmoys. **Examination Arrangements:** Students are assessed on the basis of a three-hour formal examination in the Summer Term.

SM7200

Basic Statistics

Teacher Responsible: Dr. C. Smith, Room S212 (Secretary, S206)

Course Intended Primarily for 1st year B.Sc. (Economics) and Course Unit Students.

Diploma in Accounting and Finance

Diploma in Business Studies

Diploma in Economics

Diploma in Management Sciences

Core Syllabus: The course is an introduction to statistical methods and their use in the social sciences.
Course Content: Descriptive statistics, elements of probability, special distributions, inference, analysis of variance, correlation and regression, goodness of fit, decision theory, survey sampling, seasonality and trend.

Pre-Requisites: A Pass in O-level Mathematics is normally required. The course is *not* suitable for those who have taken A—level Mathematics. Such students should take SM7201, **Elementary Statistical Theory**.

Teaching Arrangements: There are 15 lectures (SM200) in the Michaelmas Term, 15 in the Lent Term and 3 in the Summer Term. There is one class (SM200a) a week throughout the year, the final class being in the second week of Summer Term. Students are expected to hand in exercises for classes every week.

Reading List: Students should purchase one of the following books:

P. G. Hoel, *Elementary Statistics*; R. J. Wonnacott & T. H. Wonnacott, *Introductory Statistics*; J. E. Freund, *Modern Elementary Statistics*; P. Newbold, *Statistics for Business and Economics*.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper is in two parts. Part A consists of a number of short questions, all of which are to be answered. These questions account for 40% of the marks. They do not all have equal weight. Part B consists of six questions, of which three are to be answered. Each of the questions is worth 20%. A formulae sheet is provided, as are statistical tables. Electronic pocket calculators can be used.

SM7201

Elementary Statistical Theory

Teacher Responsible: Mr. D. Balmer, Room S208 (Secretary, S206)

Course Intended Primarily for B.Sc. (Econ.) Part I
 B.Sc. (c.u.) (Management Sciences) (Maths./Stats./Comp./Actuarial Science)

Course Unit 790/7201 usually taken in 1st year but is available for 2nd and 3rd years.

B.Sc. (Econ.) Part II

II Mathematical Economics and Econometrics 6(a)

V International Trade and Development 7(p)

IX Accounting and Finance 7(c)

XXIII Computing 5 & 6(b)

XXVI Philosophy 7(k)

XXI Population Studies 5–8(i)(1)

XXIV Mathematics and Economics 3(c)

and as an approved outside option/course unit for non-specialists.

Also available under

Diploma in Economics 2, 3 & 4 (b)(iii)

Management Sciences Group III (d)

Operational Research 3 & 4(a)(i)

Core Syllabus: The course intends to introduce students to a basic range of statistical ideas and techniques.

Course Content: Descriptive Statistics including some exploratory data analysis. Probability and distribution theory. Ideas of statistical inference. Estimation and hypothesis testing. Statistical Methods, regression,

correlation, analysis of variance, time series and forecasting.

Pre-Requisites: No previous knowledge of statistics will be assumed. **N.B.** students who have taken a full or part A level in Statistics or have previously studied Statistics to an equivalent level should indicate this by recording an 'A' on their option cards. The course will however assume a mathematical knowledge (and confidence) equivalent to a reasonable attainment in a mathematical subject to A-level.

Teaching Arrangements:

Lectures: SM204 **Elementary Statistical Theory** 15 in Michaelmas Term, 15 in Lent Term and 3 in Summer Term.

Classes: SM204(a) 20 Sessional.

Reading List: There are many books with a similar content and level of coverage as the course. For instance,

T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*, 4th edn., Wiley; R. E. Walpole, *Introduction to Statistics*, 3rd edn., Collier-Macmillan; P. G. Hoel, S. C. Port & C. J. Stone, *Introduction to Probability Theory and Introduction to Statistical Theory*, Houghton-Mifflin Co.

Students are advised to delay purchase of a main textbook until after the first lecture when advice on reading will be given.

Supplementary Reading List: P. Sprent, *Statistics in Action* (Pelican); D. Cooke, A. H. Craven & G. M. Clarke, *Basic Statistical Computing* (Arnold); P. F. Velleman & D. C. Hoaglin, *ABC of EDA* (Duxbury Press); H. L. Alder & E. B. Roessler, *Introduction to Probability and Statistics* (Freeman); V. E. Cangelose, P. H. Taylor & P. F. Rise, *Basic Statistics – a Real World Approach* (West P.C.); H. S. Gillow, *Stat City* (Irwin).

Examination Arrangements: There is a single three-hour formal examination in the Summer Term covering the full content of the course.

SM7215

Methods of Statistical Analysis

Teacher Responsible: Mr. R. Wiggins (Secretary, S205)

Course Intended Primarily for

(a) B.Sc. c.u. Main field Sociology 1st Year

(b) B.Sc. c.u. Main field Social Psychology 1st year (See Ps5406)

(c) B.Sc. (Econ.) Part I

(d) B.Sc. (Econ.) Part II

(e) Diploma in Sociology

(f) M.Sc. in Sociology (optional)

Course Content: An introduction to statistical methods and statistical reasoning, with particular reference to applications in the social sciences. No prior knowledge of statistics is assumed.

The place of statistics in the social sciences, and the nature and purpose of statistical methods.

Descriptive statistics: Levels of measurement. The summarization and presentation of data using graphic methods. Frequency distributions and methods of describing them. Chance, uncertainty and probability. Elementary ideas of probability theory. Simple probability distributions. The normal distribution.

Basic ideas of sampling and statistical inference. Sampling from finite populations.

Normal approximations to the sampling distributions of proportions and means and their use in estimation and hypothesis testing.

Testing goodness of fit.

The measurement of association and correlation and simple tests of significance.

Simple linear regression.

The exact sampling distribution of the standard test statistics. Two-sample tests for means for related and unrelated measurements. Distribution free tests, contingency tables, rank correlation methods. Analysis of variance (ANOVA). The t-test and the F-test. Testing correlation and regression coefficients. Multiple regression.

Pre-Requisites: None.

Teaching Arrangements:

Lectures (SM202): In the Michaelmas Term, there will be one lecture each week; in the Lent Term there will be two lectures each week. Lectures for the Summer Term will be arranged later. Sociologists attend So102. Classes: In addition to lectures there will be a weekly class (SM202a). The main purpose of the classes is to provide an opportunity to ask questions about the lecture material and to discuss the exercises.

Each week a set of exercises will be distributed at the lecture. The exercises are an essential part of the course and they must be handed in on time if full benefit is to be derived from the classes. The exercise marks are used for assessment for all students.

Reading List: There are many elementary books on Statistics for social scientists but experience seems to show that none is ideally suited to the needs of students on this course. Consequently, each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

The following notes may help the student to choose among some of the more useful books. H. M. Blalock, *Social Statistics* (1st or 2nd edn.). Probably the best single text. It is widely used in university courses at this level but the mathematical level is rather higher than in this course and it covers a much wider range. Social Psychologists are recommended to buy it – others should look at it first to see if it meets their needs.

H. J. Loether & D. G. MacTavish, *Descriptive Statistics for Sociologists: An Introduction; Inferential Statistics for Sociologists: An Introduction*. Two very good books although very long (more than 300 pages in each) and going beyond the scope of this course. Certainly worth consulting from time to time.

K. A. Yeomans, *Introductory Statistics, Statistics for the Social Scientist*, Vol. I; *Applied Statistics, Statistics for the Social Scientist*, Vol. II. A good alternative to Blalock. Vol. I contains a revision of elementary arithmetic and mathematics. Vol. II takes the subject beyond the scope of this course.

F. R. Jolliffe, *Commonsense Statistics for Economists and Others*. A good elementary introduction with no particular bias in spite of the title. Goes a little further in some directions than this course. It would be a reasonable choice for someone who finds Blalock too difficult. Available in paper back.

D. Rowntree, *Statistics Without Tears*. Described as a primer for non-mathematicians it covers much of the material in the early part of the course. It would serve as a good preparation for those whose mathematics is very limited but would need to be supplemented by one of the other books giving a more complete coverage. A. H. Pollard, *Introductory Statistics, A Service Course by A. H. Pollard*. Similar coverage to Jolliffe and equally good.

T. W. Anderson & S. L. Sclove, *Introductory Statistical Analysis*. Another introductory text somewhat above the level of Jolliffe and with wider coverage. The examples tend to have an American flavour but those who find this appealing and have A or good O-level mathematics might find it a good choice.

W. E. Willmson, *Understanding Statistical Reasoning*. This is an excellent book. It is written primarily for psychologists and its object is to enable them to evaluate critically the statistical arguments which appear in their research literature. It goes well beyond the scope of this course and concentrates on those topics which are prominent in the psychological literature. Social psychologists, especially, would find it useful both for this course and later.

T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*. Particularly useful for the later part of the course. The mathematical level is a little too high but the treatment is clear and concise. The book covers many topics beyond the level of this course.

Examination Arrangements: All examinations for this course will be open-book examinations. For all students 30% of the marks for the course will be based on assessment of the homework submitted during the session.

SM7216

Decision Analysis

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Marianne Morris, S108)

Course Intended Primarily for

B.Sc. (Management Sciences) 2nd or 3rd year

B.Sc. (Maths./Stats./Actuarial Science) 2nd or 3rd year

B.Sc. (Economics) XXII Statistics

B.Sc. (Economics) XXIII Computing

Diploma in Operational Research

Diploma in Statistics

For course unit degrees, the Course Registration Number is 790/7216.

Course Content: The course covers the fundamentals of the theory of decision analysis, its use in Bayesian statistics, behavioural decision theory, and the application of decision analysis in practice. The course is given jointly by the Decision Analysis Unit and the Department of Statistical and Mathematical Sciences, and is intended to be genuinely inter-disciplinary.

Topics covered are: the foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice.

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Elementary Mathematical Methods**.

Teaching Arrangements: There are four lecture courses, each accompanied by a fortnightly class, as follows:

Lectures: SM238, 10 Michaelmas Term
SM239, 10 Michaelmas Term
SM240 10 Lent Term
SM241, 10 Lent Term
Classes: SM238a, 5 Michaelmas Term
SM239a, 5 Michaelmas Term
SM240a, 5 Lent Term
SM241a, 5 Lent Term

SM238 **Fundamentals of Decision Theory (Dr. J. V. Howard).** This covers the normative theory of subjective probability and expected utility.

SM239 **Behavioural Decision Theory.** (Staff of the Decision Analysis Unit.) An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories.

SM240 **Bayesian Statistical Methods (Dr. M. Knott).** General discussion of the Bayes' approach and comparison with other approaches to statistical inference. Applications to some basic statistical problems.

SM241 **Decision Analysis in Practice.** (Staff of the Decision Analysis Unit.) Presents applications of Decision Theory in both public and private sectors, illustrating how Decision Theory is modified and supplemented to provide a workable technology.

Reading List: Recommended books will be given at the beginning of each lecture course.

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term, covering the full syllabus for the four lecture courses. The paper will probably contain eight questions of which five must be attempted, including at least one on SM238. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

SM7220

Probability, Distribution Theory and Inference

Teacher Responsible: Dr. M. Knott, Room S216 (Secretary, S204)

Course Intended Primarily for B.Sc. (Econ.) Special subjects: Econometrics and Mathematical Economics, Statistics; B.Sc. Course Unit Main Fields Maths., Stats., Act. Sci.

Core Syllabus: The course is intended to cover the probability, distribution theory and statistical inference needed for the third year courses in statistics and econometrics given at the School.

Course Content: Revision of basic probability theory and of the basic discrete and continuous one variable distributions. Joint distribution of several variables. Marginal and conditional densities. Multinomial and bivariate normal distributions. Moment generating functions. Functions of random variables. Change of variable. Weak law of large numbers and central limit theorem. Sampling distributions. Criteria of estimation:

consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation and its properties. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests.

Pre-Requisites: The course is designed to follow on from **Elementary Statistical Theory**. It is normally attended by second year students who have taken **Mathematical Methods** as well as **Elementary Statistical Theory** in the first year. Any student who has not taken these two first year courses is advised to consult one of the teachers responsible for the course. **Teaching Arrangements:** There are two lecture courses each accompanied by classes for which the students are divided into two groups. Exercises will be set in connection with these classes and students' answers will be marked.

Lectures: SM206 **Probability and Distribution Theory.** 20 Michaelmas, 10 Lent, 3 Summer Term.

SM207 **Estimation and Tests.** 10 Lent, 2 Summer Term.

Classes: SM206(a) 9 Michaelmas, 5 Lent, 2 Summer Term.

SM207(a) 4 Lent, 1 Summer Term.

Reading List: The main reference for the course is: A. M. Mood, F. A. Graybill & D. C. Boes, *Introduction to the Theory of Statistics* (3rd edn.).

Other useful books are:

R. V. Hogg & A. T. Craig, *Introduction to Mathematical Statistics* (3rd edn.); P. L. Meyer, *Introductory Probability and Statistical Applications*; B. W. Lindgren, *Statistical Theory* (3rd edn.); M. Woodroffe, *Probability with Applications*; H. J. Larson, *Introduction to Probability Theory and Statistical Inference* (3rd edn.)

Examination Arrangements: One three-hour written examination in the Summer Term. Five questions have to be answered out of the ten set. (Seven questions are set on the material of course SM206, three on SM207).

SM7230

Statistical Techniques for Management Sciences

Teacher Responsible: Dr. J. V. Howard Room S209 (Secretary, Marianne Morris, S108)

Course Intended Primarily for

B.Sc. (Management Sciences) 2nd or 3rd year

B.Sc. (Maths./Stats./Comp./Actuarial Science) 2nd or 3rd year

B.Sc. (Economics) XXIII Computing

Diploma in Management Sciences

For course unit degrees, the Course Registration Number is 790/7230.

Course Content: This is a second course in Statistics, emphasizing the application of statistical techniques which have proved useful in the Management Sciences.

The main techniques covered are: Analysis of Variance, Regression, Time Series and Forecasting, Survey Methods, Quality Control. More detail is given in the lecture course descriptions under "Teaching Arrangements" below.

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Mathematical Methods**. In particular, students should have covered elementary

distribution theory, confidence intervals and hypothesis testing, and basic linear algebra. It is NOT necessary to have any previous experience of computers, but students will be expected to use the MINITAB computer package to carry out the calculations necessary to do the course exercises.

Teaching Arrangements: There are four lecture courses, each accompanied by a class, as follows:

Lectures: SM210 **Analysis of Variance and Quality Control** 10 Michaelmas Term.

SM211 **Time Series and Forecasting** 10 Lent Term

SM212 **Applied Regression Analysis** 10 Lent Term

SM213 **Survey Methods** 10 Michaelmas Term

Classes: SM210a 5 Michaelmas Term

SM211a 5 Lent Term

SM212a 5 Lent Term

SM213a 5 Lent Term

SM210 **Analysis of Variance and Quality Control (Dr. Howard).**

Three lectures on Quality Control introduce methods of acceptance/rejection and continuous process control. Seven lectures on Analysis of Variance cover one and two-way classifications and the estimation of contrasts.

SM211 **Time Series and Forecasting (Professor Harvey).**

Trend, seasonality, stationarity, exponentially weighted moving average forecasts, ARMA models, and Box-Jenkins forecasting.

SM212 **Applied Regression Analysis (Dr. Smith).**

Multiple linear regression, transformation of data, stepwise and best subsets regression.

SM213 **Survey Methods (To be arranged).**

Principles of sampling, stratification, clustering and the multistage sample, applications in market research and accounting. Major government surveys. Questionnaire design. Non-sampling errors.

SM210–SM212 have classes approximately once a fortnight to discuss sets of problems given out in the lectures. The class teachers are usually either the lecturer or a research officer. SM213 has five class seminars taken by the lecturer after the lecture course has finished. Full lecture notes and problem solutions are provided for SM210 and SM212.

Reading List: Recommended books are R. B. Miller & D. W. Wichern, *Intermediate Business Statistics* (Holt, Rinehart & Winston, 1977); T. H. Wonnacott & R. J. Wonnacott, *Regression: A Second Course in Statistics* (Wiley, 1981, available in paperback); G. Kalton and C. Moser, *Survey Methods in Social Investigation*.

Students may also wish to consult C. Chatfield, *The Analysis of Time Series – Theory and Practice*; W. Gilchrist, *Statistical Forecasting*; J. Neter & W. Wasserman, *Applied Linear Statistical Models*; T. A. Ryan, B. L. Joiner & B. F. Ryan, *MINITAB Student Handbook*; G. B. Weatherill, *Sampling Inspection and Quality Control*; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, covering the full syllabus for all four lecture courses. The paper usually contains nine questions, of which five must be attempted. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five attempts.

On the other hand, it is not necessary to answer in full all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available. 90% of the total assessment of the course is based on the examination paper – the remainder is awarded on a project. The project is usually set during the Lent Term and students attempt it in teams of about four members each. The project is handed in early in the Summer Term, and is marked on presentation as well as content.

SM7231

Marketing and Market Research

Teacher Responsible Mrs. K. Spitz, Room S213 (Secretary, S206)

Course Intended Primarily for Course Unit 790/7231

B.Sc. (Management Sciences) 3rd year

B.Sc. (Econ.) approved outside option

Diploma in Management Sciences

Core Syllabus: The aim of the course is to cover the main methods of data collection and analysis used in market and opinion research and to introduce models for perception, attitude structure and buying behaviour. **Course Content:** Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference: stratification clustering, multistage, multiphase, and area sampling. Sampling frames and non-response. Quota sampling. Data collection methods: interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Product tests, advertising and public opinion research. Models for perception, attitudes and preferences: methods of attitude scaling. Thurston, Likert, Guttman and semantic differential scales. Some statistical models used in the analysis of multivariate marketing data. Theories of customer behaviour: models for brand choice, brand loyalty, purchase incidence, purchase timing and market penetration. Learning models for new product adoption. Optimal advertising rates.

Pre-Requisites: An understanding of the elements of probability and statistical inference is required. Although much of the course is completely non-mathematical, those students who have done only one very basic course in statistics will find part of the course difficult. Some use may be made of computer packages but it is NOT necessary to have any previous experience of computers.

Teaching Arrangements: Approximately two thirds of the total of 60 hours are lectures.

SM222(i) **Mr. D. Balmer (S208) Stochastic Models of Consumer Behaviour.** Ten Michaelmas Term, five Lent Term.

SM222(ii) **Mrs. K. E. Spitz (S213) Research Methods** 20 Michaelmas Term, ten Lent Term, five Summer Term

SM222(iii) **Professor M. Collins Case Studies** Nine Lent Term

Class time will be allocated at the most appropriate points in each of the lecture courses and will take the form either of problem discussion and solution or of the presentation by students of prepared papers.

SM222(i) covers various theories of consumer

behaviour and the stochastic models associated with these.

SM222(ii) is the core methods course and is predominantly concerned with the application of survey methods in market and opinion research.

Written Work: Students will be expected to attempt about six statistical problem sets for SM222 (i) and (ii). They will also be asked to prepare a class paper and a report for SM222(iii).

Reading List: No one book covers the entire syllabus. Students are however advised to purchase:

G. C. Lilien & P. Kotler, *Marketing Decision Making*; T. C. Kinnear & J. R. Taylor, *Marketing Research: An Applied Approach* (Available in paperback).

Books which students may wish to consult include: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; R. W. Worcester & J. Downham (Eds.), *Consumer Market Research Handbook*; J. R. G. Jenkins, *Marketing and Consumer Behaviour*; C. A. O'Muircheartaigh & C. D. Payne (Eds.), *The Analysis of Survey Data*.

Examination Arrangements: There is a three hour formal examination in the Summer Term based upon SM222(i) and (ii). The paper contains nine questions of which four are to be answered. It will be marked out of 80 and there will be a course work mark out of 20 based upon SM222(iii).

Copies of the examination paper from 1981 are available.

SM7240

Statistical Techniques and Packages

Teacher Responsible: Mrs. K. Spitz, Room S213 (Secretary, S206)

Course Intended Primarily for B.Sc. (Statistics) (Third year); B.Sc. (Econ.) XXII Statistics (Third year). Course unit 790/7240

Core Syllabus: The aim of the course is to introduce students to a further range of important statistical techniques and procedures together with some relevant programming packages.

Course Content:

SM214 **Surveys, Experiments and other Investigations.** Surveys: design decisions, methods of random sampling, data collection methods and the control of response and non-response errors. The design of experiments and other explanatory studies.

SM215 **Sample Survey Theory.** The mathematical theory of simple random sampling, stratification and multi-stage sampling.

SM216 **Multivariate Methods.** A survey of principal component analysis, cluster analysis, factor and latent structure analysis and multidimensional scaling. Illustrative examples of the application of each technique including interpretation of computer output.

SM217 **Further Statistical Theory and Methods.** Minimum variance estimation. The Rao-Blackwell theorem, completeness and the exponential family of distributions. Distribution-free methods, outliers and robustness, exploratory data analysis.

Pre-Requisites: Probability, Distribution Theory and Inference to an intermediate level.

Teaching Arrangements:

SM214 Given by Mrs. K. Spitz. 20 Lent Term, two

Summer Term. Usually consists of 15 lectures and seven classes. Students present prepared class papers. SM215 Given by Mrs. K. Spitz, Room S213. Ten Michaelmas Term, five Lent Term. Includes four or five classes in which solutions to problem sets given out in the lectures are discussed.

SM216 Lecturer to be arranged. Ten Michaelmas Term, five Lent Term. Usually includes five classes for which each student prepares one class paper.

SM217 Given by Dr. C. S. Smith, Room S212. 10 Michaelmas Term, 5 Lent Term. Includes 5 classes.

Reading List: SM214 Students are advised to purchase: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*.

Other books which may be consulted include:

C. Sellitz et al, *Research Methods in Social Relations*; H. M. Blalock, *An Introduction to Social Research*.

SM215 Students should purchase or consult:

W. G. Cochran, *Sampling Techniques*.

Other recommended reading:

L. Kish, *Survey Sampling*; M. H. Hansen, W. N. Nurwitz & W. G. Madow, *Sample Survey Methods and Theory*; F. Yates, *Sampling Methods for Censuses and Surveys*.

SM216: No single book adequately covers the course. The most suitable are:

C. A. O'Muircheartaigh & C. Payne, *The Analysis of Survey Data*, Volume I; A. E. Maxwell, *Multivariate Analysis in Behavioural Research*.

Other Books which can be usefully consulted are: C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; M. G. Kendall, *Multivariate Analysis*; D. J. Bartholomew, *Mathematical Methods in Social Science*.

SM217 Reading will be announced at the beginning of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based upon SM214 to SM217. Five questions must be answered from a total of nine. Copies of past examination papers are available.

SM7241

Statistical Theory

Teacher Responsible: Dr. M. Knott, Room S216 (Secretary, S204)

Course Intended Primarily for B.Sc. (Econ.) XXII Statistics 3rd year

B.Sc. (Maths./Stats./Comp./Actuarial Science) 3rd Year

Core Syllabus: The course introduces the student to four central fields in the theory of statistics: stochastic processes, regression and general linear modelling, time series and forecasting, analysis of variance and categorical data.

Course Content:

SM218 Regression, General Linear Models, Analysis of Variance, Contingency Tables, Time Series Analysis and Forecasting. Implementation of the theory on selected computer packages.

SM219 Elementary stochastic processes including Markov Chains, Poisson processes, Birth and Death processes. Applications of stochastic processes in selected social science fields.

Pre-Requisites: Elementary Statistical Theory and Probability Distribution Theory and Inference.

Teaching Arrangements: Course SM218 has three sections of 15 hours on Time Series, Regression, Analysis of Variance and Categorical data. About one third of the hours will be classes. SM219, 15 hours in the Michaelmas and Lent Terms.

Reading List:

SM218: N. R. Draper & H. Smith, *Applied Regression Analysis*, 2nd edn.; K. A. Brownlee, *Statistical Theory and Methodology in Science and Engineering*; P. McCullagh & J. A. Nelder, *Generalized Linear Models*; A. J. Dobson, *An Introduction to Statistical Modelling*; R. L. Plackett, *Analysis of Categorical Data*; A. C. Harvey, *Time Series Models*.

SM219: The text for the course is H. M. Taylor & S. Karlin, *An Introduction to Stochastic Modelling*; D. J. Bartholomew, *Stochastic Models of Social Processes* (3rd edn.)

Examination Arrangements: There is a three-hour paper in the Summer Term of nine questions, six from SM218, and three from SM219. The rubric asks for answers for five questions. If more than five are attempted the marks for the best five only will be counted. 92% of the final assessment is based on the examination and 8% on exercises set in connection with the Regression and Analysis of Variance courses.

SM7250

Statistical Methods for Actuarial Science

Teacher Responsible: Leigh Roberts, Room S266 (Secretary, S206)

Course Intended Primarily for B.Sc. (Econ.) XXII Statistics 3rd year, B.Sc. (Actuarial Science) 3rd year.

Course Content: SM218 Regression and general linear models; time series analysis and forecasting. Implementation on selected computer packages of the theory presented. Note that the Analysis of Variance and Contingency Tables portions of SM218 are not included in the course.

SM219 Elementary stochastic processes including Markov Chains, Poisson Processes, Birth and Death Processes. Applications of stochastic processes in selected social science fields.

SM221 Actuarial Applications of Stochastic Processes. Risk theory and credibility theory, with applications to insurance. Optimal Insurance Strategies.

Pre-Requisites: Elementary Statistical Theory; Probability, Distribution Theory and Inference.

Teaching Arrangements: In SM218 there will be 15 hours of teaching on regression and general linear models, and 15 hours of teaching on time series analysis and forecasting. There will also be 15 hours of teaching for each of SM219 and SM221. Approximately two thirds of the teaching hours allocated to each course will consist of lectures, and one third of classes.

Reading List: SM218: N. R. Draper & H. Smith, *Applied Regression Analysis*, 2nd edn.; K. A. Brownlee, *Statistical Theory and Methodology in Science and Engineering*; P. McCullagh & J. A. Nelder, *Generalized Linear Models*; A. J. Dobson, *An*

Introduction to Statistical Modelling; A. C. Harvey, *Time Series Models*.

SM219: The texts for the course are H. M. Taylor & S. Karlin, *An Introduction to Stochastic Modelling*; D. J. Bartholomew, *Stochastic Models of Social Processes* (3rd edn.)

SM221: I. B. Hossack, J. H. Pollard & B. Zehnwirth, *Introductory Statistics with Applications in General Insurance*; R. E. Beard, T. Pentikainen & E. Pesonen, *Risk Theory — The Stochastic Basis of Insurance* (3rd edn.).

Examination Arrangements: There are two papers, each of two hours duration, in the Summer Term. The first paper examines the topics from SM218 and SM219 and contains six questions, four of which must be attempted. The second paper examines SM221: this paper contains five questions, of which four should be attempted. The first paper will have a two thirds weighting in the overall mark for the subject, the second paper a weighting of one third.

SM7260

Actuarial Investigations: Financial and Statistical

Teacher Responsible: Leigh Roberts, Room S266 (Secretary, S206)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. 2nd or 3rd year.

Core Syllabus: Financial: The application of compound interest techniques to financial transactions. The course is closely modelled on the Institute of Actuaries' Subject 2.

Statistical: The first half of the course consists of the estimation of decremental and durational rates, and the graduation or smoothing of those estimated rates. The second half is concerned with some aspects of demography which are of particular interest to Actuaries. The course is closely modelled upon the Institute of Actuaries' Subject 6.

Course Content: Theory of interest rates; annuity and assurance functions; discounted cash flow and measures of investment performance; capital redemption policies; Makeham's formula; yield curves, discounted mean terms, matching and immunisation; consumer credit; stochastic interest rate models.

The estimation of decremental and durational rates, with special emphasis on mortality rates; the graduation or smoothing of those estimated rates; standardisation of mortality rates; selection in insurance underwriting; discussion of the results of the Continuous Mortality Investigation; features of the principal life tables in common use; population projections; social and economic factors in mortality.

Pre-Requisites: Mathematics to a level corresponding to **Mathematical Methods**, statistics to a level corresponding to **Elementary Statistical Theory**. Some familiarity with the elements of survival curves, both single and multiple decrement, from **Actuarial Life Contingencies** would be helpful, but not essential.

Teaching Arrangements: (SM235) There will be 22 lectures and 11 classes in each of the Financial and Statistical parts of the course. The Financial section will be taught during the Michaelmas Term, the Statistical section during the Lent Term.

Reading List: Financial: J. J. McCutcheon & W. J. Scott, *Mathematics of Finance* Heinemann, 1986.

Statistical: B. Benjamin & J. H. Pollard, *Mortality and Other Actuarial Statistics* Heinemann, 1980.

Examination Arrangements: There are two three hour examination papers during the Summer Term. Paper I is on the Financial part of the course, Paper II on the Statistical part. The final mark is the average of the marks awarded on each paper.

SM7261

Actuarial Life Contingencies

Teacher Responsible: Philip Bayliss, Room S207 (Secretary, S206)

Course Intended Primarily for: B.Sc. (Econ.) Part II; B.Sc. c.u. 2nd or 3rd year.

Core Syllabus: The course covers the elements of valuing insurance liabilities and determining premium rates, and calculating pension fund liabilities. The basic tool is decrement tables, and the methods developed are of significance in many areas besides insurance. The course is closely modelled on the Institute of Actuaries' subject 3.

Course Content: Construction of mortality, sickness, multiple decrement and other similar tables from graduated data; determination and use of functions based thereon. Values of and premiums for annuities and assurances on one or more lives. Reserves for financial contracts and values of and contributions for sickness benefits, pension benefits. Profit testing principles.

Pre-Requisites: Mathematics to a level corresponding to **Mathematical Methods**. Statistics to a level corresponding to **Elementary Statistical Theory**. There are no other pre-requisites.

Teaching Arrangements: The course is taught in 44 lectures, SM236 and 22 supporting classes. Students generally solve an example sheet for each class which is commented upon in writing by the class teacher, and discussed in the following class.

Reading List: A. Neill, *Life Contingencies*, Heinemann, 1977.

Examination Arrangements: There are two three-hour examination papers in the Summer Term. On each paper there is a choice of two questions from three in Section A and three questions from five in Section B. Section A questions tend to be more basic than those in Section B, and questions in Section A carry fewer marks. The final mark is the average of the marks awarded on each paper.

SM7302

Programming in Pascal

Teacher Responsible: Mr. A. Warman, Room S113 (Secretary, S107)

Course Intended Primarily for: B.Sc. (Econ.) Part I, B.Sc. (Econ.) Part II outside options; B.Sc. (Maths./Stats./Computing); B.Sc. (Management Sciences); Diploma in Management Sciences; Diploma in Business Studies; Diploma in Accounting; Diploma in Operational Research; Diploma in Statistics; Diploma in Management of Information Systems.

Core Syllabus: This course covers Pascal programming and its applications. It is intended to be a course for a range of further computing courses.

Course Content: Programs and Programming Languages, the design of Algorithms, Problem solving and Programming. Introduction to Pascal programming. Selection and repetition in Pascal. Procedures, parameters and functions. User defined types. Storing data, arrays, multidimensional arrays. Records. Files and Text Processing. Designing interactive programs. Recursion. Putting the bits together on a case study.

Pre-Requisites: There are no pre-requisites for this course. No knowledge of computing is assumed.

Teaching Arrangements: SM300 **Programming in Pascal**. There are 20 lectures and 10 classes in the Michaelmas Term. The classes are used to clarify lecture material, and to go through exercises. In addition 10 workshops (each of 2 hours) are organised in the Michaelmas Term as open help sessions.

Reading List: E. Kofman, *Problem Solving and Structured Programming in Pascal*, Second Ed., Addison-Wesley, 1985; D. Cooper and M. Clancy, *Oh! Pascal*, W-W Norton & Company, 1982; L. Atkinson, *A Student's Guide to Programming in Pascal*, John Wiley, 1982; Romualdas Skvarcius, *Problem Solving Using Pascal Algorithm Development and Programming Concepts*, PWS publishers, 1984; R. Lamb, *Pascal Structure and Style*, The Benjamin Publishing Company, 1986.

Examination Arrangements: There will be a two hour formal examination in the Summer Term based on the full syllabus.

SM7303

Data Structures

Teacher Responsible: Professor I. O. Angell, Room S102 (Secretary, S107)

Course Intended Primarily for: B.Sc. (Econ.) Part I, B.Sc. (Econ.) XII Computing; B.Sc. (Maths./Stats./Computing/Actuarial Science); Diploma in Management Sciences; Diploma in Accounting; Diploma in Information Systems; Diploma in Business Studies; Diploma in Operational Research; Diploma in Statistics.

Core Syllabus: This course covers structural data representation and its use in the study and construction of complex data structures. It is intended for students who seek a substantial computer element in their undergraduate degree.

Course Content: Abstract data structures and their implementation in Pascal. Linked Lists, Trees, Graphs, Networks. Threaded trees, Balancing of Trees, topological sorting, critical path analysis, spanning trees. Sorting and Searching.

Pre-Requisites: Pascal programming to the level of the course **Programming in Pascal** (SM300).

Teaching Arrangements: There are 20 lectures and 10 classes in the Lent Term (SM301) and (SM301a). The classes are used to clarify the lecture material with worked examples. Optional workshops are organised (maximum 5, each of 2 hours) are organised as help sessions.

Reading List: A. V. Aho *et al.*, *The Design and Analysis of Algorithms*, Addison Wesley, 1974; E. Horowitz and S. Sahni, *Fundamentals of Data Structures*, Pitman, 1976; D. E. Knuth, *The Art of Computer Programming*, Vols. I & III, Addison

Wesley, 1968; J. J. Martin, *Data Types and Data Structures*, Prentice Hall, 1986.

Examination Arrangements: There will be a two hour formal examination in the Summer Term based on the full syllabus.

SM7304

Introduction to Computing

Teacher Responsible: To be arranged

Course Intended Primarily for: B.Sc. (Econ.) Part I, B.Sc. (Econ.) Part II and c.u. outside options; B.Sc. (Maths./Stats./Computing/Actuarial Science); Diploma in Management Sciences; Diploma in Management of Information Systems; Diploma in Accounting; Diploma in Business Studies; Diploma in Operational Research; Diploma in Statistics.

Core Syllabus: This course is an introductory one, intended for both specialists and non-specialists. It provides an overview of information technology, applications of IT and the social and economic issues of computerisation.

Course Content: Computer hardware and software, information systems development and operation and applications of information technology. Office automation and computer networking. Social and economic issues.

Pre-Requisites: There are no pre-requisites for this course. No knowledge of computers is assumed.

Teaching Arrangements: SM 302 **Introduction to Computing**: There are 20 lectures and 10 classes in the Michaelmas Term. The classes are used to discuss and clarify lecture material.

Reading List: S. L. Mandell, *Computers and Data Processing - Concepts and Applications*, 3rd edn., West Publ. 1985; J. Eaton & J. Smithers J, *This is IT*, Philip Alan, 1982.

Examination Arrangements: There is a two hour formal examination in the Summer Term based on the full syllabus of the lecture course.

SM7305

Data Management Systems

Teacher Responsible: To be announced (Secretary, S107)

Course Intended Primarily for: B.Sc. (Econ.) Part I, B.Sc. (Econ.) Part II and c.u. outside options; B.Sc. (Maths./Stats./Computing/Actuarial Science); B.Sc. (Management Sciences); Diploma in Management Sciences; Diploma in Business Studies; Diploma in Management of Information Systems; Diploma in Accounting; Diploma in Statistics; Diploma in Operational Research.

Core Syllabus: This course covers computer software including programming and applications, together with the overall design of software systems. It is intended for students seeking a practical approach to employing computers and is suitable as a basis for a range of further computing courses.

Course Content: Introduction to Data Management Systems and business software. Introduction to Spreadsheets, business graphics, simple business and statistical functions. Data transfer. Data analysis and Database design. Application development-theory and

practice. Prototyping using application generators. Programming in DBASE III.

Pre-Requisites: There are no pre-requisites for this course. No knowledge of computers is assumed.

Teaching Arrangements: There is a lecture course and classes as follows: SM 303 **Data Management Systems**. There are 15 lectures and 15 classes in the Lent and Summer Terms. The students are given three major assignments on Data Analysis, Spreadsheets and Data Base Tools.

Reading List: D. R. Howe, *Data Analysis for Database Design*, Edward Arnold, 1983; A. Parkin, *Systems Analysis*, Edward Arnold, 1980; A. Rock-Evans & I. Palmer, *Data Analysis*, Computer Weekly Publication, 1981; C. Townsend, *Mastering dBase III - A Structured Approach*, Sybex, 1985; Lotus, *1-2-3 Reference and Tutorial Manuals*, Lotus Development Corp., 1985; *dBase III Plus Reference Manuals*, Ashton Tate, 1985.

Examination Arrangements: There is a two hour formal examination in the Summer Term based on the full syllabus of the lecture course.

SM7321

Application of Computers

Teacher Responsible: Dr. J. D. Sylwestrowicz, Room S105A (Secretary, S107)

Other teachers involved in this course are: Dr. G. Doukidis and Mr. A. Warman

Course Intended Primarily for: B.Sc. (Econ.) XXIII Computing 3rd year; B.Sc. (Maths./Stats./Computing/Actuarial Science) 3rd year; B.Sc. (Management Sciences) 3rd year.

Core Syllabus: This paper is designed to consolidate the computing theory which students have learned, by their pursuing a practical programming project.

Course Content: Students will identify an application, analyse it and design a computerised solution. This will be programmed. The student will write a report on the application including a detailed description of the design of the computerised solution, and the programs that implement it.

(In special cases students may not be required to develop programs).

Pre-Requisites: For undergraduate students the courses **Programming in Pascal** and **Introduction to Computing** are pre-requisites.

Teaching Arrangements: (SM321) There is a single course of 15 two-hour seminars in the Michaelmas and Lent Terms.

All students must keep in touch with the teacher responsible for the course who must approve all projects. Students will make use of the general support offered by the School to computer users. This includes the program advisory services, and the various courses and lectures offered in the University.

Reading List: Appropriate reading depends on the projects tackled. The reading shown here should be of general use in most projects.

C. Edwards, *Developing Microcomputer Based Business Systems*, Prentice Hall, 1982; D. Van Tassel, *Program Style, Design, Efficiency, Debugging and Testing*, Prentice Hall, 1978; B. W. Kernighan & P. J. Plaugher, *Software Tools in Pascal*, Addison-Wesley,

1981; B. W. Kernighan & P. J. Plaugher, *The Elements of Programming Style*, McGraw Hill, 1974; P. Freeman & A. Wasserman, *Tutorial: Software Design Techniques*, 3rd edn., IEEE, 1980. See examples and papers by Jackson, Stay and Stevens.

Examination Arrangements: This course is assessed on the programs and report produced. Students may start work on their projects at any time. The final report must be handed in by the end of the first week of the Summer Term. More information is available from the teacher responsible.

SM7323**Information Systems Development**

Teacher Responsible: Ms. C. Avgerou, Room S104 (Secretary, S107)

Course Intended Primarily for B.Sc. (Econ.) XXIII Computing 2nd or 3rd year, B.Sc. (Econ.) Part II outside option; B.Sc. (Maths./Stats./Computing/Actuarial Science) 2nd or 3rd year; B.Sc. (Management Science) 2nd or 3rd year; Diploma in Management Sciences; Diploma in the Management of Information Systems.

Core Syllabus: The course aims to provide students with an understanding of Computer-based Information Systems and the process needed to develop and manage them. It examines methods, tools and techniques used in the analysis and design of such systems.

Course Content: Information systems and their environment. Approaches in information systems development. The system life cycle model. Feasibility study. Systems analysis and design methodologies. Automated tools for systems analysis. Information systems implementation and maintenance. Experimental methods for information systems development. Information Systems Management.

Pre-Requisites: Students should have attended **Data Structures** (SM 301) or **Introduction to Computing** (SM 302) or **Data Management Systems** (SM 303).

Teaching Arrangements: (SM 304) 20 lectures and 20 classes Michaelmas and Lent Term. Also in the Lent Term the students attend 10 two-hour sessions which are case-study based and give the opportunity for practicing methods, techniques and automated tools for systems analysis and design.

Teaching Method: Teaching is arranged in lectures, classes and seminar sessions. Lectures are primarily used for providing an over-view and survey of a subject area, together with detailed illustrations. Students amplify the knowledge gained from lectures by class projects carried out as individual or group assignments. The seminar sessions are used for applying various methods and techniques on cases.

Reading List: As no book covers the entire syllabus students are advised to make use of the library and to share books. Further reading will be given during the course.

N. Ahituv & S. Neumann, *Principles of Information Systems for Management*, WCB publishers, 1982; T. R. Gildersleeve, *Successful Data Processing Systems Analysis*, Prentice-Hall, 1978; P. Checkland, *Systems thinking, Systems Practice*, John Wiley & Sons, 1981; T. DeMarco, *Structured Analysis and System Specification*, Prentice Hall, 1979; E. Mumford, M.

Weir, *Computer systems in work design the ETHICS method*, Associated Business Press, 1979; R. Maddison, *Information Systems Methodologies*, BCS, 1983; K. H. Sprague Jr. & B. C. McNurlin, *Information Systems Management in Practice*, Prentice Hall, 1986; E. Downs *et al.*, *SSADM*, Prentice Hall, 1988; C. Corder, *Ending the Computer Conspiracy*, McGraw Hill, 1985; G. B. Davis & M. H. Olson, *Management Information Systems* McGraw Hill, 1985.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The paper contains approximately 12 questions; Students are expected to answer five questions. All questions carry equal marks.

SM7324**Knowledge Management Using Expert Systems**

Teacher Responsible: Dr. Georgios I. Doukidis, Room S106b, (Secretary, S107).

Course Intended Primarily for: B.Sc. (Econ.) Part II, XXII and XXIII; B.Sc. (Maths./Stats./Computing/Act. Sci.) 2nd or 3rd year; B.Sc. (Management Sciences) 2nd or 3rd year; Diploma in Management Sciences; Diploma in Management of Information Systems; Diploma in O.R.; Diploma in Statistics.

Core Syllabus: This course is intended to cover the design and implementation of expert systems, focusing on the issues of how knowledge is represented, processed and retrieved in rule-based expert systems. This is achieved by allowing the students to develop an expert system during the course within a programming environment that they know well.

Course Content: Introducing expert systems, their origin and many characteristics. An overview of the expert systems architecture. Various methods of representing knowledge. Development of an expert system in Pascal. Design and implementation of a data-memory and rule-base manipulation facilities; inference engine using forward, backward and bi-directional control strategies. Tools for developing expert systems. Knowledge acquisition.

Pre-Requisites: Pascal programming to the level of the course **Programming in Pascal**.

Teaching Arrangements: **SM305 Knowledge Management using Expert Systems** 30 hours (there are 15 lectures and 15 classes) in the Michaelmas (starting week 6) and Lent Terms. It will be taught in a practical fashion where possible, requiring concentrated lectures/classes/practical periods.

Reading List: P. Sell, *Expert Systems: A practical introduction*, Macmillan, 1985; F. Hayes-Roth, D. Waterman & D. Lenat, *Building Expert Systems*, Addison-Wesley, 1983; P. Harmon & D. King, *Expert Systems: Artificial Intelligence in Business*, John Wiley, 1985.

Examination Arrangements: There is a two-hour formal examination in the Summer Term. The formal examination counts for 60% of the total marks for the course. The other 40% are awarded for the practical project that students undertake during the year.

SM7325**Data-Base Systems**

Teacher Responsible: To be arranged

Course Intended Primarily for: B.Sc. (Econ.) Part II, XXIII Computing; B.Sc. (Maths./Stats./Computing/Act. Sci.) 2nd or 3rd year; B.Sc. (Management Sciences) 2nd or 3rd year; Diploma in Management Sciences; Diploma in Management of Information Systems; Diploma in O.R.; Diploma in Statistics.

Core Syllabus: This course covers the design and implementation of database systems, concentrating on how information is represented, processed and retrieved.

Course Content: Semantic Modelling: Entity-Relationship model, Conceptual modelling: relational, network and hierarchical models. Database management systems architecture, multiuser and distributed systems. Key advanced topics.

Pre-Requisites: All students taking this course will be expected to have taken an introductory computing course.

Teaching Arrangements: **SM306 Database Systems.** There are 15 lectures and 15 classes in the Michaelmas and Lent Terms.

Reading List: C. Date, *Introduction to Database Systems*, Vols. I & II; D. Bowers, *From Data to Database* 1988; A. Tention, *Knowledge Engineering and Databases*.

Examination Arrangements: A two-hour formal examination in the Summer Term will account for 80% of the marks and a practical project for 20% of the total marks.

SM7326**Computer Architectures**

Teacher Responsible: Dr. J. D. Sylwestrowicz, Room S105a (Secretary, S107)

Course Intended Primarily for B.Sc. (Econ.) Part II, XXIII Computing; B.Sc. (Maths./Stats./Computing/Act. Sci.); B.Sc. (Man. Science); Diploma in Management Science; Diploma in Management of Information Systems; Diploma in O.R.; Diploma in Statistics.

Core Syllabus: The aim of this course is to extend students knowledge of Computer Architectures and Assembly Languages.

Course Content: The component parts of a micro computer. The micro processor, its machine code and assembly languages, addressing and interrupts. The development of micro computer technology and its impact.

Pre-Requisites: Students are assumed to have knowledge of computers equivalent, at least, to the course **Introduction to Computing** (SM302). They should know the Pascal programming language to the level of the course **Programming in Pascal** (SM300).

Teaching Arrangements: There is one lecture course and classes as follows: **SM307 Computer Architectures.** There are 15 lectures and 15 classes in the Michaelmas and Lent Terms. The classes are used to clarify lecture material and to go through exercises. In addition an assignment on programming in assembly language will be given.

Reading List: J. F. Wakerly, *Micro Computer*

Architecture and Programming, Wiley, 1981; D. Halsal & Lister, *Micro Processor Fundamentals*, Pitman, 1980.

Examination Arrangements: There is a two hour formal examination in the Summer Term based on the full syllabus of the lecture course.

SM7327**Networks and Distributed Systems**

Teacher Responsible: Mr. A. Warman, Room S113 (Secretary, S107)

Course Intended Primarily for B.Sc. (Econ.) Part II, XXIII Computing; B.Sc. (Maths./Stats./Computing/Act. Sci.); B.Sc. (Man. Science); Diploma in Management Science; Diploma in Management of Information Systems; Diploma in O.R.; Diploma in Statistics.

Core Syllabus: The aim of this course is to extend students knowledge of Computer Communications.

Course Content: Wide area networks and local networks. Ethernet and Cambridge Ring networks. The layered approach to design and implementation of protocols. Distributed Systems.

Pre-Requisites: Students are assumed to have knowledge of computers equivalent to, at least the course **Introduction to Computing**. They should know the Pascal programming to the level of the course **Programming in Pascal** (SM300).

Teaching Arrangements: There is one lecture course and classes as follows: **SM308 Networks and Distributed Systems.** There are 15 lectures and 15 classes in the Lent and Summer Terms. The classes are used to clarify lecture material, and to go through exercises.

Reading List: A. S. Tanenbaum, *Computer Networks*, Prentice-Hall, 1981; Robert Cole, *Computer Communications*, Wiley, 1986; Fred Halsall, *Introduction to Data Communications and Computer Networks*, Addison-Wesley, 1985; K. G. Beauchamp, *Computer Communications*, Van Nostrand Reinhold, 1987.

Examination Arrangements: There is a two-hour formal examination in the Summer Term based on the full syllabus of the lecture course.

SM7332**Numerical Computing**

Teacher Responsible: Dr. J. D. Sylwestrowicz, Room S105a (Secretary, S107)

Course Intended Primarily for B.Sc. (Econ.) XXIII Computing; B.Sc. (Econ.) Part II outside option; B.Sc. course unit main fields Maths., Stats., Computing, Act. Sci., B.Sc. Man. Sci., Diploma in Management Sciences; Diploma in O.R.; Diploma in Management of Information Systems; Diploma in Stats.

Core Syllabus: This course is intended to give students an appreciation of the problems faced in developing computer applications that require the use of advanced numerical techniques.

Course Content: **SM309 Numerical Computing (Dr. J. Sylwestrowicz)** Number representation fixed and floating point storage, error analysis. Solution of non-linear equations. Linear equations. Laterpolation, numerical differentiation and integration. Pseudo

random numbers. Subroutine libraries for numerical computing, the NAG library.

Pre-Requisites: Pascal programming to the level of the course **Programming in Pascal** (SM300). A knowledge of the elementary mathematical techniques equivalent to the course **Mathematical Methods** (SM7000).

Teaching Arrangements: There are 20 lectures and 10 classes in the Lent Term. In addition students undertake a project, see examination arrangements below.

Reading List: R. G. Dromey, *How to Solve it by Computer*, Prentice Hall; D. Knuth, *The Art of Computer Programming*, Vols. 1 & 3; L. V. Atkinson & P. J. Harley, *An Introduction to Numerical Methods with Pascal*, Addison-Wesley; S. D. Conte & C. de Boor, *Elementary Numerical Analysis*, McGraw-Hill.

Examination Arrangements: There will be a two hour exam paper counting for 80% of the marks. In addition, there will be a project associated with the contents of the course, which will count for 20% of the marks.

SM7333

Artificial Intelligence Techniques and Tools

Teacher Responsible: Dr. Georgios I. Doukidis, Room S106b (Secretary, S107)

Course Intended Primarily for B.Sc. (Econ.) Part II, XXIII Computing; B.Sc. (Econ.) Part II, outside option; B.Sc. course unit main fields Maths., Stats., Computing, Act. Sci., B.Sc. Man. Sci., Diploma in Management Sciences; Diploma in O.R.; Diploma in Management of Information Systems; Diploma in Statistics.

Core Syllabus: This course is intended to give students an appreciation of the problems faced in developing Artificial Intelligence computer applications. Artificial Intelligence tools, techniques and applications are taught in an essentially practical manner which is reinforced by project work.

Course Content: SM310 **Artificial Intelligence Techniques and Tools** (Dr. G. Doukidis) General overview of Artificial Intelligence. Symbolic computation in LISP from their simple list manipulation up to the development of advanced programs for handling complex data structures. Knowledge representation, semantic networks, rules, frames, logic formalisms. AI techniques, search and patterns matching. Development of Natural Language processing systems. Knowledge-based systems.

Pre-Requisites: Programming in Pascal to the level of the course **Programming in Pascal** (SM300). Knowledge of computers equivalent to the course **Introduction to Computing** (SM302).

Teaching Arrangements: There is one lecture course accompanied by a class as follows: SM310 **Artificial Intelligence Techniques and Tools**. There are 20 lectures and 10 classes in the Michaelmas Term. In addition students undertake a project, see examination arrangements below.

Reading List: P. H. Winston, *Artificial Intelligence*, Second Edition, Addison-Wesley, 1984; E. Rich, *Artificial Intelligence*, McGraw-Hill, 1983; E. Charniak & D. McDermott, *Introduction to Artificial Intelligence*, Addison-Wesley, 1985; P. H. Winston &

B. Horn, *LISP*, Second Edition, Addison-Wesley, 1984; D. Touretzky, *LISP: A gentle introduction to Symbolic Computation*, Harper & Row publishers, 1984; SoftWarehouse, *muLISP-87: LISP Language Programming Environment*, 1987; Borland International, *Turbo Prolog: the natural language of artificial intelligence*, 1986.

Examination Arrangements: There will be a two hour exam paper counting for 70% of the marks. In addition, there will be a project associated with the contents of the course, which will count for 30% of the marks. The project will be formulated and set in such a way that a student make reasonable progress on it during the teaching period. e.g. the project might ultimately involve the integration of a number of items produced for classes.

SM7334

Software Engineering

Teacher Responsible: Dr. R. J. Paul, Room S110 (Secretary, S107)

Course Intended Primarily for B.Sc. (Econ.) XXIII Computing; B.Sc. (Maths./Stats./Comp./Act. Sci.) 2nd/3rd Year; B.Sc. (Management Sciences) 2nd/3rd Year. Diploma in O.R.; Diploma in Stats., Diploma in Management Sciences; Diploma in Management of Information Systems.

Core Syllabus: This course aims to give students a theoretical and practical understanding of the key principles of software engineering.

Pre-Requisites: Knowledge of Computers equivalent to **Programming in Pascal** (SM300).

Course Content: Software Engineering: Design issues including the representation and decomposition of system specification, Layering, Analysis of design options, Management of production, Human factors. Design techniques including formal methods. Design tools, production tools and environments. Knowledge engineering in design. Software metrics. Testing and maintenance. Smalltalk.

Teaching Arrangements: SM311 40 lectures and 20 classes in the Michaelmas and Lent Terms.

Reading List: Pressman, *Software Engineering: A Practitioner's Approach*, 2nd edn.; Jackson, *System Development*; Jackson, *Principles of Program Design*; Downs, Clare & Coe, *Structural Systems Analysis and Design Method*; Sommerville, *Software Engineering*, 2nd edn.; Aktas, *Structural Analysis and Design of Information Systems*; Connor, *Information System Specification and Design Road Map*; De Marco, *Structured Analysis & System Specification*.

Examination Arrangements: A two-hour formal examination in the Summer Term will account for 60% of the marks and a practical project for 40%.

SM7335

Computer Graphics

Teacher Responsible: Professor I. O. Angell, Room S102 (Secretary, S107)

Course Intended Primarily for B.Sc. (Econ.) XXIII Computing; B.Sc. (Maths./Stats./Computing); B.Sc. (Management Sciences); Diploma in Management of Information Systems; Diploma in Management Sciences; Diploma in O.R., Diploma in Stats.

Core Syllabus: This course covers advanced algorithms for the modelling and display of three dimensional scenes. It is intended for students, with a knowledge of Pascal and a reasonable background in mathematics, who are studying subject areas with a need for realistic display (e.g. Computing, Mathematics, Operational Research, Statistics). It will also be suitable for certain Geography students.

Course Content: Graphics Display technology. Graphics Standards. Vector Coordinate Geometry of Three-dimensional Euclidean Space. Matrix Representation of transformations. Geometric Modelling. Projections: orthographic, perspective, stereoscopic. Hidden line and surface removal. Smooth shading: Lambert's Law, Gouraud shading, Phong shading. Shadows. Transparency. Mirror reflections. Analytic modelling. Quad-tree/Oct-tree encoding. Ray tracing.

Pre-Requisites: Pascal programming to the level of the course **Programming in Pascal** (SM300). Students should have a knowledge of the elementary mathematical techniques equivalent to the course **Mathematical Methods** (SM7000).

Teaching Arrangements: There will be 25 lectures in the Lent Term (SM312). A major practical programming effort is expected from students. Workshops (five × one-hour sessions) will be organised to oversee the practical work.

Reading List: I. O. Angell & G. H. Griffith, *High Resolution Graphics Using Pascal*, Macmillan (1988); G. D. Foley & A. Van Dam, *Fundamentals of Interactive Computer Graphics*, Addison Wesley (1981); W. H. Newmann & R. F. Sproull, *Principles of Interactive Computer Graphics*, McGraw Hill (1973).

Examination Arrangements: There will be a two-hour formal examination in the Summer Term based on the full syllabus. The paper will contain six questions of which four are to be answered. All questions carry equal marks.

SM7340

Elements of Management Mathematics

Teacher Responsible: Professor J. Rosenhead, Room S114 (Secretary, Marianne Morris, S108)

Course Intended Primarily for B.Sc. (Econ.) Part II – in particular special subjects Accounting and Finance, Industry and Trade, 2nd or 3rd year; Diplomas in Accounting and Finance, Business Studies, Economics, Systems Analysis and Design.

Core Syllabus: The course is intended to give an elementary introduction to the formal techniques of operational research, an approach to the structuring and solution of managerial problems in large or complex organisations in business, industry and government. The techniques themselves are mathematical in nature, though only a basic knowledge of mathematics will be assumed; however a number of the techniques use probabilistic concepts, and the course therefore also includes an introduction to probability theory.

Course Content: Elements of Probability: Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

Elements of Management Mathematics: Students will be introduced to some of the methodological aspects of operational research, as well as some case studies of practical applications. Techniques treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues, computer simulation and stock control.

Pre-Requisites: Students will need a basic fluency in mathematical manipulations such as is provided by **Basic Mathematics for Economists** or **Mathematical Methods**. An exposure to statistical thinking at the level of **Basic Statistics** or above will also be an advantage (although the relevant material will be covered in SM313(i)). For students who have already taken **Mathematical Methods** and **Elementary Statistical Theory** and found them to be not too testing, **Elements of Management Mathematics** will be very restrictive mathematically. They should instead take **Operational Research Methods**, where a rather fuller mathematical vocabulary permits the same techniques to be covered in greater depth.

Teaching Arrangements: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: SM313(i) **Elements of Probability** 7 Michaelmas Term

SM313(ii) **Elements of Management Mathematics** 26 Michaelmas and Lent Terms

Classes: SM313(a) 20 Michaelmas Term, 10 Lent Term, 3 Summer Term.

SM313(b) Revision class, 5 Summer Term

Full lecture notes are provided for both components of the course. Exercises are distributed in each lecture, which are discussed in the following weekly class.

Reading List: Recommended books:

D. R. Anderson, D. J. Sweeney & T. A. Williams, *An Introduction to Management Science* (West); L. Lapin, *Management Science for Business Decisions* (Harcourt Brace Jovanovich); S. French, R. Hartley, L. C. Thomas and D. J. White, *Operational Research Techniques* (Arnold); A. M. Arthurs, *Probability Theory* (Routledge Kegan Paul); L. Lapin, *Statistics for Modern Business Decisions* (Harcourt Brace Jovanovich); T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics* (Wiley).

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term. The paper is divided into sections; the first (normally containing two questions) covers the material in SM313(ii) on methodology and applications, the second section (normally two questions) covers SM313(i), while the third section (normally seven questions) covers the mathematical techniques content of SM313(ii). Students are expected to attempt five questions, of which one must be from the first section, and at most one can be from the second section. Copies of previous years' papers are available.

SM7345

Operational Research Methods

Teacher Responsible: Dr. Susan Powell, Room S105B (Secretary, Marianne Morris, S108)

Course Intended Primarily for

B.Sc. (Management Sciences) 2nd or 3rd year
 B.Sc. (Maths./Stats./Comp./Actuarial Science) 2nd or 3rd year
 B.Sc. (Economics) IX Accounting and Finance
 B.Sc. (Economics) XXII Statistics
 B.Sc. (Economics) XXIII Computing
 Diploma in Management Sciences
 Diploma in Statistics
 Diploma in Operational Research
 For course unit degrees, the Course Registration Number is 340/7345.

Course Content: The course gives an introduction to all the main theoretical techniques of Operational Research. However Simulation is not treated in any depth in the course (only two introductory lectures are given on the technique).

It is possible to take a further paper "Model Building In Operational Research" which extends the Mathematical Programming component of O.R. Methods as well as covering Simulation in some detail.

The main techniques covered are: Critical Path Analysis, Production Scheduling, Markov Chains, Queueing Theory, Replacement, Simulation, Stock Control, Dynamic Programming, Decision Theory, Theory of Games, Mathematical Programming.

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Mathematical Methods**. In particular, students should have covered elementary distribution theory and the Poisson Process, and have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers, and no computer programming will be required, although students must be prepared to use computer packages when required.

Teaching Arrangements:

SM314 25 Sessional; SM314(a) 24 Sessional.
 SM315 10 Michaelmas Term; SM315(a) 12 Michaelmas and Lent Term and three revision classes in the Summer Term.

SM314 Operational Research Techniques This covers the whole foregoing syllabus except Mathematical Programming. Only one introductory lecture on simulation is given in this course. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (SM314a). Most class teachers are part-time.

SM315 Mathematical Programming. Linear programming: starting from the most basic introduction up to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions; solution to larger problems by using a computer package. Unimodular linear programming (transportation): properties of solution, connection with graph theory, an algorithm for hand computation. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (SM315a). Most class teachers are part-time.

Reading List: Recommended books are H. G.

Daellenbach, J. A. George & D. C. McNickle, *Introduction to Operations Research Techniques* (Allyn & Bacon, 1978); H. P. Williams, *Model Building in Mathematical Programming* (Wiley, 1977, available in paperback).

Students may also wish to consult

R. L. Ackoff & M. W. Sasieni, *Fundamentals of Operations Research*; G. Hadley, *Linear Programming*; N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; E. Page, *Queueing Theory in O.R.*; M. Sasieni, A. Yaspan & L. Friedman, *Operations Research: Methods and Problems*; D. Smith, *Linear Programming Models in Business*; S. Vajda, *Readings in Linear Programming*; S. Zions, *Linear and Integer Programming*.

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term, covering the full syllabus for both lecture courses. The paper usually contains 11 questions, of which five must be attempted. Eight of the questions are on SM314 and three on SM315: at least one of these last three must be attempted (this is a restriction that did not apply before 1983). It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available.

SM7347

Model Building in Operational Research

Teacher Responsible: Dr. S. Powell, Room S105b (Secretary, Marianne Morris, S108)

Course Intended Primarily for

B.Sc. (Management Sciences) 3rd year
 B.Sc. (Maths./Stats./Comp./Actuarial Science) 3rd year

Diploma in Operational Research

Core Syllabus: The aim of the course is to build on the introduction to Operational Research given in the course **O.R. Methods**, and to give experience in constructing and developing O.R. models at a level simplified from that encountered in actual operations in terms of size and the problems of data collection, but similar in terms of complexity and realism.

Course Content: Simulation modelling, including manual simulation models, activity cycle diagrams, computer simulation models, stochastic input generation and output analysis. Mathematical programming, extending the mathematical programming content of the course **O.R. Methods** by developing further integer programming and introducing quadratic programming. The emphasis is on large scale models, necessitating the use of a matrix generator. Spreadsheets, integration and comparison of models and modelling approaches.

Pre-Requisites: **Operational Research Methods**. (For third year students who have not taken **O.R. Methods** in their second year, and for Diploma students, **O.R. Methods** may be a co-requisite, taken in the same year).

Teaching Arrangements:

SM317 40 Michaelmas and Lent Terms.

SM317(a) 30 Michaelmas and Lent Terms.

The course will be entirely concerned with Simulation in the early part of the Michaelmas Term. It will be taught in a practical fashion where possible, requiring concentrated lectures/classes/practical periods. A whole day Saturday session is not ruled out! Very full lecture notes are provided. The class teachers are the lecturers. The mathematical programming part of the course follows fairly closely H. P. Williams' book (see below) and uses his excellent set of 'almost life size' problems.

Reading List: Students may also wish to consult A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*; Naylor, Balintfy, Burdick & Chu, *Computer Simulation Techniques*, M. Pidd, *Computer Simulation in Management Science*; K. D. Tocher, *The Art of Simulation*; G. Hadley, *Linear Programming*; D. Smith *Linear Programming Models in Business*; S. Vajda, *Readings in Linear Programming*; S. Zions, *Linear and Integer Programming*.

Examination Arrangements: The paper is in two parts: a single compulsory question on simulation, and three questions to be answered out of six on mathematical programming and modelling. All questions have equal weight and it is important to answer the right number of questions from the two parts, and only the best four will be counted. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies of previous exam papers containing similar questions are available.

The formal examination counts for 40% of the total marks for the course. The other 60% are awarded, 40% for the report on the simulation project, and 20% for the mathematical programming project which is in two parts, a computer based project and a report on a paper from a journal.

SM7360

Applied Management Science

Teacher Responsible: Dr. Ray Paul, Room S109 (Secretary, S107)

Course Intended Primarily for B.Sc. (Management Sciences) Course Unit 340/7360.

Core Syllabus: The student will carry out and report upon a substantial practical piece of operational research or marketing research.

Course Content: None.

Pre-Requisites: The student must be in his final year of B.Sc. (Management Sciences) and must have taken, or be concurrently taking, the course **Model Building in Operational Research** SM7347 and/or the course **Marketing and Market Research** SM7231.

Teaching Arrangements: The student will be assigned to Professor M. Shutler (for **Model Building in Operational Research** students) or Dr. Celia Phillips (for **Marketing and Market Research** students) who will continuously monitor the progress and give tutorial guidance as required.

Any student intending to offer this course unit in the third year should contact Dr. Paul before the end of the Summer Term of his or her second year.

Reading List: J. Mitchell, *How to Write Reports*, Fontana; B. M. Cooper, *Writing Technical Reports*,

Pelican; Sir Ernest Gowers, *The Complete Plain Words*, Pelican.

Examination Arrangements: Assessment is based entirely on the report which should be submitted to the supervisor by the end of the fourth week of the Summer Term.

SM8001

Applied Abstract Analysis
See SM7060

SM8002

Game Theory I (Half unit course)

Teacher Responsible: Dr. A. Ostaszewski, Room S468 (Secretary, S464)

Course Intended Primarily for M.Sc. (Operational Research) and other suitably qualified graduate or General Course students.

This is the first half of the paper SM7025.

Core Syllabus: The theory of games and its applications in economics.

Course Content: Von Neumann and Morgenstern utility theory. Formal games and their classification. Strictly competitive (zero-sum) games. Poker and bluffing. Non-cooperative games. Nash equilibrium. Cooperative games. Survey of cooperative solution concepts including the core, Von Neumann and Morgenstern solutions sets, Nash bargaining solutions and the Shapley value.

Pre-Requisites: A knowledge of mathematics beyond that covered in **Mathematical Methods** (SM102) possibly including **Introduction to Analysis and Set Theory** (SM103) and/or **Mathematical Methods** (SM113).

Teaching Arrangements: The lecture course SM120 **Games** during the Michaelmas Term (two lectures a week). Also about 15 problem classes SM120a are given in Michaelmas and Lent Terms.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: This subject is currently under development and completely adequate books are not available. *Game Theory* by G. Owen (second edition) should be purchased or *Game Theory* by T. Jones (although this is only sound on zero-sum games). Some further references are *Games and Decisions* by Luce and Raiffa, *The Theory of Games and Economic Behaviour* by Von Neumann and Morgenstern, *Two-Person Game Theory* by Rappaport, *Economics and the Theory of Games* by Bacharach, *Rational Behaviour and Bargaining Equilibrium in Games and Social Situations* by Harsanyi, *The Complete Strategist* by Williams, *The Strategy of Conflict* by Schelling.

Examination Arrangements: Students are normally assessed on the basis of a two-hour formal examination in the Summer Term.

SM8003

Game Theory II (Half unit course)

Teacher Responsible: Professor A. Rubinstein, (Secretary, S464)

Course Intended Primarily for M.Sc. (Operational Research), and other suitably qualified graduate or General Course students.

This is the second half of the paper SM7025.

Core Syllabus: The theory of games and its applications in economics.

Course Content: Perfect equilibrium. Games with incomplete information. The Nash programme and non-cooperative bargaining models. Market games and the application of game-theoretic ideas to problems in the economic theories of externalities, oligopoly and resource allocation under differential information. (Students will not be required to prepare for the whole of this syllabus. Mathematically trained students will be expected to omit the more advanced economics material and Economic students will be expected to omit the more mathematical material).

Pre-Requisites: **Game Theory I.** For the more advanced economics material, a knowledge of economics as covered in Ec113 **Principles of Economics Treated Mathematically.** For the more advanced mathematics material SM124 **Introduction to Topology** and SM126 **Fixed Point Theorems** will be useful but not essential. More important than a knowledge of specific techniques is the habit of thinking in the careful way required in mathematics and economic theory.

Teaching Arrangements: The lecture course SM121 **Games** during the Lent and Summer Terms (two lectures a week).

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the class-teacher on a regular basis and the problems will be discussed in the class.

Reading List: This subject is currently under development and completely adequate books are not available. *Game Theory* by G. Owen (second edition) should be purchased or *Game Theory* by T. Jones (although this is only sound on zero-sum games). Some further references are *Games and Decisions* by Luce and Raiffa, *The Theory of Games and Economic Behaviour* by Von Neumann and Morgenstern, *Two-Person Game Theory* by Rappaport, *Economics and the Theory of Games* by Bacharach, *Rational Behaviour and Bargaining Equilibrium in Games and Social Situations* by Harsanyi, *The Compleat Strategist* by Williams, *The Strategy of Conflict* by Schelling.

Examination Arrangements: Students who take **Game Theory II** will be expected to take **Game Theory I** in the same year and will be examined on both courses with a single three hour paper. The examination will contain a general section, a more mathematical section and a more economical section. Students will be required to answer questions from two of these three sections.

SM8203

Stochastic Processes

Teacher Responsible: Mr. D. Balmer, Room S208 (Secretary, S206)

Course Intended Primarily for M.Sc. (Statistics and Operational Research) (half-unit).

Core Syllabus: An introduction to some aspects of

stochastic processes useful for application in statistics or operational research.

Course Content: The first part of the course provides an elementary treatment of Markov chains and processes. Further topics are selected from a list including renewal theory, queueing theory, branching processes, random walks, Brownian motion and diffusion processes.

Pre-Requisites: A knowledge of mathematics along the lines of **Elementary Mathematical Methods**, SM7000, and of probability to the level of **Probability and Distribution Theory**, SM7220.

Teaching Arrangements: SM250, 2 hours per week in the Michaelmas and Lent Terms.

Reading List: M. Iosifescue, *Finite Markov Processes and their Applications*; J. G. Kemeny & J. L. Snell, *Finite Markov Chains*; D. L. Isaacson & R. W. Madsen, *Markov Chains: Theory and Applications*; S. Karlin & H. M. Taylor, *A First Course in Stochastic Processes*; S. M. Ross, *Applied Probability with Optimisation Applications*.

Examination Arrangements: There is a two-hour written examination in the Summer Term based on the content of the whole course.

SM8204

Decision Analysis in Theory and Practice (Half unit course)

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. (Operational Research).

Core Syllabus: This half-unit course covers the fundamentals of the theory of decision analysis, and then students may choose to study either Bayesian statistics, or behavioural decision theory, or the application of decision analysis in practice. The course is given jointly by the Decision Analysis Unit and the Department of Statistical and Mathematical Sciences, and is intended to be genuinely inter-disciplinary.

Topics covered are: the foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. (Students must cover the first topic and one of the other three.)

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Mathematical Methods**.

Teaching Arrangements: There are four lecture courses, each accompanied by a fortnightly class. Each student must cover the material in the first lecture course and one of the other three. The courses are as follows:

Lectures: SM238, 10 Michaelmas Term

SM239, 10 Michaelmas Term

SM240, 10 Lent Term

SM241, 10 Lent Term

Classes: SM238a, 5 Michaelmas Term

SM239a, 5 Michaelmas Term

SM240a, 5 Lent Term

SM241a, 5 Lent Term

SM238 Fundamentals of Decision Theory (Dr. J. V. Howard). This covers the normative theory of subjective probability and expected utility.

SM239 Behavioural Decision Theory (Staff of the Decision Analysis Unit). An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories.

SM240 Bayesian Statistical Methods (Dr. M. Knott). General discussion of the Bayes' approach and comparison with other approaches to statistical inference. Applications to some basic statistical problems.

SM241 Decision Analysis in Practice (Staff of the Decision Analysis Unit). Presents applications of Decision Theory in both public and private sectors, illustrating how Decision Theory is modified and supplemented to provide a workable technology.

Reading List: Recommended books will be given at the beginning of each lecture course.

Examination Arrangements: The course is examined by an essay or project assignment during the year and by one two-hour formal examination in the Summer Term. The paper will probably contain two questions in each of the four main topics, and three of these questions must be attempted, including at least one on SM238. It is important to attempt three questions: only the best three marks will be counted, and one third of the marks is available for each of these three attempts. On the other hand, it is not necessary to answer all parts of a question to obtain a reasonable mark on it.

SM8214

Statistical Aspects of Educational and Manpower Planning

Teacher Responsible: Dr. C. M. Phillips, Room A203 (Secretary, S204)

Course Intended Primarily for M.Sc.(Statistics), M.Sc.(Sociology and Statistics), M.Sc.(Operational Research) (half-unit).

Core Syllabus: The course introduces and illustrates statistical methods used in education and manpower planning.

Course Content:

SM260: The statistical analysis of labour turnover, Markov chains and renewal theory, models for manpower forecasting and control, career prospects, demand forecasting.

SM265: Criteria for establishing priorities in planning in advanced and developing countries. Methods for forecasting the demand for education and the demand and supply of teachers. Methods of forecasting manpower requirements computable models for the educational system.

Pre-Requisites: A basic knowledge of statistics.

Teaching Arrangements: SM260: 20 hours in the Michaelmas, Lent and Summer Terms beginning in the second week of the Michaelmas Term. SM265: 20 hours in the Michaelmas, Lent and Summer Terms beginning in the second week of the Michaelmas Term. Written papers are produced for class work.

Reading List: SM260: The manpower part of the course is based on D. J. Bartholomew & A. F. Forbes, *Statistical Techniques for Manpower Planning*. Useful background material may be found in: A. R. Smith, *Models of Manpower Systems*; A. R. Smith, *Manpower Planning in the Civil Service*; S. Vajda,

Mathematics of Manpower Planning; R. C. Grinold & K. T. Marshall, *Manpower Planning Models*.

SM265: A good background to the course is T. Thonstad, *Education and Manpower: Theoretical Models and Empirical Applications*. Other reading is given and discussed in the course.

Examination Arrangements: There will be one two-hour examination in the Summer Term. Three and only three questions must be answered, including one from SM260 and one from SM265. 60% of the total assessment of the course is based on the examination paper, the other 40% is awarded for projects and classwork on the two courses.

SM8254

Statistical Sources, Packages and Data Analysis

Teacher Responsible: Miss S. Brown, Room S211 (Secretary, S206)

Course Intended Primarily for M.Sc. (Statistics, Sociology and Statistics and Operational Research) (half-unit).

Core Syllabus: This course gives an introduction to the more important sources of statistical data and to several of the popular statistical computing packages. **Course Content:** SM234: Practical use of statistics computing packages, including MINITAB, GLIM, SAS, SPSSPC and BMDP. Students will be expected to learn a programming language during the course.

Pre-Requisites: Statistics to first degree level, such as in **Statistical Theory**, SM7241.

Teaching Arrangements: There are two components of the course as below:

SM234 **Statistical Sources** 10 hours Michaelmas and Summer Terms.

SM237 **Statistical Packages and Data Analysis** 25 hours Michaelmas and Lent Terms.

Reading List: Appropriate material will be made available during the course. A general source referred to throughout SM234 will be the current issue of **Social Trends**, HMSO.

Examination Arrangements: The exercises set during the course will be assessed. There will be no formal examination.

SM8255

Sampling Theory and Multivariate Methods

Teacher Responsible: Mr. Greenaway, Room S214 (Secretary, Ann Morris, S205)

Course Intended Primarily for M.Sc. (Statistics) and M.Sc. (Sociology and Statistics) (half-unit)

Course Content: The course deals with the theory and application of sample design and with some of the multivariate techniques used in the Social Sciences. SM262: The history of survey sampling. Techniques of sample design including stratification, clustering, pps selection, multi-phase sampling. Methods of estimation, including ratio and regression estimation. Methods of variance estimation.

SM259: A review of techniques used in the Social Sciences including path analysis, multidimensional scaling, factor and latent structure analysis, cluster analysis and binary segmentation.

Pre-Requisites: A basic knowledge of probability, statistical theory and survey methods up to first degree level.

Teaching Arrangements: SM262: 30 (15 two-hour sessions) Michaelmas and Lent Terms. SM259: 10 Lent Term lectures. Students are required to write a paper on the application of one of the techniques covered.

Reading List: SM262: W. G. Cochran, *Sampling Techniques* (3rd edn., 1977); L. Kish, *Survey Sampling*.

SM259: The course does not closely follow any book but all the following cover most of the material. Students are advised to purchase at least one from the list having regard to their background and interests. Advice will be given by the lecturer.

C. A. O'Muirheartaigh & C. Payne, *The Analysis of Survey Data*, 2 Vols., but especially Vol. 1; A. E. Maxwell, *Multivariate Analysis in Behavioural Research*; C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; M. G. Kendall, *Multivariate Analysis*; D. J. Bartholomew, *Mathematical Methods in Social Science*.

Examination Arrangements: There is one two-hour written examination in the Summer Term. The paper will normally contain three questions on SM262, and two on SM259. Three questions, and only three questions must be attempted.

SM8256

Basic Time Series and Forecasting: Robust Methods and Nonparametrics

Teacher Responsible: Professor J. Durbin, Room S217 (Secretary, S205)

Course Intended Primarily for M.Sc. (Statistics), M.Sc. (Sociology and Statistics), M.Sc. (Operational Research (half-unit)).

Core Syllabus: A broad introduction to time series and non-parametric methods for the postgraduate specialist.

Course Content:

SM257: Stationary time series, autoregressive and moving average models, fitting and testing of time series models, prediction, structural time series models. SM255: Distribution-free methods, rank tests, tests of goodness-of-fit, permutation theory, M-estimators, influence function, jackknife.

Pre-Requisites: Mathematics to the level of **Further Mathematical Methods** SM113, and a good undergraduate knowledge of distribution theory and regression.

Teaching Arrangements: SM257: One two-hour lecture each week in the Michaelmas Term.

SM255: One hour teaching each week in the Michaelmas and Lent Terms.

Reading List:

SM257: A. C. Harvey, *Time Series Models*; G. E. P. Box & G. M. Jenkins, *Time Series Analysis, Forecasting and Control*; W. A. Fuller, *Introduction to Statistical Time Series*; C. W. J. Granger & P. Newbold, *Forecasting Economic Time Series*. SM255: M. Hollander & D. A. Wolfe, *Non-parametric Statistical Methods*; P. J. Huber, *Robust Statistics*; M.

G. Kendall & A. Stuart, *The Advanced Theory of Statistic*, Vol. 2.

Examination Arrangements: There is a two-hour written examination in the Summer Term. There are three questions on SM257 and three questions on SM255. Three, and only three questions must be answered, and at least one question must be answered on SM257 and SM255.

SM8257

Multivariate Analysis and Linear Models

Teacher Responsible: Dr. M. Knott, Room S216 (Secretary, S204)

Course Intended Primarily for M.Sc. (Statistics) and M.Sc. (Sociology and Statistics) (half-unit)

Core Syllabus: An introduction to the theory and application of modern multivariate methods to continuous and categorical data.

Course Content:

SM254: Multivariate distributions, multiple regression analysis, principal component analysis, canonical analysis, discriminant analysis, latent variable models, factor analysis, models for binary data.

SM256: Measurement of association in two-way tables, log-linear and other models for contingency tables.

Pre-Requisites: Mathematics to the level of **Further Mathematical Methods**, SM113 and a sound undergraduate level of regression theory and distribution theory.

Teaching Arrangements: SM254: One-hour lecture each week in Michaelmas and Lent Terms.

SM256: 10 one-hour lectures in the Lent and Summer Terms.

Reading List:

SM254: M. G. Kendall, *Multivariate Analysis*; C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; D. F. Morrison, *Multivariate Statistical Analysis*; K. V. Mardia & Others, *Multivariate Analysis*.

SM256: Y. M. M. Bishop, G. S. E. Fienberg & P. W. Holland, *Discrete Multivariate Analysis*; C. Payne, "Log-linear Models" in C. O'Muirheartaigh, *The Analysis of Survey Data*, Vol. 2; G. S. E. Fienberg, *The Analysis of Cross-Classified Categorical Data*, (2nd edn.).

Examination Arrangements: There is a one two-hour examination in the Summer Term. There are three questions on SM254 and two questions on SM256. Three and only three questions must be answered, with at least one answer on SM254 and one on SM256.

SM8258

Statistical Techniques

Teacher Responsible: Dr. J. V. Howard, Room S209 (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. (Sociology and Statistics) and Diploma in Statistics.

Course Content: This is a second course in Statistics, emphasizing the application of statistical techniques which have proved useful in the Management Sciences. The main techniques covered are: Analysis of

Variance, Regression, Time Series and Forecasting, Survey Methods, Quality Control. More detail is given in the lecture course descriptions under "Teacher Arrangements" below.

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Mathematical Methods**. In particular, students should have covered elementary distribution theory, confidence intervals and hypothesis testing, and basic linear algebra. It is NOT necessary to have any previous experience of computers, but students will be expected to use the MINITAB computer package to carry out the calculations necessary to do the course exercises.

Teaching Arrangements: There are four lecture courses, each accompanied by a class, as follows:

Lectures: SM210 **Analysis of Variance and Quality Control** 10 Michaelmas Term

SM211 **Time Series and Forecasting** 10 Lent Term

SM212 **Applied Regression Analysis** 10 Lent Term

SM213 **Survey Methods** 10 Michaelmas Term

Classes: SM210a 5 Michaelmas Term

SM211a 5 Lent Term

SM212a 5 Lent Term

SM213a 5 Lent Term

SM210 **Analysis of Variance and Quality Control (Dr. Howard).**

Three lectures on Quality Control introduce methods of acceptance/rejection and continuous process control. Seven lectures on Analysis of Variance cover one and two-way classifications and the estimation of contrasts.

SM211 **Time Series and Forecasting (Professor Harvey).**

Trend, seasonality, stationarity, exponentially weighted moving average forecasts, ARMA models, and Box-Jenkins forecasting.

SM212 **Applied Regression Analysis (Dr. Smith).**

Multiple linear regression, transformation of data, stepwise and best subsets regression.

SM213 **Survey Methods (To be arranged).** Principles of sampling, stratification, clustering and the multistage sample, applications in market research and accounting. Major government surveys. Questionnaire design. Non-sampling errors.

SM210-SM212 have classes approximately once a fortnight to discuss sets of problems given out in the lectures. The class teachers are usually either the lecturer or a research officer. SM213 has five class seminars taken by the lecturer after the lecture course has finished. Full lecture notes and problems solutions are provided for SM210 and SM212.

Reading List: Recommended books are R. B. Miller & D. W. Wichern, *Intermediate Business Statistics* (Holt, Rinehart & Winston, 1977); T. H. Wonnacott & R. J. Wonnacott, *Regression: A Second Course in Statistics* (Wiley, 1981, available in paperback); G. Kalton and C. Moser, *Survey Methods in Social Investigation*.

Students may also wish to consult C. Chatfield, *The Analysis of Time Series - Theory and Practice*; W. Gilchrist, *Statistical Forecasting*; J. Neter & W. Wasserman, *Applied Linear Statistical Models*; T. A. Ryan, B. L. Joiner & B. F. Ryan, *MINITAB Student Handbook*; G. B. Weatherill, *Sampling Inspection and Quality Control*; T. H. Wonnacott & R. J. Wonnacott,

Introductory Statistics for Business and Economics.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, covering the full syllabus for all four lecture courses. The paper usually contains nine questions, of which five must be attempted. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer in full all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available. 90% of the total assessment of the course is based on the examination paper - the remainder is awarded on a project. The project is usually set during the Lent Term and students attempt it in teams of about four members each. The project is handed in early in the Summer Term, and is marked on presentation as well as content.

SM8259

Further Time Series Analysis

Teacher Responsible: Professor A. C. Harvey, Room S203 (Secretary, Elaine Hartwell, S204)

Course Intended Primarily for M.Sc. (Statistics) (half-unit).

Core Syllabus: Time series analysis and forecasting with an emphasis on the frequency domain, and state space models.

Course Content:

SM258: The frequency domain and spectral analysis, estimation and testing in the frequency domain, multivariate models, nonlinear models.

Ec320: Forecasting methods based on the Kalman filter, time-varying parameter models, unobserved component models, models in continuous time.

Pre-Requisites: Mathematics to the level of **Further Mathematical Methods**, SM113, and a good undergraduate level of regression theory and distribution theory.

Teaching Arrangements: SM258: One two-hour lecture each week during the Lent Term.

Ec320: 10 one-hour lectures in the Lent Term.

Reading List:

SM258: A. C. Harvey, *Time Series Models*; G. E. P. Box & G. M. Jenkins, *Time Series Analysis: Forecasting and Control*; W. A. Fuller, *Introduction to Statistical Time Series*; C. W. Granger & P. Newbold, *Forecasting Economic Time Series*; P. Bloomfield, *Fourier Analysis of Time Series: An Introduction*; M. Priestley, *Spectral Analysis and Time Series*.

Ec320: A. C. Harvey, *Time Series Models*; B. D. O. Anderson & J. B. Moore, *Optimal Filtering*.

Examination Arrangements: The examination is at the same time as that for Ec2561, **Advanced Econometric Theory II**. There will be a two-hour written examination paper in the Summer Term. There will be three questions on SM258 and two questions on Ec230. Three and only three questions must be answered, including at least one question on SM258 and one on Ec320.

SM8260

Social Statistics and Survey Methodology

Teacher Responsible: Mrs. K. E. Spitz, Room S213 (Secretary, S206)

Course Intended Primarily for Diploma in Statistics.
Core Syllabus: The aim of the course is to introduce students to all aspects of the design and execution of social investigations, to problems of measurement and forecasting and to the use of multivariate methods in the analysis of social data.

Course Content:

SM214: **Surveys, Experiments and other Investigations.** Surveys: design decisions, methods of random sampling, data collection methods and the control of response and non-response errors. The design of experiments and other explanatory studies. SM215: **Sample Survey Theory** (useful but not essential). The mathematical theory of simple random sampling, stratification and multi-stage sampling. SM216: **Multivariate Methods**

A survey of principal component analysis, cluster analysis and multidimensional scaling. Illustrative examples of the application of each technique including interpretation of computer output.

SM234: **Statistical Sources**

Problems of measurement in a variety of areas including levels of living, employment etc. Major British sources and their comparability.

SM265: **Statistical Aspects of Educational Planning.** Criteria for establishing priorities in planning. Methods of Forecasting the demand for education and the demand and supply of teachers and of some other professional groups.

Pre-Requisites: Elementary Statistical Theory.

Teaching Arrangements:

SM214 Given by Mrs. K. Spitz, 20 Lent Term, two Summer Term. Usually consists of 15 lectures and seven classes. Students present prepared class papers. SM215 Given by Mrs. K. Spitz. Ten Michaelmas Term, five Lent Term. Includes classes in which solutions to problems sets given out in the lectures are discussed. SM216 Lecturer to be arranged. Ten Michaelmas Term, five Lent Term. Usually includes five classes from which each student prepares one class paper. SM234 given by Dr. C. Phillips, Room A203. Five Lent Term, five Summer Term.

SM265 Given by Dr. C. Phillips, Lectures and class discussions. 20 Michaelmas, Lent and Summer Terms.

Reading List:

SM214 Students are advised to purchase: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*.

Other books which may be consulted include: C. Sellitz et al., *Research Methods in Social Relations*; H. M. Blalock, *An Introduction to Social Research*.

SM215 Students should purchase or consult: W. G. Cochran, *Sampling Techniques*.

Other recommended reading:

L. Kish, *Survey Sampling*; M. H. Hansen, W. N. Hurwitz & W. G. Madow, *Sample Survey Methods and Theory*; F. Yates, *Sampling Methods for Censuses and Surveys*.

SM216 No single book adequately covers the course. The most suitable are:

C. A. O'Muircheartaigh & C. Payne, *The Analysis of Survey Data*, Volume 1; A. E. Maxwell, *Multivariate Analysis in Behavioural Research*.

Other books which can be usefully consulted are:

C. Chatfield & A. J. Collins, *Introduction to*

Multivariate Analysis; M. G. Kendall, *Multivariate Analysis*.

SM234 Reading will be provided by the lecturer. A general source referred to throughout will be the current issue of *Social Trends* (HMSO).

SM265 No single book covers the course. References to appropriate papers will be provided by the lecturer.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based upon the syllabuses for SM214, SM216, SM265 and SM234. Knowledge of SM215 though helpful is not examined upon directly. Four questions must be answered from a total of ten or eleven. Copies of past examination papers are available.

SM8261

Surveys and Market Research Methods

Teacher Responsible: To be arranged

Course Intended Primarily for M.Sc. (Statistics), M.Sc. (Sociology and Statistics) and M.Sc. (Operational Research) (half-unit)

Course Content: The course deals with practicalities of the design and execution of sample surveys and social investigations.

SM264 Problems of measurement and scaling, attitude measurement, questionnaire design, strategies and methods of data collection, response errors, structure of interviewer effect, problems of and procedures for compensation for non-response.

SM263 The nature and limitation of some common experimental and quasi-experimental designs, retrospective and longitudinal studies used by researchers.

Pre-Requisites: A basic knowledge of statistics and probability up to first degree level.

Teaching Arrangements: SM264 20 one-hour lectures in the Michaelmas and Lent Terms.

SM263 10 hours teaching in the Lent Term. In the last three hours students present papers to the group.

Reading List:

SM264 (pre-requisite): C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*;

SM263 students are advised to purchase: D. T. Campbell & J. C. Stanley, *Experimental and Quasi-experimental Designs for Research* (paperback); P. Spector, *Research Designs* (Sage University Paper Series No. 23).

Supplementary Reading List: C. A. Moser & G. Kalton, *Survey Methods in Social Investigations*; J. A. Caporaso & L. L. Roos, *Quasi-experimental Approaches*; C. J. Webb, *Unobtrusive Measures: Nonreactive Research in the Social Sciences*.

Examination Arrangements: There is a two-hour written examination in the Summer Term. Three questions are set on SM264 and two questions on SM263. Four questions and only four must be answered, including at least one from SM264 and one from SM263.

SM8300

Computing and Data Processing Systems Analysis

Teacher Responsible: To be arranged

Course Intended Primarily for M.Sc. in Accounting and Finance.

Core Syllabus: The aim of the course is to introduce students, who are not computer specialists, to the elements of computer science, including practical work with software packages, and to help students to understand the processes by which computer systems for data processing are brought into use.

Course Content:

Introduction to Computing (Dr. R. J. Paul) Computer hardware and software, information systems development and operation and applications of information technology. Office automation and computer networking. Social and economic issues.

Data Management Systems (To be announced) Introduction to Data Management Systems and business software. Introduction to Spreadsheets, business graphics, simple business and statistical functions. Data transfer. Data analysis and Database design. Application development-theory and practice. Prototyping using application generators. Programming in DBASE III.

SM383 **Introduction to Information Systems (Professor K. Grindley)**, which considers the "life cycle" of an information system, and the processes and activities which are needed to investigate, design, implement and operate a computer-based information system. The course discusses information economics, the organisation of the EDP function within an organisation, and the control of an information systems development project.

Teaching Arrangements:

SM302 **Introduction to Computing:** There are 20 lectures and 10 classes in the Michaelmas Term. The classes are used to discuss and clarify lecture material. SM303 **Data Management Systems:** There are 15 lectures and 15 classes in the Lent and Summer Terms. The students are given three major assignments on **Data Analysis, Spreadsheets and Data Base Tools**. SM362 **Introduction to Information Systems**, ten lectures and five classes Michaelmas Term.

Reading List:

SM302 **Introduction to Computing:** S. L. Mandell, *Computers and Data Processing - Concepts and Applications*, 3rd edn., West Publ. 1985; J. Eaton & J. Smithers, *This is IT*, Philip Alan, 1982.

SM303 **Data Management Systems:** D. R. Howe, *Data Analysis for Database Design*, Edward Arnold, 1983; A. Parkin, *Systems Analysis*, Edward Arnold, 1980; A. Rock-Evans & I. Palmer, *Data Analysis*, Computer Weekly Publication, 1981; C. Townsend, *Mastering DBase III - A Structured Approach*, Sybex, 1985; Lotus, *1-2-3 and DBase III Reference and Tutorial Manuals*, Ashton Tate, 1985.

SM362 **Introduction to Information Systems**

N. Ahituv & S. Neumann, *Principles of Information Management*; F. P. Brooks, *The Mythical Man-Month*; H. Donaldson, *Data Processing Project Management*; B. Boehm, *Software Engineering Economics*; T. Gildersleeve, *Data Processing Project Management*; A. Parkin, *Systems Management*.

Examination Arrangements: There is a formal three-hour examination in the Summer Term based on the full syllabus of the three lecture courses.

SM8301

Computer Project

Teacher Responsible: Dr. Georgios I. Doukidis, Room S106B (Secretary, S107)

Other Teachers Involved in this course are Dr. J. D. Sylwestrowicz (S105A) and Mr. A. Warman

Course Intended Primarily for Diploma in Management Sciences and Diploma in the Management of Information Systems.

Core Syllabus: This paper is designed to consolidate the computing theory which students have learned, by their pursuing a practical project.

Course Content: Students will identify an area of an application of information technology and write a report on it. The project may be a practical one, involving designing and implementing programs, or may be of a more theoretical nature.

Pre-Requisites: Diploma students must take the course concurrently with either **Introduction to Computing** or **Information Systems Development**.

Teaching Arrangements: (SM321) There is a single course of 15 two-hour seminars in the Michaelmas and Lent Terms. All students must keep in touch with the teacher responsible for the course who must approve all projects. Students will make use of the general support offered by the School to computer users. This includes the program advisory services, and the various courses and lectures offered in the University.

Reading List: Appropriate reading depends on the projects tackled. The reading shown here should be of general use in most projects.

C. Edwards, *Developing Microcomputer Based Business Systems*; Prentice Hall, 1982; T. De Marco, *Structured Analysis and Systems Specification*, Prentice Hall, 1979; D. Van Tassel, *Program Style, Design Efficiency, Debugging and Testing*, Prentice-Hall, 1978; B. W. Kernighan & P. J. Plaugher, *Software Tools*, Addison Wesley, 1976; B. W. Kernighan & P. J. Plaugher, *The Elements of Programming Style*, McGraw-Hill, 1974; P. Freeman & A. Wasserman, *Tutorial: Software Design Techniques*, 3rd edn., IEEE, 1980. See examples and papers by Jackson, Stay and Stevens.

Examination Arrangements: This course is assessed on the programs and report produced. Students may start work on their projects at any time. The final report must be handed in by the end of the first week of the Summer Term. More information is available from the teacher responsible.

SM8306

Information Technology in Developing Countries

Teacher Responsible: Mrs. C. Avgerou, Room S104 (Secretary, Ilse Redpath, S107)

Other Teachers Involved: Dr. J. Liebenau, Dr. C. Moser, Dr. A. Hall

Course Intended Primarily for Diploma in the Management of Information Systems; M.Sc. in the Analysis, Design and Management of Information Systems.

Core Syllabus: The course covers the application of information technology in developing countries with particular emphasis on information systems. The problems involved are examined from social, economic, management and political perspectives.

Course Content: The course is made up of two seminar courses as follows:

SM381 Information Technology and Socio-Economic Development

Social development issues: development theories, social policy and planning in developing countries, social implications of information technology. Transfer and development of technology: fundamental policy choices, world trade in technology, multinationals and technology transfer and development, transfer mechanisms, sovereignty vs. interdependence. Regulation and codes of conduct.

SM382 Information Systems in Developing Countries Managing information systems development in developing countries. Education and training in information technology. Applications of information technology. Government policy and national institutions. Case studies will be used to demonstrate the key issues.

Teaching Arrangements:

SM381 20 two-hour seminars, Michaelmas and Lent Terms.

SM382 20 two-hour seminars, Michaelmas and Lent Terms.

Reading List: No one book covers the entire syllabus and many references are given during the course. The following books are particularly recommended:

M. Todaro, *Economics for a Developing World*; W. Brandt *et al.*, *North-South: A Programme for Survival*; N. Rosenberg, *Inside the Black Box, Technology and Economics*; E. Mansfield, *Technology Transfer, Productivity and Economic Policy*; T. Forester, *The Information Technology Revolution*; J. Bennett and R. Kalman, *Computers in Developing Nations*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Project work associated with the contents of the course will also be taken into account for the final mark.

SM8307

Systems Analysis and Design (Half unit course)

Teacher Responsible: Professor I. O. Angell (Secretary, S107)

Course Intended Primarily for M.Sc. in the Analysis, Design and Management of Information Systems and in Operational Research and Information Systems.

Core Syllabus: The course will give students an understanding of the process by which information systems problems are analysed and information technology is applied to them.

Course Content: The course considers the 'life cycle' of an information system and studies some widely used methods of analysis and design. It also introduces some alternative approaches to information systems development.

Pre-Requisites: A basic knowledge of computing including hardware, software and programming.

Teaching Arrangements: SM365 **Basic Systems Analysis**, 10 one-hour lectures and 10 classes in the Michaelmas Term.

SM360 **Systems Analysis and Design**, 20 two-hour seminars in the Michaelmas Term.

Reading List: N. Ahituv & S. Neumann, *Principles of Information Systems Management*; T. De Marco, *Structured Analysis and System Specification*; R. H. Sprague & B. C. MacNurlin, *Information Systems Management in Practice*; G. B. Davis & M. H. Olson, *Management Information Systems*; P. Layzell & P. Loucopoulos, *Systems Analysis and Development*; R. D. Galliers, *Information Analysis: Selected Readings*. References to appropriate papers will be provided by the lecturer.

Examination Arrangements: There is a two-hour formal examination in the Summer Term, based on the full syllabus.

SM8308

Aspects of Information Systems (Half unit course)

Teacher Responsible: Mr. S. Smithson Room S111 (Secretary, Ilse Redpath, S107)

Other Teachers Involved: Professor I. O. Angell

Course Intended Primarily for M.Sc. in the Analysis, Design and Management of Information Systems (half-unit)

Core Syllabus: This course provides a discussion of a varied range of issues currently relevant to computer-based information systems, examined from theoretical and practical perspectives.

Course Content: The course reviews recent advances in information technology, at the same time re-examining some of the basic principles of the technology. A number of topics of current concern are examined including: the user-system interface, information technology and education, and computer security. Particular applications of IT are discussed and practical work with software packages provided.

Pre-Requisites: A basic knowledge of computing including hardware, software and programming.

Teaching Arrangements:

SM361 **Aspects of Information Systems**, 20 one-hour lectures and 20 classes in the Michaelmas and Lent Terms.

SM362 **Information Systems Colloquium**, 10 two-hour seminars, given mostly by visiting speakers, to be held approximately fortnightly in the Michaelmas and Lent Terms.

Reading List: G. G. Wilkinson & A. R. Winterflood, (Eds.), *Fundamentals of Information Technology*, Wiley, 1987, plus other books and journal articles.

Examination Arrangements: The course is examined entirely by course work in the form of projects/presentations and a 5,000 word essay.

SM8309

Information Systems Management (Half unit course)

Teacher Responsible: Mr. S. Smithson Room S111 (Secretary, Ilse Redpath, S107)

Other Teachers Involved: Mr. A. Cornford
Course Intended Primarily for M.Sc. in the Analysis, Design and Management of Information Systems (half-unit).

Core Syllabus: This course examines management and organisational issues involved in the introduction and operation of computer-based information systems in business organisations.

Course Content: The course discusses the ways in which information technology can be used for competitive advantage in business and will examine issues involved in the management of the technology, including policies for strategic planning, project management and the implementation of computer-based systems. Organisational problems are addressed, including end-user computing and the evaluation of computer-based information systems. Case studies are used to demonstrate the key issues.

Pre-Requisites: A basic knowledge of computing including hardware, software and programming.

Teaching Arrangements: SM363 **Information Systems Management**, 10 one-hour lectures and 10 classes in the Michaelmas Term, and 10 two-hour seminars in the Lent Term.

Reading List: G. B. Davis & M. H. Olson, *Management Information Systems*, 2nd edn., McGraw Hill, 1984; H. J. Watson, *et al* (eds.), *Information Systems for Management*, 3rd edn., BPA, 1987; plus other books and journal articles.

Examination Arrangements: There is a two-hour formal examination in the Summer Term, based on the syllabus of SM363.

SM8310

Information Systems Development Methodologies (Half unit course)

Teacher Responsible: Mr. S. Smithson (Secretary, S107)

Other Teachers Involved: Mr. A. Cornford.

Course Intended Primarily for M.Sc. in the Analysis, Design and Management of Information Systems and in Information Systems and Operational Research.

Core Syllabus: To examine critically and comparatively the various approaches followed for the development of information systems.

Course Content: The most established information systems development methodologies are studied and compared. Emphasis is given in exploring assumptions, principles, and characteristic features of different methods. Practice with various methods and their associated tools, notations and techniques are organised in case study based workshops.

Pre-Requisites: Knowledge of Systems Analysis to the level of the course **Systems Analysis and Design**.

Teaching Arrangements: SM364 10 one-hour lectures providing an overview and survey of the subject area. Students are expected to amplify the knowledge gained from lectures by guided reading. 10 two-hour seminars for case studies discussions and students assignments presentations. 5 two-hour workshops for the study of **Systems Analysis Techniques**. Lent Term only.

Reading List: W. Olle *et al.*, *Information Systems Design Methodologies, Comparative Reviews*; B. C. MacNurlin, *Information Systems Management in*

Practice; P. Checkland, *Systems Thinking — Systems Practice*; D. Connor, *Information Systems Specification and Design Road Map*; J. Cougar, M. Colter & R. Knapp, *Advanced Systems Development/Feasibility Techniques*; T. De Marco, *Structured Analysis and Systems Specification*; M. Jackson, *Systems Development*; M. Lundeberg *et al.*, *Information Systems Development*; E. Mumford & D. Henshall, *The Participative Approach to the Design of Computer Systems*; E. Mumford & M. Weir *Computer Systems in Work Design: The ETHICS Method*; R. A. Hirschheim & R. J. Boland, *Critical Issues in Information Systems Research*; J. S. Keen, *Managing Systems Development*; E. K. Somogyi & R. D. Galliers, *Towards Strategic Information Systems*. References to appropriate papers will also be provided by the lecturer.

Examination Arrangements: There is a two-hour formal examination in the Summer Term, based on the syllabus. This examination accounts for 85% of the final mark. A student's performance during the course contributes the remaining 15% of the final mark.

SM8321

Information (Half unit course)

Teacher Responsible: To be arranged

Course Intended Primarily for M.Sc. in Analysis, Design and Management of Information Systems, in Operational Research and Information Systems and in Operational Research.

Core Syllabus: To examine the nature of information in business and administrative systems from many different points of view.

Course Content: From the machine perspective, analytical techniques based on logic, mathematics and statistics will be introduced. From a human and social perspective, techniques of analysis will be drawn from the study of the cultural basis of signs and communication, and the problems of the meaning and validity of signs used in everyday affairs.

SM367 **Information**, 20 one-hour lectures and 20 classes (SM367a) Michaelmas and Lent Terms.

Teaching Arrangements: Teaching is arranged in lectures and classes. Lectures are primarily used for providing an overview and survey of the subject area. Students are expected to amplify the knowledge gained from lectures by guided reading. Classes are used for guided work on case studies, and presenting for discussion work by individuals or groups on issues raised by lectures.

Reading List: Information (a) formal aspects

N. Abramson, *Information Theory and Coding*, McGraw Hill, 1963; J. Aitchison, *Linguistics*, Hodder and Stoughton, 1978; J. M. Allwood, L. G. Andersson & O. Dahl, *Logic in Linguistics*; W. R. Ashby, *An Introduction to Cybernetics*, Chapman and Hall, 1956; J. L. Austin, *How to Do Things with Words*, Oxford University Press, 1976; R. Busacher and T. L. Saaty, *Finite Graphs and Networks*, McGraw-Hill, 1965; R. D. Dowty, R. E. Wall and S. Peters, *Introduction to Montague Semantics*, Reidel, 1981; B. R. Gaines & M. L. G. Shaw, *The Art of Computer Conversation*, Prentice Hall, 1984; P. Gray, *Logic, Algebra and*

Databases, Ellis Horwood, 1984; S. Haack, *Philosophy of Logics*, Cambridge University Press, 1978; W. Hodges, *Logic*, Penguin, 1977; R. Kowalski, *Logic for Problem Solving*, North Holland, 1979; C. Shannon & W. Weaver, *The Mathematical Theory of Communication*, University of Illinois, 1964; R. K. Stamper, *Information in Business and Administrative Systems*, Batsford, 1973; R. J. Wilson, *Introduction to Graph Theory*.

Information (b) human and social aspects
D. Bloor, *Wittgenstein: A Social Theory of Knowledge*, Macmillan, 1983; C. Cherry, *On Human Communication*, (third edition), MIT Press, 1983; C. F. Flores & T. Winograd, *Understanding Computers and Cognition*, 1986; F. Dretske, *Knowledge and the Flow of Information*, Blackwell, 1981; H. L. Dreyfus and S. E. Dreyfus, *Mind over Machine*, Blackwell, 1986; P. Guiraud, *Semiology*, Routledge and Kegan Paul, 1975; E. T. Hall, *The Silent Language*, Doubleday, 1959; A. J. I. Jones, *Communication and Meaning*, Reidel, 1983; W. Kent, *Data and Reality*, North Holland, 1978; G. Lakoff & M. Johnson, *Metaphors We Live By*, University of Chicago Press, 1980; C. Morris, *Signs, Language and Behaviour*, Braziller, 1946; A. Ortony, (Ed.), *Metaphor and Thought*, Cambridge University Press, 1979; R. K. Stamper, *Information in Business and Administrative Systems*, Batsford and Wiley, 1973; P. A. Strassman, *Information Payoff*, Free Press, 1985; S. B. Torrance, *The Mind and the Machine*, Ellis Horwood, 1984; B. L. Whorf, *Language, Thought and Reality*, MIT Press, 1956.

Examination Arrangements: There is a two-hour formal examination in the Summer Term. All questions carry equal marks.

SM8322

Strategic Aspects of Information Technology (Half unit course)

Teacher Responsible: Dr. Georgios I. Doukidis — Room S106b (Secretary Christine Shute, S107)

Other Teachers involved: Mrs. Chrisanthi Avgerou
Core Syllabus: The course covers socio-economic aspects of Information Technology (IT). It also examines various national and international policies in IT.

Course Content:

SM369(i) Socio-Economic Aspects of Information Technology. The political nature of information. IT and geo-political control. IT and economic development. Legal issues related to IT.

SM369(ii) National and International Information Technology Policies. A detailed investigation of national IT goals and policies. Organisational structure of the decision making process. The role of international organisation. European Community and Information Technology. The European Information Market. The European Corpus Juris Informaticae. The advisory role of the OECD.

SM369(iii) Seminars On Strategic Aspects of Information Technology. The lecturers, invited speakers and students present and analyse some of the issues in more depth.

Pre-Requisites: The students should have a basic

knowledge of Information Technology and Social Sciences.

SM369(i) 5 × 3 hours, Michaelmas Term (starts week 6).

SM369(ii) 5 × 3 hours, Lent Term.

SM369(iii) 5 × 2 hours, Lent Term (starts week 6).

Reading List: 'Information Technology — A plan for Concerted Action' HMSO 1986; P. I. Sorkocsy (Ed.), *Oxford Surveys in Information Technology* Volumes 1 & 2, Oxford University Press, 1984-85; M. Breheny & R. McQuaid (Eds.), *The Development of High Technology Industries — an International Survey* Croom Helm Publishers 1987; P. B. Tigre, *Technology and Competition in the Brazilian Computer Industry* Frances Printer Publishers 1983; M. Sharp & C. Shearman, *European Technological Collaboration*, Chatham House Papers 1987; M. Sharp (Ed.), *Europe and the new Technologies*, Frances Pinter Publishers 1985; 'The effect of new information technology on the less favoured regions of the Community' The commission of the European Communities 1985; Publications 8, 9, 10, 11, 12 & 13 of the ICCP unit (OECD 1984-87); E. Ploman, *International Law Governing Communications and Information* Frances Printer Publishers 1982.

Examination Arrangements: There is a two hour formal examination in June. The formal examination counts for 70% of the total marks for the course. The other 30% are awarded for the project work that students undertake during the year.

SM8323

Intelligent Knowledge Based Systems (Half unit course)

Teacher Responsible: Dr. Georgios I. Doukidis — Room S106b (Secretary, Christine Shute, S107)

Course Intended Primarily for M.Sc. in Analysis, Design and Management of Information Systems and in Operational Research and Information Systems

Core Syllabus: This course is intended to cover development and organisational issues of IKBS. It also examines its relationship to Information Systems development.

Course Content: Techniques and tools used for designing IKBS. Knowledge representation, searching, matching, planning. Knowledge engineering, knowledge acquisition. ES as a modelling activity. Knowledge as part of Management Support Systems. Acceptability and legal issues. Requirements to be addressed by practical ES software. Semantics and common sense in the KB. Products today and tomorrow. Natural Language Processing & Intelligent Tutorial Systems.

Pre-Requisites: A basic knowledge of computing.

Teaching Arrangements: (40 hours) SM370 15 lectures and 15 classes in the Michaelmas (starting week 6) and Lent Term. Also in the Lent Term the students attend 5 2-hours sessions (starting week 6) which are case-study based and give the opportunity for discussing the project work.

Reading List: G. I. Doukidis, F. Land & G. Miler (Eds.), *Knowledge Based Management Support Systems*. Ellis-Horwood, 1988; W. J. Black, *Intelligent Knowledge Based Systems: An Introduction* Van

Nostrand Publishers, 1986; A. Hart, *Knowledge Acquisition*, Kogan Page, 1986; E. Charniak & D. McDermott, *Introduction to Artificial Intelligence*, Addison-Wesley, 1984; P. Harmon & D. King, *Expert Systems: Artificial Intelligence in Business*. John Wiley, 1985.

Examination Arrangements: This course is examined by course work and/or project work. The nature of the work will depend on how many students take the course.

SM8324

Simulation Modelling (Half unit course)

Teacher Responsible: Dr. Ray J. Paul, Room S110 (Secretary Christine Shute S107)

Course Intended Primarily for M.Sc. Analysis, Design and Management of Information Systems.

Core Syllabus: This course gives an introduction to Simulation Modelling in the broader context of computer based modelling systems.

Course Content: The Analysis, Design, implementation, testing and maintenance of Simulation models and their role as computer based modelling systems.

Teaching Arrangements:

SM368 Workshop in Simulation, 5 × 3 sessions Michaelmas Term and a Saturday day long computer session.

SM372 Computer Based Modelling Systems, 10 lectures Lent Term.

Reading List Recommended: M. Pidd, *Computer Simulation in Management Science*.

Students may also wish to consult:

A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*; Banks and Carson, *Discrete-Event Systems Simulation*; K. D. Tocher, *The Art of Simulation*.

Examination Arrangements: The course is examined by a project and an examination paper. The course is assessed as follows: 60% for a management report covering the results of a computer simulation program. The problem to be simulated is given during the second half of the Michaelmas Term for completion in the first two weeks of the Lent Term. 40% for a two hour examination paper.

SM8325

Topics in Applied Computing (Half unit course)

Teacher Responsible: Ian Angell, Room S102 (Secretary, Ilse Redpath, S107)

Course Intended for M.Sc. in Analysis, Design and Management of Information Systems, and In Operational Research and Information Systems.

Course Content: Students select three out of the following six topics under supervisor guidance:

(a) Databases

Core Syllabus: The course covers the analysis, design and management issues of database systems and offers practical experience in a commercial database system.

Course Content: **Analysis:** conceptual models (Relational, Network, Hierarchical); data modelling (Entity/Relationship model); semantic modelling.

Design: database specification; design techniques and methodologies (Application generators); case study relational database design.

Implementation and Management: DBMS software; DBMS hardware (including database machines); user interface and HCI issues; distribution databases; database economics and management; organisational issues.

Pre-Requisites: A basic knowledge of computing.

Teaching Arrangements: SM391 10 lectures starting week 6 of the Michaelmas and 6 classes starting week 1 in the Lent Term.

Reading List: C. Date, *Introduction to Database Systems* Volume 1, 4th Edn., Addison-Wesley, 1986; C. Date, *Introduction to Database Systems* Volume 2, 4th Edn., Addison-Wesley, 1986; S. Atre, *Database, Structures, Techniques for Design, Performance and Measurement* Wiley, 1980; E. Page & L. Wilson, *Information, Representation and Manipulation in a Computer* 2nd Edn., CUP, 1978; P. Pratt & J. Adamski, *Database Systems: Management and Design* Boyd and Fraser, 1987; I. Hawryszkiewicz, *Database Analysis and Design* SRA, 1984.

(b) Office Automation

Core Syllabus: This course examines both the technical and non-technical issues involved in office automation and information retrieval.

Course Content: The course covers the models and technology currently used in office automation and examines the problems and opportunities in integrated office information systems. Information retrieval is discussed in terms of current practice and recent developments.

Pre-Requisites: A basic knowledge of computing including hardware, software and programming.

Teaching Arrangements: SM392 Office Automation 8 two-hour seminars in the Lent Term.

Reading List: R. A. Hirschheim, *Office Automation: A Social and Organisational Perspective*, Wiley, 1985; W. M. Newman, *Designing Integrated Systems for the Office Environment*, McGraw Hill, 1986; G. Salton & M. J. McGill, *Introduction to Modern Information Retrieval*, McGraw Hill, 1983.

(c) Desk Top Publishing

Core Syllabus: The aim of this course is to examine the concept of Desk Top Publishing. Consideration will be given to the development of the concept, hardware equipment (workstations and printers, etc.), software techniques, and presentation factors (MMI).

Course Content: Description of Desk Top Publishing. Development History. MMI Concepts, Workstation Technology, Xerox and Apple Machines, Printer Technology, Software Tools and Page Description Languages. Implications of DTP for Information Systems and Strategies.

Pre-Requisites: A good knowledge of programming and elementary machine architecture.

Teaching Arrangements: SM393 There are 8 two-hour lectures in the Lent Term.

Reading List: J. Miles, *Design for Desktop Publishing*, Gordon Fraser 1987.

(d) Networks

Core Syllabus: This course provides an Introduction to Computer Communications and Networks.

Course Content: Objectives. Data Transmission Techniques, Protocols, Network Architectures, ISO Communication Layers, Public Data Networks, Local Area Networks, Value Added Networks.

Pre-Requisites: A good knowledge of (PASCAL) programming and elementary machine architecture.

Teaching Arrangements: SM393 There are 8 two-hour lectures in the Lent Term.

Reading List: F. Halsall, *Introduction to Data Communications and Computer Networks*; A. S. Tanenbaum, *Computer Networks*. Several Topical Articles and Papers.

(e) Parallel Processing

Core Syllabus: The aim of the course is to introduce students to the various types of Parallel Architectures and their practical uses. Some specialised languages and algorithms for Parallel Processing will be covered. **Course Content:** Pipeline, SIMD and MIMD processors (CRAY, DAP, Transputers). Basic characteristics of FORTRAN 8X and OCCAM languages. Parallel algorithms for Matrix Algebra, Monte Carlo methods and Optimisation.

Pre-Requisites: A basic knowledge of computing including hardware, software and programming.

Teaching Arrangements: SM395. There are 10 one-hour lectures and 6 classes in the Lent Term.

Reading List: R. W. Hockney & C. R. Jesshope, *Parallel Computers*, 1981, Adam Higler, Bristol. Students are also expected to read various journals because of the rapidly changing "state of the art" in the field.

(f) Graphics

Core Syllabus: This course covers advanced algorithms for the modelling and display of three dimensional scenes. It is intended for students with a knowledge of Pascal.

Course Content: Graphics Display Technology, Graphics Standards, Vector Coordinate Geometry of Three Dimensional Euclidean Space. Matrix Representation of transformations, Geometric Modelling. Projections: orthographic, perspective, stereoscopic. Hidden Line and surface removal. Smooth shading: Lambert's Law, Gouraud shading, Phong shading. Shadows, Transparency, Mirror reflections, Analytic modelling, Quad-tree/Oct-tree encoding, Ray tracing.

Pre-Requisites: Pascal programming. Students should have a knowledge of elementary mathematical techniques.

Teaching Arrangements: SM396. There will be 16 lectures in the Lent Term.

Reading List: I. O. Angell & G. H. Griffiths, *High Resolution Graphics Using Pascal*, Macmillan (1987); G. D. Foley & A. Van Dam, *Fundamentals of Interactive Computer Graphics*, Addison Wesley (1981); W. H. Newmann & R. F. Sproull, *Principles of Interactive Computer Graphics*, McGraw Hill (1973).

Examination Arrangements: There will be a two-hour examination paper, with six sections containing two questions each, of which a total of three questions must be answered.

SM8326

Advanced Topics in Information Systems (Half unit course)

Teacher Responsible: Dr. Ray J. Paul, Room S110 (Secretary Christine Shute, S107)

Course Intended Primarily for M.Sc. Analysis, Design

and Management of Information Systems (ADMIS).

Core Syllabus: An examination of new trends in Information Systems.

Course Content: The topics selected differ from one year to another. New topics are introduced each year. **Pre-Requisites:** Part 1 of the M.Sc. ADMIS regulations.

Teaching Arrangements: SM378 weekly two-hour sessions for 13 weeks in the Lent and Summer Terms.

Reading List: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.

Examination Arrangements: This course is examined by course work and/or project work. The nature of the work will depend on the topics offered.

SM8342

Operational Research Techniques and Applications

Teacher Responsible: Dr. Ray J. Paul, Room S110 (Secretary Christine Shute, S107)

Course Intended Primarily for M.Sc. Analysis, Design and Management of Information Systems; M.Sc. Accounting and Finance.

Core Syllabus: The course gives an introduction to the methodology and theoretical techniques of Operational Research.

Course Content: Operational Research Methodology: The practice and context of operational research – how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of O.R., and to whether O.R. workers are professionals.

Basic Operational Research Techniques: An introduction to stock control, scheduling, queueing theory, replacement, critical path analysis, dynamic programming, heuristics, markov chains, game theory and mathematical programming.

Basic Mathematical Programming: Formulation of operational problems in linear and non-linear programming models; solution of such problems by available computer programs; interpretation of the solutions; limitations of such models.

Selected Topics in Operational Research: Each week an invited speaker presents illustrations of the practical applications of O.R. in industry or a public institution.

Applied Statistics and Forecasting Techniques for Operational Research: Point and interval estimation. Tests of normal hypotheses. Goodness of fit tests. Linear regression. The moving average and exponential smoothing techniques of forecasting.

Pascal Programming (optional): The syntax of the Pascal programming language.

Operational Research Tutorial Class: Students will be given an O.R. problem to be solved in groups of four students. The problem requires the application of commonsense and the use of some of the skills learnt during the course in order to produce a group report by the end of the first week of the Lent Term.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the undergraduate papers in **Mathematical Methods and Elementary Statistical Theory** of the Part I examination of the B.Sc. (Econ.) degree.

Teaching Arrangements: SM350 10 × 2-hours Michaelmas and Lent Terms

SM351 18 Michaelmas Term, SM351(a) 18 Michaelmas Term

SM353 9 Michaelmas Term, SM353(a) 9 Michaelmas Term + 20 computer workshop hours

SM357 9 Michaelmas Term, SM357(a) 5 Michaelmas Term

SM358 15 × 1½-hours Michaelmas and Lent Terms. SM377 26-29 September and 5 Michaelmas Term.

A one day session will be held during the second week of the Lent Term during which each student group will make a presentation of their report to the other students and the O.R. staff.

Reading List: Recommended books are:

H. G. Daellenbach, J. A. George & D. C. McNickle, *Introduction to Operations Research Techniques* (Allyn and Bacon, 1978); H. P. Williams, *Model Building in Mathematical Programming* (Wiley, 1977, available in paperback).

Students may also wish to consult:

R. L. Ackoff, *Scientific Method: Optimizing Applied Research Decisions*; R. L. Ackoff & M. W. Sasieni *Fundamentals of Operations Research*; L. V. Atkinson, *A Student's Guide to Programming in Pascal*; R. G. Brown, *Smoothing Forecasting and Prediction*; W. Gilchrist, *Statistical Forecasting*; G. Hadley, *Linear Programming*; N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; I. Irvine, I. Miles & J. Evans (Eds.), *Demystifying Social Statistics*; T. J. Johnson, *Professions and Power*; L. L. Lapin, *Statistics for Modern Business Decisions*; G. Majone & E. S. Quade (Eds.), *Pitfalls of Analysis*; A. M. Mood & F. A. Graybill, *Introduction to the Theory of Statistics*, E. Page, *Queueing Theory in O.R.*; J. R. Ravetz, *Scientific Knowledge and its Social Problems*; A. Sandberg, *The Limits to Democratic Planning*; M. Sasieni, A. Yaspan & L. Friedman, *Operations Research: Methods and Problems*; D. Smith, *Linear Programming Models in Business*; S. Vajda, *Readings in Linear Programming*; S. Zions, *Linear and Integer Programming*.

Examination Arrangements: A single three-hour examination is held near the end of the Summer Term. This examination covers the syllabus for the two courses, **Basic Operational Research Techniques** and **Applied Statistics and Forecasting Techniques for O.R.** The paper contains seven questions, sampled randomly from the two lecture courses. Five of these questions must be attempted. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available.

40% of the total assessment of the course is based on the examination paper – the other 60% is awarded as follows:

20% for the report and presentation mentioned above under **Operational Research Tutorial Class** (all members of a group receive the same mark).

20% for an essay on a subject based on the **Operational Research Methodology** lecture course.

20% for written work from the **Mathematical Programming** Course.

Written work is marked on presentation as well as on content. Students should not assume that a bad performance in any part of the written work can necessarily be compensated by good performance in the examination or vice versa.

SM8343

Techniques of Operational Research (Half-unit course)

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. in Operational Research in Analysis, Design and Management of Information Systems, and in Operational Research and Information Systems.

Core Syllabus: The course is compulsory for most M.Sc. Operational Research students and gives an introduction to the theoretical techniques of Operational Research.

Course Content: Basic Operational Research Techniques (SM351): An introduction to stock control, scheduling, queueing theory, replacement; critical path analysis, dynamic programming, heuristics, markov chains, game theory and mathematical programming. **Applied Statistics and Forecasting Techniques for Operational Research (SM357):** Point and interval estimation. Tests of normal hypotheses. Goodness of fit tests. Linear regression. The moving average and exponential smoothing techniques of forecasting.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the undergraduate papers in **Mathematical Methods and Elementary Statistical Theory** of the Part I examination of the B.Sc. (Econ.) degree.

Teaching Arrangements:

SM351 18 Michaelmas Term

SM351(a) 18 Michaelmas Term

SM357 9 Michaelmas Term

SM357(a) 5 Michaelmas Term

Reading List: Recommended books are: H. G. Daellenbach & J. A. George, *Introduction to Operations, Research Techniques*, Allyn and Bacon, 1978.

Students may also wish to consult: R. L. Ackoff and M. W. Sasieni, *Fundamentals of Operations Research*; R. G. Brown, *Smoothing Forecasting and Prediction*; W. Gilchrist, *Statistical Forecasting*; N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; I. Irvine, I. Miles & J. Evans (Eds.), *Demystifying Social Statistics*; L. L. Lapin, *Statistics for Modern Business Decisions*; A. M. Mood & F. A. Graybill, *Introduction to the Theory of Statistics*; E. Page, *Queueing Theory*; M. Sasieni, A. Yaspan & L. Friedman, *Operations Research: Methods and Problems*.

Examination Arrangements: A single three-hour examination is held near the end of the Summer Term. The paper contains seven questions, sampled randomly from the two lecture courses. Five of these questions must be attempted. It is important to attempt five questions: only the best five answers will be counted,

and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available.

SM8344**Operational Research In Context (Half unit course)**

Teacher Responsible: Professor J. Rosenhead, Room S114 (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. Operational Research, for which this constitutes a compulsory half-unit paper.

Core Syllabus: This course is designed to complement the theoretical emphasis of **Techniques of Operational Research** SM8343. The intention is firstly to give students an appreciation of the non-technical factors which enter into the successful execution of an operational research study – by means of case study presentations, a discussion of methodological issues, and an experience of 'practical' project work. Secondly the course provides an introduction to several other disciplines which are very relevant to the practice of Operational Research.

Course Content:

Operational Research Methodology (SM350): The practice and context of operational research – how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of O.R., and to whether O.R. workers are professionals. The course is taught by a mixture of presentations by the lecturer and by groups of students. The approach of the course is critical – students will be encouraged to re-examine cherished assumptions, and debate their validity.

Selected Topics in Operational Research (SM358): A series of invited speakers present practical illustrations of O.R. in business or in public agencies.

Operational Research Tutorial Class: Students will be given an O.R. problem to be solved in groups of four students. The problem requires the application of commonsense and the use of some of the skills learnt during the course in order to produce a group report by the end of the fourth week of the Lent Term. A one day session will be held during the second week of the Lent Term during which each student group will make a presentation of their report to the other students and the O.R. staff.

Financial Decision Analysis (Ac107) **Dr. J. Board:** An introduction to accounting and financial concepts and techniques.

Industrial Psychology (Ps166): Individual maturation and maladjustment. Factors leading to the formation of industrial groups. Morale and individual breakdown; co-operative and competitive situations; resistance to change. The nature of incentives. Supervisory and other leadership. Psychological and organisational factors in communication.

Basic Systems Analysis (SM365): An introduction to systems analysis and the role the systems analyst plays in the design of computer based systems. The relationship between systems analysis and operational research. Information systems in organisations: role and function.

Economics for Operational Research (SM366): An introduction to economics.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the undergraduate papers in **Mathematical Methods** and **Elementary Statistical Theory** of the Part I examination of the B.Sc. (Econ.) degree.

Teaching Arrangements:

SM350 10 × 2 Michaelmas and Lent Terms
SM358 15 × 1½ Michaelmas and Lent Terms
Ac107 15 meetings MLS — beginning 6th week of the Michaelmas Term
Ps166 15 Michaelmas Term
SM365 10 Michaelmas Term, SM365(a) 10 Michaelmas Term
SM366 5 × 2 Michaelmas Term

Reading List: Recommended books (for **Operational Research Methodology**) are: R. L. Ackoff, *Scientific Method: Optimizing Applied Research Decisions*; J. Irvine, I. Miles & J. Evans (Eds.), *Demystifying Social Statistics*; G. Majone & E. S. Quade (Eds.), *Pitfalls of Analysis*.

Students may also wish to consult: M. Hales, *Science or Society? The Politics of the Work of Scientists*; T. J. Johnson, *Professions and Power*; J. R. Ravetz, *Scientific Knowledge and its Social Problems*.

A much more extensive reading list will be provided at the start of the course.

The reading list would be excessively long if books for all the above lecture courses were given. Specific recommendations will be made during the lecture courses. However students should study Chapters 1-3 of *Principles of Corporate Finance* by R. Brealey and S. Myers (2nd edn., McGraw Hill, 1984) as necessary preliminary reading for *Financial Decision Analysis for O.R.*

Examination Arrangements: There is no formal examination for this course. Assessment weight of 40% is given to a 2 to 3,000 word essay from a list of topics based on the **Operational Research Methodology** course. Another 40% is given to the report and presentation mentioned above under **Operational Research Tutorial Course** (for which all members of a group receive the same mark). Both the essay and the report are evaluated on presentation as well as content. The remaining 20% is allocated to one piece of written work which can be selected from the following lecture courses:

- Financial Decision Analysis;**
- Industrial Psychology;**
- Basic Systems Analysis;**
- Economics for Operational Research.**

SM8345**Computer Modelling In Operational Research (Half unit course)**

Teacher Responsible: Dr. R. J. Paul, Room S110 (Secretary Christine Shute, S107)

Course Intended Primarily for M.Sc. Operational Research.

Core Syllabus: The course is compulsory for all M.Sc. Operational Research students and gives an introduction to simulation, computer software in OR, graph theory and mathematical programming.

Course Content:

Basic Mathematical Programming (SM353): Formulation of operational problems in linear and non-linear programming models; solution of such problems available computer programs; interpretation of the solutions; limitations of such models.

Workshop in Simulation (SM368): (Dr. R. J. Paul and Mr. D. Balmer). Computer simulation models: design, construction and implementation.

Workshop in Computer Software (SM373): (To be announced). Applications of microcomputers in OR.

Graph Theory (SM356): Fundamental concepts in graph theory, planar and dual graphs, maximum-minimum problems in networks.

Pascal Programming (SM377): The syntax of the Pascal programming language. This course will be based on the video series *Programming in Pascal*.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the undergraduate papers in **Mathematical Methods** and **Elementary Statistical Theory** of Part 1 examination of the B.Sc.(Econ.) degree.

Teaching Arrangements:

SM353 9 Michaelmas Term SM353(a) 9 Michaelmas Term + 20 computer workshop hours
SM356 9 Michaelmas Term
SM373 5 × 3 Michaelmas Term
SM368 5 × 3 Michaelmas Term + whole day Saturday session.
SM377 26-29 September and 5 Michaelmas Term.

Reading List: Recommended are: M. Pidd, *Computer Simulation in Management Science*; H. P. Williams, *Model Building in Mathematical Programming*, Wiley, 1977, available in paperback.

Students may also wish to consult: A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*; Banks and Carson, *Discrete-Event System Simulation*; K. D. Tocher, *The Art of Simulation*; G. Hadley, *Linear Programming*; D. Smith, *Linear Programming Models in Business*; S. Vajda, *Reading in Linear Programming*; S. Zions, *Linear and Integer Programming*; J. A. Bondy & U. S. R. Murty, *Graph Theory with Applications*.

Examination Arrangements: The course is examined entirely by course work and a project. The course is assessed as follows: 60% for a management report covering the results of a computer simulation program. The problem to be simulated is given during the second half of the Michaelmas Term for completion in the first two weeks of the Lent Term. 30% for mathematical programming written work from the lecture course. 10% for graph theory written work from the lecture course. Written work is marked on presentation as well as on content.

SM8346**Combinatorial Optimization (Half unit course)**

Teacher Responsible: David Connolly, Room S106a (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. Operational Research.

Core Syllabus: The course is intended as an extension of the **Graph Theory** course SM356, and will concentrate on Combinatorial Optimization.

Course Content: Shortest path algorithms in networks, various matching algorithms, solution techniques for Travelling Salesman and other Combinatorial Optimization problems, algorithmic complexity.

Pre-Requisites: **Graph Theory**, SM356. **Mathematical Programming I** is desirable material.

Teaching Arrangements: SM386 16 Lent Term; SM386(a) 20 Lent and Summer Terms.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular basis, and the problems will be discussed in the problem class.

Reading List: This subject is currently under development and so a definitive text is not available. The three main reference books for the main part of the course will be *Combinatorial Optimization* by E. Lawler, *Combinatorial Optimization* by C. H. Papadimitiou and K. Steiglitz (Prentice Hall, 1982) and the *Travelling Salesman Problem – A Guided Tour of Combinatorial Optimization* edited by E. L. Lawler, J. K. Lenstra, Rinnooy Khan & D. H. Shmoys. As concise reference material for the graph theoretic part of the course, Chapters 1-5 of B. Bollobas's book "Graph Theory: An Introductory Course" (Springer, 1979) should prove useful.

Examination Arrangements: Students will be assessed on the basis of a three hour formal examination in the Summer Term.

SM8347**Advanced Operational Research Techniques (Half unit course)**

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. Operational Research.

Core Syllabus: This is an advanced half-unit course in Operational Research Techniques but excluding Mathematical Programming and Simulation (for which there are specialist companion courses available). The main techniques covered are: Replacement Theory, Scheduling, Inventory Control, Queueing Theory, Game Theory, Dynamic Programming, and Heuristics.

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Mathematical Methods**. Operational Research to the level of **Basic Operational Research Techniques**. Students must be prepared to use both micro and mainframe computers.

Teaching Arrangements: SM352 20 Lent and Summer Terms
SM352(a) 20 Lent and Summer Terms

Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following classes (SM352a). The class teacher is usually the lecturer or a teaching assistant.

Reading List: Recommended books are: K. R. Baker, *Introduction to Sequencing and Scheduling*; R. E. Bellman & S. E. Dreyfus, *Applied Dynamic Programming*; R. B. Cooper, *Introduction to Queueing Theory* (2nd edn.); D. R. Cox & W. L. Smith, *Queues*; S. French, *Sequencing and Scheduling*; G. Hadley & T. M. Whitin, *Analysis of Inventory Systems*; N. A. J.

Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; D. W. Jorgenson, J. J. McCall & R. Radner, *Optimal Replacement Policy*; E. Page, *Queueing Theory in O.R.*

Examination Arrangements: There is a two-hour formal examination in the Summer Term covering the whole syllabus. The paper usually contains six questions, of which three must be attempted. It is important to attempt three questions: only the best three answers will be counted, and one third of the marks is available for each of these three attempts. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available, but before 1985 the examination paper had a different structure.

SM8348**Further Simulation (Half unit course)**

Teacher Responsible: Dr. R. J. Paul, Room S110 (Secretary, S107)

Course Intended Primarily for M.Sc. Operational Research.

Core Syllabus: An introduction to research work in simulation.

Course Content: An examination of programming structures from simulation model construction e.g. process-flow, three-phase, event-based. Program generation by computer automated methods. The use of new software ideas in automating problem solving by simulation. A review of other modelling techniques, such as systems dynamics, control theory.

Pre-Requisites: The lecture course SM368.

Teaching Arrangements: SM374 30 Lent and Summer Terms

Reading List: As for SM8345 plus others to be given in lectures.

Examination Arrangements: This course is examined entirely by course work and/or project work. The nature of the work will depend on how many students take the course.

SM8349**Computer Modelling for Operational Research (Half unit course)**

Teacher Responsible: Mr. D. W. Balmer, Room S208 (Secretary, S206)

Course Intended Primarily for M.Sc. (Statistics) (half-unit)

Core Syllabus: The course is composed of two distinct sections. Each of these in its own way provides some insight into the interface between computing methods and operational research.

Course Content:

SM365 **Basic Systems Analysis:** An introduction to systems analysis and the role the systems analyst plays in the design of computer based systems. The relationship between systems analysis and operational research. Information systems in organisations: role and function. Other topics include economics, cost benefit analysis and computer programming.

SM368 **Workshop in Simulation;** Activity cycle diagrams, computer simulation models, stochastic

input generation and output analysis. The course is taught with a strong emphasis on practical application. SM373 **Workshop in Computer Software;** Micro Packages and Software Design; the use of microcomputers and associated software.

Pre-Requisites: There are no specific prerequisites in computing, but some prior contact with computing, use of packages and programming would be useful.

Teaching Arrangements: SM365 10 lectures and 10 classes in the Michaelmas Term. SM368 15 hours and single Saturday session. SM373 15 hours teaching during the Michaelmas Term.

Examination Arrangements: Each section of the course will be assessed independently by means of an extended essay or a project as appropriate.

SM8350**Management Mathematics**

Teacher Responsible: Professor Jonathan Rosenhead, Room S114 (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. in Analysis, Design and Management of Information Systems.

Core Syllabus: The course is intended to give an elementary introduction to the formal techniques of operational research, an approach to the structuring and solution of managerial problems in large or complex organisations in business, industry and government. The techniques themselves are mathematical in nature, though only a basic knowledge of mathematics will be assumed; however a number of the techniques use probabilistic concepts, and the course therefore also includes an introduction to probability theory.

Course Content: Elements of Probability; Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

Elements of Management Mathematics: Students will be introduced to some of the methodological aspects of operational research as well as some case studies of practical applications. Techniques treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues, computer simulation and stock control.

Pre-Requisites: Students need a basic fluency in mathematical manipulations such as is provided by **Basic Mathematics for Economists** or **Mathematical Methods**, or equivalent courses elsewhere. An exposure to statistical thinking at the level of **Basic Statistics** or above will also be an advantage (although the relevant material will be covered in SM313(i)).

Teaching Arrangements: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: SM313(i) **Elements of Probability** seven Michaelmas Term

SM313(ii) **Elements of Management Mathematics** 26 Michaelmas and Lent Terms

Classes: SM313(a) 20 Michaelmas Term, ten Lent Term, three Summer Term.

SM313(b) Revision class, five Summer Term

Full lecture notes are provided for both components of the course. Exercises are distributed in each lecture, which are discussed in the following weekly class.

Reading List: Recommended Books: D. R. Anderson, D. J. Sweeney & T. A. Williams, *An Introduction to Management Science* (West); L. Lapin, *Management Science for Business Decisions* (Harcourt Brace Jovanovich); S. French, R. Hartley, L. C. Thomas and D. J. White, *Operational Research Techniques* (Arnold); A. M. Arthurs, *Probability Theory* (Routledge Kegan Paul); L. Lapin, *Statistics of Modern Business Decisions* (Harcourt Brace Jovanovich); T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics* (Wiley).

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term. The paper is divided into sections; the first (normally containing two questions) covers the material in SM313(ii) on methodology and applications, the second section (normally two questions) covers SM313(i), while the third section (normally seven questions) covers the mathematical techniques content of SM313(ii). Students are expected to attempt five questions, of which one must be from the first section at most one can be from the second section. Copies of previous years' papers are available.

SM8351**Advanced Mathematical Programming**

Teacher Responsible: Dr. S. Powell, Room S105b (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. (Accounting and Finance) 3 and 4I. M.Sc. (Econometrics and Mathematical Economics) 2, 3 and 4g(ii).

Core Syllabus: The aim of the course is to take students who may be totally unfamiliar with the subject up to a stage at which they can read at least some of the recent research articles.

Course Content: This course is a combination of the two half-unit courses SM8354 and SM8355 which should be consulted for details.

Examination Arrangements: This course will be examined as the courses SM8354 and SM8355.

SM8354**Mathematical Programming I (Half unit course)**

Teacher Responsible: Dr. S. Powell, Room S105b (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. (Operational Research). Also available for M.Sc. (Statistics) II.7.

Core Syllabus: To cover the use of mathematical programming models in practice, and an introduction to the theory and computational methods.

Course Content: As described under the headings of the lecture courses below.

Pre-Requisites: A knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers and no computer programming will be called for, although students must be prepared to use computer packages and computer terminals.

Teaching Arrangements: SM353 nine lectures and 19 classes Michaelmas Term

SM354 16 Michaelmas and Lent Terms, SM354(a) 16 Michaelmas and Lent Terms

SM356 nine Michaelmas (approximately six lectures, three classes)

SM353 (also part of the course Techniques of O.R.), Introductory course – formulation of O.R. problems as mathematical programming models, solutions using computer packages, and interpretation of solutions. SM354 Introduction to theory of linear programming and duality: Simplex algorithm, (primal and dual basis change, Phase I/Phase II, sensitivity, etc.); unimodular models: integer linear programming (ILP) methods (branch and bound, enumeration); some special ILP models.

SM356 Fundamental concepts in graph theory, planar and dual graphs, maximum-minimum problems in networks, matching theory.

Reading List: G. B. Dantzig, *Linear Programming and Extensions*; Garfinkel & Nemhauser, *Integer Programming*; G. Hadley, *Linear Programming*; F. Harary, *Graph Theory*; T. C. Hu, *Combinatorial Algorithms*; A. Land & S. Powell, *Fortran Codes for Mathematical Programming*; C. L. Liu, *Introduction to Combinatorial Mathematics*; J. A. Pundy & V. S. R. Murty, *Graph Theory with Applications*; W. L. Price, *Graphs and Networks*; S. Vajda, *Readings in Linear Programming*; S. Zions, *Linear and Integer Programming*.

Examination Arrangements: The course will be examined by a three-hour examination. The paper will contain at least seven questions of which four must be attempted.

SM8355**Mathematical Programming II (Half unit course)**

Teacher Responsible: Dr. S. Powell, Room S105b (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. (Operational Research).

Core Syllabus: To take students beyond the level of **Mathematical Programming I** to a point at which they can read at least some of the recent research literature.

Course Content: The foundations of mathematical programming: developments in computational methods to take advantage of sparsity: Lagrangean relaxation: introduction to non-linear methods: further ILP methods (cutting planes, heuristic methods): additional special ILP models (e.g. location problems).

Pre-Requisites: **Mathematical Programming I.**

Teaching Arrangements: SM355 16 Michaelmas and Lent Terms

SM355(a) 16 Michaelmas and Lent Terms

Lectures: SM355 **Mathematical Programming II.**

Classes: SM355(a) **Mathematical Programming II.**

Reading List: V. Chvatal, *Linear Programming*; R. Fletcher, *Practical Methods of Optimization* Vol. I, *Unconstrained Optimization*; D. Gale, *The Theory of Linear Economic Models*; W. Murray, *Numerical Methods for Unconstrained Optimization*; L. C. W. Dixon, E. Spedicato & G. P. Szego, *Nonlinear Optimization*; S. Vajda, *Theory of Linear and Non-Linear Programming*.

Examination Arrangements: The course will be examined by a three-hour examination. The paper will contain at least seven questions of which four must be attempted.

SM8356**Transport Models (Half unit course)**

Teacher Responsible: Dr. S. Powell, Room S105b (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. Operational Research.

Core Syllabus: The course introduces students to the use and limitations of operational research and model-building in transport planning.

Course Content: Economics for Operational Research (SM366): (Dr. A. Roell). An introduction to Economics. (This course is also part of the course O.R. in Context.)

Transport Economics for Operational Research (SM387): (Dr. S. Glaister). Consumer surplus, peak load pricing, congestion, urban transport models, public enterprise economics and transport policy.

Valuation of Intangibles (SM376): (to be announced). How can money values be assessed for factors not bought or sold? e.g. time, recreation, health and pollution.

Cost Benefit Analysis (SM375): (to be announced). Cost benefit analysis as applied welfare economics and as a methodology for aiding decision making in the public sector. Methods of valuing costs and benefits, social discounting and inter-personal comparison. Examples.

Operational Research in Transport (SM379): (to be announced and Dr. S. Powell). Various types of problems in both private and public transport to which operational research has been applied will be described. This will include models of traffic behaviour and public transport operation, applications of scientific techniques to the practical problems of siting, location, routing, scheduling and control.

Pre-Requisites: a knowledge of mathematics and statistics to the level of the courses **Mathematical Methods and Elementary Statistical Theory of Part I** examination of the B.Sc. (Econ.). An elementary knowledge of basic O.R. techniques and economic concepts is essential.

Teaching Arrangements:

SM366 5 x 2 Michaelmas Term
SM379 4 Michaelmas Term and 8 Lent Term
SM375 5 Michaelmas Term
SM376 5 Lent Term
SM387 10 Lent Term

Reading List: No one book covers the entire syllabus. Students are recommended to read the following: S. Glaister, *Fundamentals of Transport Economics*, Basil Blackwell; I. Heggie, *Transport Engineering Economics*, McGraw Hill; D. R. Cox and W. L. Smith, *Queues*; A. A. Walters and D. L. Munby, *Readings in the Economics of Transport*; W. J. Baumol and D. F. Bradford, *American Economic Review*; T. A. Domencich and D. McFadden, *Urban Travel Demand*; S. Eilon, C. D. T. Watson-Gandy and N. Christofides, *Distribution Management*; J. A. Bondy and U. S. R. Murty, *Graph Theory with Applications*; R. Lane, T. J. Powell and P. Prestwood-Smith, *Analytical Transport Planning*, Duckworth; P. R. Stopher and A. H. Meyburg, *Urban Transportation Modelling and Planning*; R. Layard (Ed.), *Cost Benefit Analysis*, Penguin Books 1972; P. Dasgupta, A. Sen and S.

Marglin, *Guidelines for Project Evaluation*, U.N.; I. M. D. Little and J. A. Mirrlees, *Project Appraisal, and Planning for Developing Countries*; D. W. Pearce (Ed.), *The Valuation of Social Cost*, Allen and Unwin 1972.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The examination paper is made up of two sections each containing at least four questions. Students are expected to answer four questions only and at least one question from each section. It is important to answer four questions: no credit is given for a fifth answer, and one quarter of the marks are awarded for each of the four answers. On the other hand it is not necessary to answer fully all parts of a question to obtain a "better than bare pass" mark on it. Copies of previous year's papers are available. The two sections on the examination paper are made up of the following questions:

Section A: Questions on **Operational Research in Transport**.

Section B: Questions on **Transport Economics Treated Mathematically, Valuation of Intangibles and Cost Benefit Analysis**.

SM8358**Workshop on Urban and Transport Models (Half unit course)**

(Not available 1988-89)

Teacher Responsible: Dr. S. Powell, Room S105b (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. (Operational Research).

Core Syllabus: A practical course in quantitative model-building which includes an explanatory lecture course.

Course Content: Traffic generation, distribution, modal split and assignment models; models combining these. Evaluation of transport projects.

Pre-Requisites: A knowledge of mathematics and statistics to the level of courses **Mathematical Methods and Elementary Statistical Theory of the Part I** examination of the B.Sc. (Econ.). An elementary knowledge of basic O.R. techniques and economic concepts is essential.

Teaching Arrangements:

SM371: The course starts in the sixth week of the Michaelmas Term and comprises four two-hour sessions followed by eight 1½ hour sessions in the Lent Term. The Michaelmas Term consists entirely of lectures. The practical sessions based on projects undertaken by the students will be in the Lent Term. Lecture notes and introductory reading lists are provided. There will be an opportunity to meet O.R. practitioners in various urban and transport applications. During the workshop students will be expected to make two class presentations, one at the formulation stage of their project and the second at its completion. Tutorials will be given to individuals or groups of students to assist them in their project work.

Reading List: No one book covers the entire syllabus. Students are recommended to read the following: I. Heggie, *Transport Engineering Economics*, McGraw-Hill; R. Lane, T. J. Powell & P. Prestwood-Smith, *Analytical Transport Planning*, Duckworth; P. R. Stopher & A. H. Meyburg, *Urban Transportation Modelling and Planning*.

Examination Arrangements: All of the assessment of the course is based on the project, which is started towards the end of the Michaelmas Term for completion by the start of the Summer Term. The project is marked on presentation as well as content.

SM8359**Public Policy Analysis**

Teacher Responsible: Professor Jonathan Rosenhead, Room S114 (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. in Operational Research (for which it contributes the equivalent of two half-unit papers).

Core Syllabus: This course is concerned with the methodologies relevant to the analysis of policy issues, and to the determination of priorities in public resource allocation. The first term will explore in general terms (though with examples of both techniques and application areas) the ways in which quantitative analysis impinges on decision-making by governmental agencies. The remainder of the course will be based on case studies drawn from actual examples of social planning at national and local levels.

Pre-Requisites: None.

Teaching Arrangements: Weekly two-hour seminars for 25 weeks throughout the session (SA152). The seminars are shared with students taking the paper in **Social Planning (SA6631)**. During the Michaelmas Term the seminars will be introduced by one of the teachers. During the rest of the session students will present papers.

Reading List: The following are some key texts but a comprehensive reading list will be handed out with the programme of seminar topics. D. Piachaud & J. Midgley (Eds.), *The Fields and Methods of Social Planning*; J. K. Friend & J. Jessop, *Local Government and Strategic Choice*; H. Glennerster, *Planning for the Priority Groups*; M. Greenberger, M. A. Crenson & B. L. Crissey, *Models in the Policy Process*; C. E. Pincus & A. Dixon, *Solving Local Government Problems*; M. Carley, *Rational Techniques in Policy Analysis*.

Examination Arrangements: There is a three-hour formal written examination in June on which 50% of the assessment of the course is based. Three questions must be answered. The remainder of the assessment of the course is based on an extended essay of 4 to 6,000 words, the topic of which must be agreed with the course teachers.

SM8360**Applied Statistics (Half unit course)**

Teacher Responsible: Dr. J. Howard, Room S209 (Secretary, Marianne Morris, S108)

Course Intended Primarily for M.Sc. Operational Research.

Core Syllabus: The course is intended as a second course in statistics, emphasising the practical context and applications within operational research. A distinctive feature of this course is its integration of theoretical development and practical data analysis. There will be extensive practical work making use of hand and calculator computation as well as computer packages. The presentation of theoretical material is designed to provide the necessary framework for rigorous statistical investigations.

The main topics covered are: Exploratory data analysis and graphical presentation; Association of variables; Problems of model selection; Design of experiments; Analysis of variance; Multiple regression; Time series.

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Mathematical Methods**. Students with a more extensive knowledge of statistics should not take this course.

Teaching Arrangements: Weekly two hour sessions for 15 weeks, Michaelmas and Lent Terms. (SM269).

Reading List: M. Chapman and B. Mahon, *Plain Figures*; D. R. Cox, *Planning of Experiments*; H. S. Gillow, *Stat City: Understanding Statistics through Realistic Applications*; D. C. Hoaglin, R. J. Light, B. McPeck, F. Mosteller, *Data for Decisions*; R. B. Miller and D. W. Wichern, *Intermediate Business Statistics*; E. Tufte, *The Visual Display of Quantitative Information*; J. W. Tukey *Exploratory Data Analysis*; T. J. Wonnacott and R. J. Wonnacott *Regression: a second course in Statistics*.

Examination Arrangements: This course is examined entirely by course work and/or project work.

SM8361**Structuring Decisions (Half unit course)**

Teacher Responsible: Professor Jonathan Rosenhead, Room S114 (Secretary, Marianne Morris, S108).

Course Intended Primarily for M.Sc. in Operational Research, M.Sc. Analysis Design and Management Information Systems and M.Sc. Operational Research and Information Systems.

Core Syllabus: The course provides an introduction to a range of generally participative methods now available for structuring the understanding of problems and decision situations under conditions of complexity, uncertainty and conflict. The relative advantages and disadvantages of these methods as compared with more conventional, more highly formalized techniques will be brought out by a discussion of the debate on planning theory. The intended style will be interactive, though lecture notes will be provided for the more formal subject matter.

Course Content: Planning Theory (SM388) The debate on planning theory (rational comprehensive planning, incrementalism, mixed scanning, transactive planning, political economy school) with special attention to the limitations of holistic and mathematized approaches.

Problem and Decision Structuring Methods (SM389) The classical techniques of operational research provide solutions to well-structured problems. Their applicability is more limited where the primary aim of analysis is to achieve a structuring, perhaps only partial, of recalcitrant problems characterized by complexity, uncertainty and multiple perspectives. The course will cover, both descriptively and critically, the variety of approaches which have recently been developed to structure such situations or aspects of them. These include Soft Systems Methodology, Strategic Choice, Robustness Analysis, Cognitive Mapping, Hypergames and Metagames. The work of the Ackoff, Churchman and LAMSADE schools, and of Alexander and Saaty may also be referred to.

Pre-Requisites: None.

Teaching Arrangements:

SM388 6 × Lent Term

SM389 14 × Lent and Summer Term

Reading List: Students should buy A. Faludi (Ed.), *A Reader in Planning Theory*; and J. Rosenhead (Ed.), *Structuring Decisions*.**Recommended Reading is:** M. Camhis, *Planning Theory and Philosophy*; M. Greenberger, M. A. Crenson and B. L. Crissey, *Models in the Policy Process*; I. Hoos, *Systems Analysis and Public Policy*; P. B. Checkland, *Systems Thinking, Systems Practice*; C. Eden, S. Jones and D. Sims, *Messing About in Problems*; J. K. Friend and A. Hickling, *Planning Under Pressure*; J. K. Friend and W. N. Jessop, *Local Government and Strategic Choice*; R. Tomlinson and I. Kiss (Eds.), *Rethinking the Process of Operational Research and Systems Analysis*.

Details of other relevant reading, including material on approaches not currently available in book form, will be distributed during the course.

Examination Arrangements: Examination will be by three hour paper, normally containing six questions of which three should be answered. Questions will require students to demonstrate knowledge of how the various approaches operate, and an ability to compare and

contrast their relative merits and disadvantages. Students will not be expected to 'solve' particular problems.

SM8362**Advanced Topics in Operational Research (Half unit course)****Teacher Responsible:** Professor Jonathan Rosenhead, Room S114 (Secretary, Marianne Morris, S108)**Course Intended Primarily for** M.Sc. Operational Research.**Core Syllabus:** An examination of new trends in Operational Research.**Course Content:** The topics selected differ from one year to another. New topics are introduced each year.**Pre-Requisites:** Part 1 of the M.Sc. O.R. regulations.**Teaching Arrangements:** Weekly two-hour sessions for 13 weeks beginning the third week of the Lent Term (SM390).**Reading List:** There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.**Examination Arrangements:** This course is examined entirely by course work and/or project work. The nature of the work will depend on the topics offered.**SEA-USE COURSE**

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Course Guide(s) in which the course content and the reading list associated with the lecture or seminar can be found. The second part contains the Course Guides, presented in Course Guide number sequence.

Lectures and SeminarsLecture/
Seminar
NumberCourse Guide
Number**National and International Problems in Sea-Use Policy Making**
Professor D. Cameron Watt

SU4550

SU4450**National and International Problems in Sea-Use Policy Making****Teacher Responsible:** Professor D. Cameron Watt, Room E410 (Secretary, Mrs. N. Meakin, E402)**Course Intended Primarily for** M.Sc. Sea-Use Law, Economics and Policy Making.**Core Syllabus:** The course will outline and analyse the major international and national problems in respect to the exploitation and use and conservation of marine resources, including living and non-living resources, shipping, waste disposal and recreational uses. Analytical tools for handling marine resource management conflicts will be suggested and comparative material, drawn from a wide range of maritime state and industrial practices, will be cited.**Course Content:** Topics covered by the course include offshore oil and gas, fisheries, protection of the marine environment, surveillance and enforcement, safety at sea, flags of convenience, the roles of the IMO and UNCTAD, marine regionalism, conflicts at sea, the UN and the development of the law of the sea, and deep seabed mining. What are the scientific services needed for improved policy making? How is policy making affected by the organisation of government?**Teaching Arrangements** 14 lectures (SU300) and 14 seminars (SU301) in the Lent and Summer Terms. Students will deliver class papers and present essays on topics arranged at the beginning of the Lent Term.**Reading List:** Books that cover various aspects of the

topics include: Jack N. Barkenbus, *Deep Seabed Resources* (Macmillan, 1979); R. P. Barston and Patricia Birnie (Eds.), *The Maritime Dimension* (Allen & Unwin, 1980); Ken Booth, *Law, Force and Diplomacy at Sea* (Allen & Unwin, 1985); Luc Cuyvers, *Ocean Uses and Their Regulation* (Wiley, 1984); Ross Eckert, *The Enclosure of Ocean Resources* (Hoover Institution Press, 1979); Robert L. Friedheim (Ed.), *Managing Ocean Resources* (Westview, 1979); Frances W. Hoole *et al.* (Eds.), *Making Ocean Policy* (Westview, 1981); H. Gary Knight, *Managing the Sea's Living Resources* (Lexington Books, 1977); Finn Laursen (Ed.), *Toward a New International Marine Order* (Nijhoff, 1982); R. Michael McGonigle and Mark W. Zacher, *Pollution, Politics, and International Law* (University of California Press, 1979); C. M. Mason (Ed.), *The Effective Management of Resources* (Frances Pinter, 1979); M. B. F. Ranken (Ed.), *Greenwich Forum IX: Britain and the Sea* (Scottish Academic Press, 1984); James K. Sebenius, *Negotiating The Law of the Sea* (Harvard University Press, 1984); D. C. Watt (Ed.), *Greenwich Forum V: The North Sea: A New International Regime?* (Westbury House, 1980); Oran Young, *Resource Management at the International Level: The Case of the North Pacific* (Frances Pinter, 1977).

Students are also referred to the following courses:

Ac2150 **Financial Reporting and Management**Ec2520 **Economics for M.Sc. Sea-Use**LL6060 **International Law of the Sea**

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