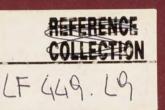
The London School of Economics and Political Science







Calendar 2003-2004

www.lse.ac.uk/calendar

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General

The London School of Economics and Political Science

Calendar 2003-2004

Introduction

The Calendar is published on the LSE website for use by LSE staff and students. Its purpose is to gather together into a single resource regulations relating to students and their study.

The Calendar is a web-first resource. It is located at <u>http://www.lse.ac.uk/calendar</u>. A limited number of print versions is generated from this online version for use by LSE staff for administration purposes.

The new production process this year has been taken as an opportunity to make minor changes to the contents and organisation of the Calendar. Any comments on the new Calendar and any requests for changes to information about programme regulations and individual courses should be sent to Elaine Hemmings, Academic Registrar's Division, (<u>e.hemmings@lse.ac.uk</u>) in the first instance.

Additional or replacement copies can be obtained from Elaine.

Our thanks go to the many colleagues in the School who have helped us in preparing it.

Sections

General Undergraduate Diploma Taught masters Research Short courses and summer schools Contents of Calendar 2002-2003

Disclaimer

Every effort has been made to ensure that the information in the Calendar is correct and up-to-date at the time of publication (September 2003). Circumstances may change subsequent to publication. The online version of the Calendar, which will be adjusted from time to time throughout the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

The general information contained in this section is relevant to all programmes and levels of study. Further details about some of the topics contained in this section are available on the LSE website.

For information previously published in the Calendar but not listed here, please refer to Contents of Calendar (2002-2003). The rationale behind this structure is that information previously duplicated between the LSE website and the Calendar will be resolved in favour of the LSE website. Consequently, the Calendar will be refined in due course.

Contents

Calendar of events and dates of terms Governance of the School Key addresses Statistics of students General academic regulations: Policy Statement on Equality and Diversity School's Policy on Disability Disciplinary and other regulations and procedures: **Regulations for Students** Regulations on Assessment Offences in Taught Degree and Diploma Courses Regulations for the Consideration of Appeals against Decisions of Boards of Examiners for Taught Courses **Rules Relating to Student Activities** Student Drugs and Alcohol Policy Code of Practice on Free Speech Principles and Procedures for the Consideration of Student Complaints Procedure for the Consideration of Complaints from Students on Academic Matters [excluding examination assessment appeals] Service Complaints Procedure for Complaints of Sexual Harassment Library and IT services Learning support and career development skills School services

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CALENDAR OF EVENTS 2003-2004

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16	Т	10.00	Risk Subcomm
17	W		
18	T		
19	F	-	
22	М	16.30	Nominations C
23	Т		
24	W		
25 26	T F		
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1	W	12.30	Agenda Comm
2	Т	12.00	School Micha
3	F		o ono on maona
6	M	13.00	Meeting of the
7	Т	14.30	Library and Inf
		14.00	Academic Plan
		14.30	Summer Scho
		17.15	Council
8	W	17.00	Finance & Ger
9	Т	16.00	Athletics Com
10	F		
13	М		
14	Т	14.00	Residences Us
15	W	14.00	Academic Boa
16	Т		
		14.00	Consultative F
17	F		
20	M	14.00	Estates Manag
		14.00	External Studie
21	Т	14.00	Academic Plan
22	W	14.00	Academic Non
		14.00	Short Courses
23	Т	12.30	LSE Nursery L
		13.00	Research Com
		14.00	Consultative F
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24 27	F M	10.15	Coourity Advis
21	IVI	13.15	Security Advis
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28	т	12.00	Consultative F Research Stud
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		15.00	Widening Parti
		17.15	Council
29	w	14.00	Graduate Stud
20		14.00	Consultative F
		14.00	Disability Cons
		14.15	Promotions Co
		16.00	Undergraduate
30	т		ondorgraduate
31	F		in Property
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3	М	13.00	Meeting of the
		16.00	Undergraduate
4	т	12.00	Taught Gradua
_		14.00	Consultative F
5	W	10.00	Conveners' Co
		14.00	Teaching Lear
-		16.30	Audit Committe
6	Т	12.30	Agenda Comn
		16.00	Personnel Stra
-	-	16.30	Library User C
7	F		
10	М	14.00	Estates Strate
11	т	14.30	Health and Sa
	1	17.00	Finance and G
12	W	14.00	Student Affairs
		17.00	Joint Negotiati
		18.00-21.00	Graduate Ope
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13 14	T F	10.00 21.00	ciudado op

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orum for Programme Directors for Taught Graduate Students

gement Committee ies Subcommittee nning and Resources Committee minations Committee s Subcommittee User Group mmittee Forum for Undergraduate Admissions Tutors oport Staff Committee

sory Group Forum for LSE Health Service Forum for Departmental Tutors idents' Consultative Forum Management Committee ticipation Steering Group

dies Subcommittee Forum for External Degree Co-ordinators isultative Forum committee te Studies Subcommittee

e Professors of Economics te Students' Consultative Forum late Students' Consultative Forum Forum for Admissions Selectors for Taught Graduate Students onsultative Forum rning and Assessment Committee tee mittee of the Academic Board ategy Committee Committee afety Committee

General Purposes Committee s Committee ing and Consultative Committee en Evening

17	М			
18	Т	14.00	Academic Planning and Resources Committee	
19	W	14.00	Academic Board	
20	т	14.00	Consultative Forum for Undergraduate Admissione Tutore	
		16.00	Consultative Forum for Undergraduate Admissions Tutors Athletics Committee	
21	F	14.00	School Board of Examiners for BA and BSc Degrees	
24	M	14.00	Concer board of Examiners for bry and boc begietes	
25	Т	14.30	Library and Information Services Committee	
		17.15	Council (followed by the end of term buffet supper)	
26	W	14.15	Promotions Committee	
		17.00	Alumni Relations Committee	
27	Т	13.00	Research Committee	
		15.00	Forum for Staff in the Central Administration	
		15.00	Catering Services User Group	
28	F	11.00	Forum for Staff in the Central Administration	
Dees				
	mber 2003			
1 2	M	13.00	Meeting of the Professors of Economics	
3	TW	15.00 14.00	Risk Subcommittee	
5	vv	16.00	Graduate Studies Subcommittee	
4	т	10.00	Undergraduate Studies Subcommittee	
5	F			
8	M			
o 9	T	14.00	Academic Planning and Pagauroon Committee	
10	w	14.15	Academic Planning and Resources Committee Appointments Committee	
		17.30	School Carol Service	
11	т	16.00	Informal Court of Governors	
		17.00	Court of Governors	
12	F		School Michaelmas Term ends	
15	M			
16	Т			
17	W		School Presentation Ceremonies	
18	т		School Presentation Ceremonies	
19	F			
12	М	334.0	School Lent Term Begins	
		13.00	Meeting of the Professors of Economics	
3				
	т	14.30	Library and Information Services Committee Resource Distribution Exercise meeting	
	т	14.30	Library and Information Services Committee Resource Distribution Exercise meeting Summer Schools Board	
		14.30 17.15	Summer Schools Board Council	
	w	14.30 17.15 14.00	Summer Schools Board Council Teaching Learning and Assessment Committee	
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9	м	14.00	Estates Manager
		14.00	Consultative For
10	-	16.00	Undergraduate S
10	т	15.00	Widening Particip
11	w	17.15	Council Disability Consul
12	T	14.00 16.30	Disability Consul Audit Committee
12		16.30	Library User Cor
13	F	10.00	Library User Oor
16	M		
17	T		
18	w		
19	т	13.00	Research Comm
		16.00	Personnel Strate
20	F		
23	M	14.00	External Studies
24	Т	14.00	Academic Planni
		17.00	Alumni Relations
25	W	14.00	Teaching Learning
26	т	12.30	Agenda Commit
		14.00	Consultative For
	-	16.00	Athletics Commi
27	F		
March			
1	M	17.15	0
2	T	17.15	Council (followed
3	W	10.30	All day meeting
		14.00	Student Affairs C
	T	17.00	Joint Negotiating
4 5	F	10.20	All day mosting
8	M	10.30	All day meeting Consultative For
8 9	T	14.00 15.00	Risk Subcommit
9		17.00	Finance and Ge
10	w	14.00	Academic Board
10		16.30	Nominations Co
11	Т	16.00	Informal Court of
		17.00	Court of Govern
12	F		
15	М	13.00	Meeting of the P
		14.00	Estates Strategy
16	Т	14.00	Academic Plann
17	W	14.00	Graduate Studie
		14.15	Appointments C
		16.00	Undergraduate :
18	Т	14.00	Language Centr
19	F		Web Publication
			School Lent Te
22	М	14.30	Library and Infor
23	Т	11.00	Forum for Staff i
24	W	09.30-16.30	Open Day
		15.00	Forum for Staff i
25	Т		
26	F		
April 2	2004		
5	М		
6	Т		
7	W		
8	Т		
9	F		
Schoo	l buildings	will close on the ev	ening of 7 April and
001100			
19	М		
19 20	т		
19 20 21	T W	12.30-16.30	
19 20 21 22	T W T	12.30-16.30 12.30	
19 20 21 22 23	T W T F		Agenda Commi
19 20 21 22	T W T	12.30	Agenda Commi
19 20 21 22 23 26	T W T F M	12.30	Agenda Commi School Summe Meeting of the F
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19 20 21 22 23 26	T W T F M	12.30 13.00 14.30 14.30	Visit Day for Ad Agenda Commit School Summe Meeting of the F Library and Info Summer School
19 20 21 22 23 26 27	T W T F M T	12.30 13.00 14.30 14.30 17.15	Agenda Commi School Summe Meeting of the F Library and Info Summer Schoo Council
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orum for Undergraduate Admissions Tutors nittee

ed by end of term buffet supper) g of the Promotions Committee Committee ng and Consultative Committee

g of the Promotions Committee orum for Departmental Tutors hittee eneral Purposes Committee rd committee

of Governors

Professors of Economics gy Committee nning and Resources Committee dies Subcommittee Committee e Studies Subcommittee ntre Advisory Centre on of Provisional Examination Timetable **Term Ends** formation Services Committee

f in the Central Administration

f in the Central Administration

d open on the morning of 15 April.

Accepted Applicants mittee of the Academic Board

ner Term Begins Professors of Economics formation Services Committee pols Board

rning and Assessment Committee General Purposes Committee

3	2004				
	M	10.00	Public Holiday		
4	Т	12.00	Research Students' Consultative Forum		
-	14/	14.00	Academic Planning and Resources Committee		
5	W	10.00	Conveners' Consultative Forum		
		14.00	Academic Board		
		16.00	Disability Consultative Forum		
~	-	16.30	Nominations Committee		
6	т	13.00	Research Committee		
		14.00	Consultative Forum for Admissions Selectors for Taught Graduate Students		
		14.00	Residences User Group		
7	F				
10	M	16.00	Undergraduate Students' Consultative Forum		
11	Т	12.00	Taught Graduate Students' Consultative Forum		
		14.00	Short Courses Subcommittee		
		14.00	Consultative Forum for Undergraduate Admissions Tutors		
12	W	14.00	Student Affairs Committee		
		14.15	Promotions Committee		
		16.30	Nominations Committee		
13	т	12.30			
10		16.00	Agenda Committee of the Academic Board Athletics Committee		
14	F	16.30	Audit Committee		
14	F				
17	М	13.15	Security Advisory Group		
		14.00	External Studies Subcommittee		
		14.00	Estates Management Committee		
18	Т	14.00	Residences Management Committee		
19	W	14.00	Graduate Studies Subcommittee		
		14.00	Academic Nominations Committee		
		16.00	Undergraduate Studies Subcommittee		
20	Т	12.30	LSE Nursery User Group		
		14.00	Academic Surpert Steff Committee		
21	F	14.00	Academic Support Staff Committee		
		10.00			
24	М	12.30	Consultative Forum for Departmental Tutors		
		15.00	Catering Services User Group		
25	Т	17.15	Council		
26	W	14.00	Academic Board (special meeting)		
27	Т				
28	F				
31	М	15.00	D. L.P. H.P.I		
	IVI	15.00	Public Holiday		
lune					
	Т	14.00	Academic Planning and Resources Committee		
2	W	14.00	Teaching Learning and Assessment Committee		
	Т	12.30	Agenda Committee of the Academic Board		
		14.00	Academic Support Staff Committee		
		17.00	loint Negoticiting and Consultative Consultant		
	F	11.00	Joint Negotiating and Consultative Committee		
	F				
	М	14.00	Estates Strategy Committee		
	M T	14.00 17.00	Estates Strategy Committee Finance and General Purposes Committee	-	
	М	14.00	Estates Strategy Committee	-	
	M T W	14.00 17.00 14.00	Estates Strategy Committee Finance and General Purposes Committee Student Affairs Committee		
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	M T W T	14.00 17.00 14.00	Estates Strategy Committee Finance and General Purposes Committee Student Affairs Committee		
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4	M T F M T W T	14.00 17.00 14.00 16.00 16.30 14.30 14.00 13.00	Estates Strategy Committee Finance and General Purposes Committee Student Affairs Committee Personnel Strategy Committee Library User Committee Health and Safety Committee Academic Board Research Committee Language Centre Advisory Centre		
4	M T F M T W T Sa	14.00 17.00 14.00 16.00 16.30 14.30 14.00 13.00 14.00	Estates Strategy Committee Finance and General Purposes Committee Student Affairs Committee Personnel Strategy Committee Library User Committee Health and Safety Committee Academic Board Research Committee Language Centre Advisory Centre Sports Ground Open Day		
4	M T F M T W T F Sa M	14.00 17.00 14.00 16.00 16.30 14.30 14.00 13.00 14.00	Estates Strategy Committee Finance and General Purposes Committee Student Affairs Committee Personnel Strategy Committee Library User Committee Health and Safety Committee Academic Board Research Committee Language Centre Advisory Centre Sports Ground Open Day Meeting of the Professors of Economics		
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4	M T W F M T W T F Sa M T	14.00 17.00 14.00 16.00 16.30 14.30 14.00 13.00 14.00 13.00 14.30 17.15 09.30-16.30 11.00 13.30 14.15	Estates Strategy Committee Finance and General Purposes Committee Student Affairs Committee Personnel Strategy Committee Library User Committee Health and Safety Committee Academic Board Research Committee Language Centre Advisory Centre Sports Ground Open Day Meeting of the Professors of Economics Library and Information Services Committee Council (followed by end of term buffet supper) Open Day Forum for Staff in the Central Administration Risk Subcommittee Appointments Committee		
	M T W T F M T V F Sa M T W	14.00 17.00 14.00 16.00 16.30 14.30 14.00 13.00 14.00 14.00 13.00 14.30 17.15 09.30-16.30 11.00 13.30 14.15 16.00	Estates Strategy Committee Finance and General Purposes Committee Student Affairs Committee Personnel Strategy Committee Library User Committee Health and Safety Committee Academic Board Research Committee Language Centre Advisory Centre Sports Ground Open Day Meeting of the Professors of Economics Library and Information Services Committee Council (followed by end of term buffet supper) Open Day Forum for Staff in the Central Administration Risk Subcommittee Appointments Committee SCR Strawberry Tea		
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29	Т	14.00	Academic Plann
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30	W	14.00	Graduate Studie
		16.00	Undergraduate
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1	Т	14.00	Academic Supp
		19.00	SCR Annual Dir
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8	Т	16.00	Informal Court of
		17.00	Court of Govern
9	F	10.00	School Board of
12	М		
13	Т		
14	W		
15	Т		School Presenta
			Honorary Fellov
16	F		School Present

Dates of Terms

Session 2003-2004

Michaelmas Term: Thursday, 2 October 2003 to Friday, 12 December 2003 (Teaching begins Monday, 6 October 2003) Lent Term: Monday, 12 January 2004 to Friday, 19 March 2004 Summer Term: Monday, 26 April 2004 to Friday, 2 July 2004

Session 2004-2005

Michaelmas Term: Thursday, 30 September 2004 to Friday, 10 December 2004 (Teaching begins Monday, 4 October 2004) Lent Term: Monday, 10 January 2005 to Friday, 18 March 2005 Summer Term: Monday, 25 April 2005 to Friday, 1 July 2005

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port Staff Committee inner ner Term Ends

of Governors mors of Examiners for BA and BSc Degrees

ntation Ceremonies ows Dinner ntation Ceremonies

GOVERNANCE OF THE SCHOOL

THE COUNCIL

The Governing Body of the School is the Council: it is responsible for the overall determination of strategy and its members are company directors of the School. It is comprised of lay, academic and student members, elected under the Memorandum and Articles of Association. The Chairman and Vice-Chairmen of the Council are the Chairman and Vice-Chairmen of the Court of Governors. The roles of the Chairman and Vice-Chairmen of the Court of Governors are separated from the role of the School's Chief Executive, the Director. The Council meets three times per term. There are a number of committees of the Council which are formally constituted with terms of reference. The principal Council committee is the Finance and General Purposes Committee which advises about financial matters, scrutinises the Strategic Plan, and is responsible for risk assessment.

THE COURT OF GOVERNORS

Deals with some constitutional matters and has influence in the School through pre-decision discussions on key policy issues and the involvement of individual governors in the School's activities.

Chairman Lord Grabiner of Aldwych QC LLB LLM Vice-Chairmen 4Bernard Asher BSc(Econ) ⁴Bryan Sanderson CBE BSc(Econ)

Lord Alli of Norbury Rosalind M Altmann BSc(Econ) PhD S Barclay SCA MBA ² Professor Nicholas Barr MSc(Econ) PhD FRSA Sir Anthony Battishill KCB BSc(Econ) Presiley Baxendale QC BA G Bell BSc(Econ) Ms J Bennett BA MSc Mr J Berg BA ALM Mr J Black BSc Cherie Booth QC LLB Virginia Bottomlev BA MSc JP MP Sir John Burgh KCMG CB BSc(Econ) MA HonLLD HonMRCM FRSA Hon Judge C V Callman BSc(Econ) ¹Mr David Cole Professor W R Cornish FBA LLB BCL Bronwyn Curtis MSc(Econ) Rt Hon Lord Croham GCB BSc(Econ) DSc CBIM FRSA Victor Phillip M Dahdaleh BA(Hons) MBA Rt Hon Lord Dahrendorf KBE DrPhil PhD DLitt LittD DHL LLD DSc DrUniv MRIA FRCS FBA FRSA ⁴Sir Howard Davies MA MS Director Roger Davies BSc(Econ) Ian Hay Davison FCA Leslie Dighton BSc(Econ) Christine Downton BSc(Econ) PhD Sir Patrick Gillam BA A C Gilmour CVO Cyril Glasser CMG LLB LLM HonPhD FRSA Richard Goeltz AB Hons(Econ) MBA ³D J Goldstone LLB James Goudie QC LLB Hons FCIArb Loyd Grossman OBE BA MSc Niall Hobhouse Lady Howe of Aberavon JP BSc (SocSci) W Hutton BSc (SocSci) MBA Ms M Hyde BSc (Soc) DipSocAdmin Dr Alice Ilchman PhD Hon Justice Jacob QC BA LLB MA Miss K M Jenkins BA MSc(Econ) ²Professor P Johnson MA (Oxon) DPhil John Avery Jones CBE MA PhD LLM FTII Rt Hon Lord Judd BSc(Econ) HonDLitt FRSA D J Kingsley BSc(Econ) FRSA RCM W Kolade BSc MBA ¹Tuuli Kousa General Secretary of the LSE Students' Union Anne Lapping BSc(Econ) S Latsis BA MA PhD

2Nominated by the Academic Board ³Nominated by the University of London ⁴Ex-officio Ruth Lea BA MSc. ²Professor Julian Le Grand BA PhD Sir Michael Lickiss BSc(Econ) FCA Sir Stuart Lipton Mr M Littman QC BSc(Econ) MA ¹Mr Dean Lochrie Rachel Lomax MA MSc. Lesley MacDonagh ¹Mr William Macfarlane K A V Mackrell BSc(Econ) Sir Gordon Manzie KCB ²Professor P Miller BSc (CNAA) PhD Mr A Mitchell ⁴Professor H L Moore PhD ⁴Professor W T Murphy MA (Cantab) Vice-Chairman of the Appointments Committee Sir Claus Moser KCB CBE BSc(Econ) DSc DUniv FBA DSocSc Anne Page BA ¹Mr Tom Packer ¹Ms Priya Parkash Marie Patterson CBE BA DSc M Peacock BSc(Econ) Mr A Persaud BSc(Econ) MSc W Plowden BA PhD Heather Rabbatts CBE BA MSc ⁴Professor Judith A Rees BSc(Econ) MPhil PhD Deputy Director ⁴Dr Ray Richardson BSc(Econ) MA PhD Deputy Director 4Professor Jonathan Rosenhead MA(Cantab) MSc Vice-Chairman of the Academic Board Sir Evelyn de Rothschild Lord Saatchi Mrs H Sasson BSc(Econ) J Selier BCom Barry Sheerman BSc(Econ) MSc MP Richard Shepherd BSc(Econ) MSc MP Rt Hon Lord Sheppard of Didgemere FCMA FCIS ATII CBIM BSc(Econ) ²Professor R Silverstone MA PhD Miss R Stephen MBE Michael Thomas CMG QC LLB Hons Baroness Thornton of Manningham BSc(Econ) Laura Wolfson-Townsley Sir Mark Weinberg BCom LLB LLM Mrs W Weinberg LLB BSc(Econ) ²Professor Christine Whitehead OBE BSc(Econ) PhD HonAssRICS S F Wheatcroft OBE BSc(Econ) FCIT FRAES R M Worcester BSc

¹Nominated by the Students' Union

"With the exception of sabbatical posts, the nominees of the Students' Union will remain on the Court until December 2003 when the election of their successors will be confirmed.

ACADEMIC BOARD

The Academic Board is the principal academic body of the School. To the Board are brought all major issues of general policy affecting the academic life of the School and its development. Fuller details of the membership of the Board are contained in the Staff Handbook In the list that follows, members of certain committees are shown as representing Academic Board Groups. These constituencies are currently based on academic departments and institutes:

GROUP I Accounting & Finance Industrial Relations Information Systems **Operational Research** Interdisciplinary Institute of Management

GROUP II Government International Relations European Institute

GROUP III Economics Mathematics Philosophy Statistics Language Centre

GROUP IV Anthropology Social Policy Social Psychology Sociology Gender Institute Media & Communications

Methodology Institute The Research Committee has a 6th membership group which includes senior contract research staff employed at the School.

ACADEMIC OFFICERS

Director **Deputy Directors**

DESTIN

Vice-Chairman of the Academic Board Vice-Chairman of the Appointments Committee Co-Chairman Library and Information Services Committee Co-Chairman Library and Information Services Committee Chairman Teaching Learning and Assessment Committee Chairman Student Affairs Committee Chairman External Studies Subcommittee Chairman Graduate Studies Subcommittee Chairman Research Committee Chairman Short Courses Subcommittee Chairman Undergraduate Studies Subcommittee Vice Chairman of the Academic Planning and Resources Committee Dean of Graduate Studies Dean of Undergraduate Studies Adviser to Women Students Senior Tutor to General Course Students Programme Director for External Study

ACADEMIC NOMINATIONS COMMITTEE

Terms of Reference

- To devise and implement equitable, transparent and efficient procedures for: (a) identifying and appointing the School's academic officers and relevant committee chairmanships; (b) appointing members of the academic staff to School committees where the agreed processes of nomination have not provided members (other than members appointed to represent an individual department where the terms of reference of a com provide for individual departments to be represented, and members of the Academic Nominations Committee itself). (c) conferring full Academic Board membership on members of the research staff with substantial and continuing teaching responsibilities
- To appoint the Vice-Chairman of the Academic Board, Deans, and Chairs of relevant academic committees.
- of the Appointments Committee and Hall Wardens. To fill vacancies on School committees for which the Academic Board is the appointing authority and to advise on the filling of
- vacancies for student representatives on School committees. To co-ordinate long term succession planning for academic offices and committee memberships. 5.

Membership

	Status/Structure
Professor J V Rosenhead	Vice-Chairman of the Academic Board (Chairman)
Dr M Barzelay	Member of the Academic Board
Dr Coretta Phillips	Member of the Academic Board
Dr E Munro	Member of the Academic Board
To be advised	Student
Secretary Mr Mark T Thoms	on

ACADEMIC PLANNING AND RESOURCES COMMITTEE

Terms of Reference

1. Taking into account at all times the range of future environments in which the School might find itself operating, and within the overall planning framework determined by the Council, the strategic remit of the APRC is:-

GROUP V Economic History Geography & Environment International History Law

Howard Davies Professor J A Rees Dr R Richardson Professor H Moore Professor J V Rosenhead Professor WT Murphy Professor H Moore Ms Kate Jenkins Dr R Richardson Dr R Richardson Professor P Taylor Professor Y J Rydin Professor H Moore Dr R Richardson Dr A Wells Professor J Rees Dr J Carrier Mr M Hoffman Dr S Worthington Vacancy Mrs R Gosling

Committee of the Academic Board

To advise on the composition of the Selection Committees for the Deputy Directors and on the appointment of the Vice-Chairman

Term of office

Ex officio 1 Aug 2001-31 Jul 2004 1 Aug 2003-31 Jul 2006 1 Aug 2001-31 Jul 2004 1 Nov 2003-31 Jul 2004

Committee of the Academic Board

- (a) to assess and build on the School's existing strengths;
- (b) to facilitate initiatives that re-enforce and extend such strengths and apply them to new opportunities;

to identify and seek to rectify the School's weaknesses.

2. In pursuance of 1 above, the APRC has the responsibility:

(a) periodically to set and publicise a strategic framework against which proposals with consequences for expenditure or income generation will be assessed, in respect of which:

(i) the APRC will make arrangements for at least a biennial strategic review of the range of future medium-term environments in which the School might operate, and propose priorities and general principles to inform decision-taking in the School;

- (ii) the strategic review report shall be subject to confirmation by the Academic Board and the Council, and be publicised to the School community, together with the associated framework of priorities and principles of the APRC for assessing resource-related proposals;
- (iii) an annual stock-taking presentation will be made to a special meeting of the Academic Board, with other issues the APRC wishes to raise being brought to the Board at ordinary meetings as required with the agreement of the Agenda Committee; (iv) the APRC will have responsibility for monitoring the implementation and achievement of policies agreed to achieve strategic priorities.
- (b) to receive proposals with substantial income or expenditure consequences from various sources within the School, and, within the financial framework approved by the Council recommend their acceptance, revision, or rejection by reference to the strategic framework and current position of the School:
- (c) to oversee the periodic reviews of performance of academic and service units of the School as the basis for the allocation of resources for staffing and other expenditure, and for the promotion of academic objectives, taking into account previous and current plans of the units under review.

3. The APRC also has the responsibility:

- (a) to advise the Academic Board and the Council on the establishment or disestablishment of Departments, Institutes, Research Centres and services:
- (b) to oversee the preparation of the School's responses to major external enquiries in the field of institutional planning and development; to determine overall student number targets and their broad distribution within the framework determined by the Council, together (C) with decisions or guidance on admissions targets as appropriate.

Membership

2004
2005
2005
2004
2004
2005
2006
2006
2004

ACADEMIC SUPPORT STAFF COMMITTEE

Terms of Reference

1. To consider, establish, develop and monitor the effectiveness of School policy for all categories of the academic support staff:

- (a) recruitment, appraisal, promotion, training and career development;
- the terms and conditions of service of staff under its purview; (b)
- externally-generated policy as it affects academic support staff at the School.
- 2. To carry out the Annual Review of the academic support staff and to make recommendations to the Council.
- 3. To consider reports on the probationary periods of all members of the senior academic support staff.

Membership

	Status/Structure	Term of office
Howard Davies	Director	Ex officio
Professor J Rees	Deputy Director (Chairman)	Ex officio
Mr A Hall	The Deputy Director	Ex officio
Ms J M Sykes	Librarian and Director of Information Services	Ex officio
Professor J V Rosenhead	Vice-Chairman of the Academic Board	Ex officio
Professor WT Murphy	Vice-Chairman of the Appointments Committee	Ex officio
Professor R Reiner	A Convener	1 Aug 2002-31 Jul 2005
Dr E Mossialos	Director or Deputy Director of a Research Group	1 Aug 2002-31 Jul 2005
Vacancy		11109 2002-01 001 2000
Secretary Ms A Johns		

AGENDA COMMITTEE OF THE ACADEMIC BOARD

Terms of Reference

1. To develop and maintain a plan of the business coming before the Board in a given year.

- 2. To arrange the business to be brought before the Board at each meeting.
- transaction of the business brought forward.
- 4. To ensure that business coming before the Board is as fully prepared as possible and appears where appropriate with formulated proposals. 5. To ensure, following a given meeting, that appropriate action is taken in the light of the Board's decisions.

Membership

Professor J V Rosenhead Dr E Whitley Dr T Forsyth Dr S Madon Mr M Hoffman Secretary Mr Mark Thomson

ALUMNI RELATIONS COMMITTEE

Terms of Reference

- 1. The Alumni Relations Committee shall: 1.1.
- Relations staff.
- 1.2. 1.3.
- 1.4. be serviced by Alumni Relations staff
- 1.5. come under review after three years

Membership

	Status/Structure	Term of office
Mr E Simmons	General Secretary of the Students' Union	Ex officio
Mr A Hall	The Deputy Secretary	Ex officio
Dr M Blair	Director of Development and Alumni Relations	Ex officio
Professor H Moore	Deputy Director	Ex officio
Mr B Asher	Lay Council Member	1 Aug 2002-31 Jul 2005
Ms A Page	Lay Council Member	1 Aug 2002-31 Jul 2005
Mr D Kingsley	Lay Governor	1 Aug 2002-31 Jul 2005
Dr J Stockdale	Academic Board nominee	1 Aug 2002-31 Jul 2005
Ms N Hobday	Member from UK Alumni Bodies	1 Aug 2002-31 Jul 2005
Mr J Casey	International Alumni Group representative	1 Aug 2002-31 Jul 2005
Mr J Black	Alumni Group representative from graduate cohort of the last 10 years	1 Aug 2002-31 Jul 2005
Mr L Grossman (Chairman) Secretary Mr M Horton	Alumni Group representative from graduate cohort of the last 20 years	1 Aug 2002-31 Jul 2005

APPOINTMENTS COMMITTEE

Terms of Reference

- 1. To serve as the body responsible for ensuring that the academic standards and purposes of the School are monitored and upheld. 2. To consider and make recommendations on:
- (b) conditions of appointment of members of the teaching and research staff. relating to review and promotion candidates.
- 4. To receive reports of the decisions taken by the Promotions Committee.
- 5. To consider and make recommendations on the academic standards and purposes of Departments, Institutes and Research Centres.
- 6.

- 8. The Appointments Committee shall meet once per term to conduct its business.

Membership

The Director, the Deputy Directors, the Vice-Chair of the Appointments Committee, all departmental/institute-based Professors, any other Conveners of Departments and other 'Heads of Departments' (including the Librarian and Director of Information Services).

ATHLETICS COMMITTEE

Terms of Reference

- expenditure for these purposes

Membership

Professor J Worrall	
Mrs J Day	
A Deputy Director	
Mr E Simmons	
Mr D Tabatabai	
Ms J Martin	
Mr M Trenhaille	
Mr M Turner	
Mr W Jordan	

Status/Structure Chairman, Athletics Corn Vice-Chairman and Honor **Deputy Director** General Secretary of the President of Athletics Uni **Events Officer of Athletics** Secretary of Athletics Uni Communications Officer of Treasurer of Athletics Uni

3. To construct the agenda in a way which reflects the nature and importance of different items and which allows adequate time for

Committee Advisory to the Director

Committee of the Academic Board

Status/Structure

Vice-Chairman of the Academic Board Member of the Academic Board

Term of office Ex officio 1 Aug 2001-31 Jul 2004

1 Aug 2002-31 Jul 2005 1 Aug 2002-31 Jul 2005 1 Aug 2001-31 Jul 2004

Committee of the Council

develop policies and strategies, to be put to Council, for the alumni programme with the advice and assistance of the Alumni

oversee the implementation of the agreed strategy for all alumni relations activities worldwide on behalf of Court and Council. consider and give voice to the views of alumni to Court and Council.

(a) the procedures for appointment, interim review, major review, promotion and termination of appointment, and

3. To receive a report of the decisions made, in the context of the Annual Review of the Staff, by the Promotions Committee in respect of individual members of staff and, where members elect to receive the full papers of the Promotions Committee, to receive all the papers

To receive all minutes of the Research Committee with, as appropriate, annexes giving details of revisions to policy, procedure, etc, and to have full access to all accompanying papers of the Committee, and to make recommendations on standards and quality. To receive the agenda cover paper and minutes of meetings of the Academic Planning and Resources Committee, and to have full access to all accompanying papers of the Committee, and where appropriate, make recommendations on any matters bearing on academic standards and purposes including periodic reviews of academic Departments, Institutes and Research Centres.

Committee Advisory to the Director

1. To consider the use and improvement of the facilities provided at Malden and elsewhere for games and activities coming within the purview of the Athletic Union, and to make recommendations thereon to the Director with whom rests responsibility for the annual

Subject to the approval of the Director, to prepare standing orders and amend them from time to time as may be necessary.

	Term of office
mittee	Ex officio
rary Senior Treasurer	1 Aug 2002-31 Jul 2006
	Ex officio
Students' Union	Ex officio
on	1 Nov 2003-31 Jul 2005
s Union	1 Nov 2003-31 Jul 2005
ion	1 Nov 2003-31 Jul 2005
of Athletics Union	1 Nov 2003-31 Jul 2005
ion	1 Nov 2003-31 Jul 2005

Ms I Cox Dr F Neumaver Professor T Hartley Vacancy Mr C Cooper Mr S Gollogly Secretary Ms S Macauley

AUDIT COMMITTEE

Terms of reference

STATUS

The Audit Committee is a committee of Council which provides an independent assessment of the School's arrangements for internal control, risk management, financial reporting, governance and value for money AUTHORITY

The Committee is authorised by the Council to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee, and all employees are directed to co-operate with any request made by the Committee

The Committee is authorised by the Council to obtain outside legal or other independent professional advice and to secure the attendance of non-members with relevant experience and expertise if it considers this necessary, normally in consultation with the designated officer and/or Chairman of the Council

DUTIES

- 1. The Committee will exercise general oversight of operational audit, of accounting policies, and of financial statements and procedures. The Committee will satisfy itself that financial, risk management and other internal control systems are operating effectively and will monitor the performance and effectiveness of external and internal audit. The Committee will comment on aspects of the School's governance arrangements as appropriate. The Committee will seek to ensure that adequate internal audit and external audit resources are available.
- 2. Operational audit:
- 2.1 The Committee will consider and advise the Council on the basis on which internal audit services will be provided.
- 2.2 The Committee will review audit needs assessments and related annual internal audit plans, receive and consider periodic reports from the Internal Auditor together with management responses and will additionally receive and consider annual reports from the Internal Auditor
- 2.3 The Committee will satisfy itself that satisfactory arrangements are in place to promote economy, efficiency and effectiveness.
- 2.4 The Committee will seek to promote co-ordination between the internal and external auditors.

Clubs Liaison Officer of Athletics Union

Member of Teaching Staff

Member of Teaching Staff

Member of Economicals Club

Member of Economicals Club

Member of SCR

- 2.5 The Committee will consider and advise the Court on the selection, appointment and remuneration of the external auditor, the provision of any non-audit services by the external auditor and any questions of resignation or dismissal of the external auditor. 2.6 Before each annual audit commences, the Committee will discuss with the external auditors the nature and scope of the forthcoming
- audit.
- 2.7 before the conclusion of each annual audit the Committee will review with the external auditors the annual financial statements and express a view on them to the Court. In carrying out this review, the Committee will have regard to the external auditors' formal opinion, annual management letter and any related reports.
- 2.8 At least once in each year, the Committee will meet the external and internal auditors without any officers being present. 3. Accounting and financial policies and procedures:
- 3.1 The Committee will satisfy itself that accounting procedures, including systems of internal check, are adequate to safeguard the School's resources against inefficiency, waste and fraud.
- 3.2 The Committee will oversee the School's policy on fraud and irregularity, including the notification to it of any action taken under that policy.
- 3.3 The Committee will ensure that any significant losses are properly investigated and reported in accordance with the policy on fraud and irregularity and that in appropriate cases the HEFCE Accounting Officer is informed.
- 3.4 The Committee will consider any relevant reports from the National Audit Office, the HEFCE and other organisations.

4. Risk

- 4.1 The Committee will monitor the School's risk procedures to ensure they are functioning effectively. The Committee may, when they consider it necessary, make recommendations regarding the effectiveness of risk procedures.
- 4.2 Close liaison will be maintained with the Risk Management Group of the Finance and General Purposes Committee to which the Audit Committee will initially report any matters which have risk policy implications. The Council will be informed of any major policy issues which require its attention.

5. Governance

- 5.1 The annual plans for internal audit will include the review of some aspect of the School's governance arrangements so that over a cycle all important features will have been covered.
- 5.2 These regular reports on governance enable the Committee to form a view on overall arrangements and to bring this into play in the review of the governance statement in the annual financial statements.
- 6. The Audit Committee normally meets up to 3 times a year.
- A quorum of the committee is 3 members.
- 8. The Committee reports to and advises the Council annually

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Ms Presiley Baxendale Mr Paul Rutterman Mr Wol Kolade Mr R Worcester	Status/Structure Lay Governor Chairman External Member Lay Council Member Lay Council Member	Term of office 1 Aug 2003-31 Jul 2006 1 Aug 2003-31 Jul 2004 1 Aug 2003-31 Jul 2006 1 Aug 2003-31 Jul 2006	
Mr Ian Hay Davison Mr John Avery-Jones Professor P Miller Secretary Mr Kevin Haynes	Lay Governor Lay Governor (additional post) Academic Governor	1 Aug 2003-31 Jul 2006 1 Aug 2003-31 Jul 2004 1 Aug 2003-31 Jul 2006	

THE COUNCIL

Terms of Reference

Subject to the provisions of the Act, the Memorandum and the Articles and to any directions given by special resolution, the business of the Company shall be managed by the Council which may exercise all the powers of the Company save for the following powers which (in

shall be exercised by the Court of Governors:

- the admission of new Governors of the Company in accordance with Article 2.1;
- the appointment of Council Members in accordance with Article 10;
- any amendment to the Memorandum and Articles of Association of the Company;
- the appointment of the Director of the School;
- the approval of the audited annual accounts of the Company;
- the appointment of the Company's external auditors;

- the removal of any Council Member in accordance with section 303 of the Act. exercisable by the Council.

The Council may, by power of attorney or otherwise, appoint any person to be the agent of the Company for such purposes and on such conditions as they determine, including authority for the agent to delegate all or any of its powers.

Membership

Lord Grabiner of Aldwych Mr B Asher Mr B Sanderson Howard Davies Professor H L Moore Professor J Rees Professor J V Rosenhead Dr R Richardson Professor WT Murphy Sir Michael Lickiss Mr E Simmons Sir Anthony Battishill Dr R Altmann Ms P Baxendale Mr R Worcester Dr C Downton Mr L Dighton Mr C Glasser Mr R Goeltz Mr I Grossman Ms A Page Professor N A Barr Professor P Johnson Professor C Brown Professor P Miller Professor J Le Grand Dr J Hartley Mr T Packer Secretary Mr A N P Hall

Status/Str Chairman o Vice-Chain Vice-Chain Director Deputy Dir Deputy Dir Vice-Chain Deputy Dir Vice-Chair Chairman, General Se Lay Govern Lav Gover Lay Gover Lay Gover Lay Gover Lav Gover Lav Gover Lav Gover Lav Gover Lav Gover Academic Academic Academic Academic Academic Academic Student G

ESTATES MANAGEMENT COMMITTEE

Terms of Reference

- 1. To ensure that site development work is consistent with the Estates Strategy. with relevant guidelines from the APRC, with the objectives of:
- (ii) linking the redevelopment of buildings more closely to their intended use.
- 3. To consider reports from project groups where relevant to year to year management of the estate.
- 4. To formulate maintenance and refurbishment policy and schedules for all of the School's buildings.

- Management Committee annual resources bid.

Membership

Mr R Davies Professor J Rees Mr D Goldstone Vacancy Dr K Schulze Dr Michael Bhatia Professor D Lieven Professor D Quah Vacancy Vacancy Mr N Byrne Mr C Hickson To be advised Secretary Ms A Barlow Status/Structure Lay Governor Academic Member Academic Member A Convener A non-Convener Member of the Research Committee **Representative of Central Administration** Student

1 Nov 2003-31 Jul 2005 1 Aug 2002-31 Jul 2005 1 Aug 2002-31 Jul 2004 1 Aug 2002-31 Jul 2005 1 Aug 2002-31 Jul 2005 1 Aug 2002-31 Jul 2005

Committee of the Council

addition to and without limiting any rights and powers conferred upon Governors by the Act or by any other provisions of these Articles)

- the election of members of the Court of Governors, including the Chairman and Vice-Chairmen of the Court of Governors; - the appointment of such committees of the Court of Governors as the Court of Governors may from time to time consider appropriate;

No alteration of the Memorandum or Articles and no such direction shall invalidate any prior act of the Council which would have been valid if that alteration had not been made or that direction had not been given. The powers given by this regulation shall not be limited by any special power given to the Council by the Articles and a meeting of Council at which a quorum is present may exercise all powers

ructure	Term of office
of the Court of Governors (Chairman)	Ex officio
man of the Court	Ex officio
man of the Court	Ex officio
man of the Court	Ex officio
	Ex officio
rector	Ex officio
rector	Ex officio
man of the Academic Board	Ex officio
rector	Ex officio
man of the Appointments Committee	
Finance and General Purposes Committee	Ex officio
ecretary of the Students' Union	Ex officio
nor	1 Aug 2002-31 Jul 2005
nor	1 Aug 2003-31 Jul 2006
nor	1 Aug 2002-31 Jul 2005
rnor	1 Aug 2000-31 Jul 2005
mor	1 Aug 2001-31 Jul 2004
rnor	1 Aug 2002-31 Jul 2005
rnor	1 Aug 2002-31 Jul 2005
mor	1 Aug 2002-31 Jul 2005
rnor	1 Aug 2003-31 Jul 2006
rnor	1 Aug 2001-31 Jul 2004
Governor	1 Aug 2002-31 Jul 2005
Governor	1 Aug 2003-31 Jul 2006
Governor	1 Aug 2003-31 Jul 2006
Governor	1 Aug 2002-31 Jul 2005
Governor	1 Aug 2002-31 Jul 2005
Governor	1 Aug 2003-31 Jul 2006
Governor	1 Nov 2003-31 Jul 2004

Subcommittee of the Estates Strategy Committee

2. To be responsible for the School's space plan and use of accommodation, linking this role with implementation of estates strategy, and

(i) enabling space planning to go hand in hand with oversight of the development of the learning environment developed:

5. To submit an Annual Report or to report more often as required, to the Estates Strategy Committee and to the Academic Board. 6. To receive reports about progress with the detailed implementation of the agreed schedule of works once approved through the Estates

7. To make recommendations to the Estates Strategy Committee on any matter requiring a significant change in the Estates Strategy.

Co-Chairman of the Estates Management Committee (lay governor) Ex officio Co-Chairman of the Estates Management Committee (academic) Lay Council Member of the Estates Strategy Committee Member of the Graduate Studies SubCommittee Member of the Undergraduate Studies SubCommittee

Term of office 1 Aug 2003-31 Jul 2006 1 Aug 2001-31 Jul 2004 1 Aug 2003-31 Jul 2006 1 Aug 2003-31 Jul 2006 1 Aug 2003-31 Jul 2006 1 Aug 2001-31 Jul 2004 1 Aug 2003-31 Jul 2006 1 Aug 2003-31 Jul 2006 1 Aug 2003-31 Jul 2006 1 Aug 2001-31 Jul 2004 1 Aug 2003-31 Jul 2006 1 Nov 2003-31 Jul 2004

ESTATES STRATEGY COMMITTEE

Committee of Council

Terms of Reference

- 1. To develop, co-ordinate, pursue and monitor the long term Estates Strategy for the School as an integral part of the School's Strategic
- 2. To be responsible for recommending the School's Estates Strategy document to Council, and periodically to review the Strategy, consulting the Academic Board, with major alterations being recommended to the Council.
- 3. To evaluate proposals for acquisitions, disposals and redevelopment, at all stages of negotiation up to the point where binding decisions are to be recommended to the Council or its Chairman's Group.
- 4. To consult and receive reports from the Residences Strategy and Management Committee about residential estates needs and about that part of the Estates Strategy relevant to the acquisition, disposal, or redevelopment of student residences. 5. To integrate academic and service space planning into the Estates Strategy and to that end to receive reports from the Estates
- Management Committee about space plans which will change the Estates Strategy.
- 6. To receive reports from the Estates Management Committee at least annually and at other times when there are implications for the Estates Strategy.
- 7. Establishment of steering groups or project groups for specific purposes.
- 8. To consider reports from steering groups about matters affecting estates strategy.
- 9. To report to each Council if necessary but at least once a term.

womborship		
and an and a second	Status/Structure	Term of office
Lord Grabiner of Aldwych	Chairman of the Estates Strategy Committee (lay member of Council)	Ex officio
Professor J Rees	Co-Chairman of the Estates Management Committee (academic)	Ex officio
Mr R Davies	Co-Chairman of the Estates Management Committee (lay governor)	Ex officio
Mr R Asher	Lay member of the Council	1 Aug 2003-31 Jul 2006
Mr A Mitchell	Lay Governor	1 Aug 2003-31 Jul 2006
Sir S Lipton	Lay Governor	1 Aug 2003-31 Jul 2006
Mr A Rosenfield	External Lay member	1 Aug 2001-31 Jul 2004
Professor N Crafts	Academic Member	1 Aug 2003-31 Jul 2006
Professor D Stevenson	Academic Member	1 Aug 2003-31 Jul 2006
To be advised	Student	1 Nov 2003-31 Jul 2004
Secretary Ms A Barlow		1100 2000-01 001 2004

EXTERNAL STUDIES SUBCOMMITTEE

Subcommittee of the Teaching Learning and Assessment Committee

Terms of Reference

1. In respect of courses and programmes forming part of the External Programme of the University of London:

- 1.1 to ensure that the participation of the School in the External Programme meets all the requirements of the School and the University in respect of quality assurance and control
- 1.2 to establish and monitor procedures for the review and updating of programmes, course syllabuses, and subject guides
- 1.3 to make proposals for amendments to programmes and courses
- 1.4 to nominate to the University the authors for revised and new subject guides and materials
- 1.5 to nominate for approval by the University the chief/lead examiners, external examiners and chairs of boards of examiners
- 1.6 to consider a digest of, and take appropriate action on, the reports of external examiners
- 1.7 to supervise the relationship between the School and colleges teaching students on the External Programme.
- 2. In respect of any distance learning course or programme leading to the award of a degree or diploma or any external award of the University of London:

2.1 to comment on administrative, logistic and pedagogic aspects of proposals for new programmes, and for courses of an unusual nature

- 2.2 to review and make recommendations on guidelines for such courses and programmes 2.3 to monitor and evaluate the performance of students
- 2.4 to supervise the relationship between the School and any other institutions teaching on its behalf
- 3. To advise TLAC on any other strategic matter relating to external study.
- To support the Director of External Study in the sponsorship of new developments

5. To conduct any other relevant business remitted to it by the Academic Board or any of its committees.

Membership

	Status/Structure	Term of office	
Professor P Taylor	Chairman, External Studies Subcommittee	Ex officio	
Mrs Gosling	Programme Director for External Study	Ex officio	
Mr S Dunn	Group 1 Member	1 Aug 2003-31 Jul 2006	
Dr R Falkner	Group 2 Member	1 Aug 2003-31 Jul 2006	
Dr C Phillips	Group 3 Member	1 Aug 2002-31 Jul 2004	
Dr N Couldry	Group 4 Member	1 Aug 2002-31 Jul 2004	
Dr P Howlett	Group 5 Member	1 Aug 2002-31 Jul 2004	
Dr J Penner	Group 5 Member	1 Aug 2002-31 Jul 2005	
Mr R Nobles	Member of Undergraduate Studies Subcommittee	1 Aug 2002-31 Jul 2005	
Dr J Kent	Member of Graduate Studies Subcommittee		
Mr D Chalmers	Degree Co-ordinator		
Professor C Avgerou	Degree Co-ordinator		
Secretary Mr S Underwo			

FINANCE AND GENERAL PURPOSES COMMITTEE

Subcommittee of the Council

Terms of Reference

- 1. The Finance and General Purposes Committee is responsible to the Council for financial management of the School;
- 2. To advise the Council on all financial matters of general importance, in particular the Annual Estimates and Accounts, including Accounting Policies:

3. To advise the Council on matters regarding the Strategic Plan and the Financial Forecasts;

4. To advise the Council about risks to the Strategic Plan and to be responsible for the School's risk profile and risk management policy.

Membership

Sir Michael Lickiss Lord Grabiner of Aldwych Mr B Sanderson Howard Davies Professor I Rees Professor H Moore Dr R Richardson Professor J V Rosenhead Mr E Simmons Mr R A Goeltz Professor J Le Grand Professor N A Barr Professor M Power Professor D Quah Vacancy Mr M Peacock Mr B Smith Secretary Mr A Farrell

Status/Struct Chairman, Fin Chairman of th Vice-Chairma Director Deputy Direct **Deputy Direct Deputy Directo** Vice-Chairman General Secre Vice-Chairman Academic Gov Academic Gov Academic Men Academic Mer Lay Governor Lay Governor External Mem

GRADUATE STUDIES SUBCOMMITTEE

Terms of Reference

- diplomas.
- graduate students in the School within degree and diploma programmes.
- 3. To approve proposals as in (1) and (2) above, subject only to:-(i) the approval of the APRC as regards requirements for additional resources,
- of a proposal having strategic or policy implications. 5. To keep under review all other regulations relating to graduate degrees and diplomas.

Membership

	Status/Structure	Term of office
Professor Y Rydin	Chairman, Graduate Studies Sub-Committee	Ex officio
Dr S Powell	Group 1 Member	1 Aug 2002-31 Jul 2005
Vacancy	Group 1 Member	1 Aug 2003-31 Jul 2006
Dr WT Schelke	Group 2 Member	1 Aug 2003-31 Jul 2006
Professor B Buzan	Group 2 Member	1 Aug 2003-31 Jul 2003
Professor J Worrall	Group 3 Member	1 Aug 2003-31 Jul 2006
Dr R Burgess	Group 3 Member	1 Aug 2002-31 Jul 2004
Dr J Stockdale	Group 4 Member	1 Aug 2003-31 Jul 2006
Dr B Franks	Group 4 Member	1 Aug 2003-31 Jul 2006
Dr G Monti	Group 5 Member	1 Aug 2002-31 Jul 2005
Dr R Nobles	Group 5 Member	1 Aug 2002-31 Jul 2004
Dr A Best	Group 5 Member	1 Aug 2002-31 Jul 2005
Professor S Bridge	Group 5 Member	1 Aug 2002-31 Jul 2004
To be advised	Student Member of Taught Graduate Students' Consultative Forum	1 Aug 2003-31 Jul 2004
To be advised	Student Member of Research Students Consultative Forum	1 Aug 2003-31 Jul 2004
Secretary Ms Elaine		•

HEALTH AND SAFETY COMMITTEE

Terms of Reference

- 2. To advise on and develop best practice for safety at the School.
- To consider as appropriate reports on health and safety incidents.
- 4. To report annually and as required to the Council.

Membership

	o ta ca o ca a o ca o
Mr C Glasser	Chairman, Health & Sa
Ms R Stephen	Lay Governor
Ms M Patterson	Lay Governor
Mr B Sheerman	Lay Governor
Dr C Husbands	Academic Member
Dr C Dougherty	Academic Member
Professor B Hutter	Academic Member
Dr J Coyle-Shapiro	Academic Member
Ms L Fishman	UNISON representative
Mr T Harbard	T&GWU representative
Ms C Hewlett	AUT representative
To be advised	Students' Union repres
To be advised	Students' Union repres
Secretary Ms A O'Brien	Stadente Shion repres

Status/Structure

ture	Term of office
nance and General Purposes Committee	Ex officio
the Court of Governors	Ex officio
in of the Court	Ex officio
	Ex officio
tor	Ex officio
tor	Ex officio
tor	Ex officio
in of the Academic Board	Ex officio
etary of the Students' Union	Ex officio
in of the Finance and General Purposes Committee	Ex officio
vernor	1 Aug 2003-31 Jul 2006
vernor	1 Aug 2002-31 Jul 2005
mber	1 Aug 2001-31 Jul 2004
mber	1 Aug 2002-31 Jul 2005
	1 Aug 2003-31 Jul- 2006
	1 Aug 2002-31 Jul 2005
nber	1 Aug 2002-31 Jul 2005
	1 Aug 2002-51 Jul 2005

Subcommittee of the Teaching, Learning and Assessment Committee

1. To consider proposals from departments and institutes for the establishment and modification of programmes for graduate degrees and

2. To consider proposals from departments and institutes for the establishment and modification of component courses to be offered to

(ii) the approval in principle of the TLAC for the establishment or deletion of a degree or diploma programme, and for any other element

Committee of the Council

To ensure compliance with the School's obligations under the Health and Safety at Work Act and subsequent directives.

	Term of office
ety Committee	Ex officio
	1 Aug 2002-31 Jul 2005
	1 Aug 2002-31 Jul 2005
	1 Aug 2001-31 Jul 2004
	1 Aug 2002-31 Jul 2004
	1 Aug 2001-31 Jul 2004
	1 Aug 2002-31 Jul 2005
ntative	1 Nov 2003-31 Jul 2004
ntative	1 Nov 2003-31 Jul 2004

INVESTMENTS SUBCOMMITTEE

Terms of Reference

Membershin

(a) To be responsible for general policy governing the investment of School funds and all funds that the School holds on trust, and to tender advice to the Council and its officers on any matters relating to investments referred to the Committee

- (b) to annually review the School's Investment Policy and Strategy;
- (c) to appoint Investment Advisers to assist the Committee in the establishment of investment portfolio asset allocation benchmarks, tolerance bands, and Investment Management Funds.

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	Status/Structure	Term of office	
Sir Mark Weinberg	Chairman, Investments Committee	Ex officio	
Lord Grabiner of Aldwych	Chairman of the Court of Governors	Ex officio	
Mr B Asher	Vice-Chairman of the Court	Ex officio	
Howard Davies	Director	Ex officio	
Sir Michael Lickiss	Chairman, Finance and General Purposes Committee	Ex officio	
Professor T Besley	Chairman, STICERD Steering Committee	Ex officio	
Professor H L Moore	Deputy Director	Ex officio	
Dr A Altmann	Lay Member	1 Aug 2003-31 Jul 2006	
Dr S Barclay	Lay Member	1 Aug 2003-31 Jul 2006	
Dr C Downton	Lay Member	1 Aug 2001-31 Jul 2004	
Professor C Greenwood	Academic Member	1 Aug 2003-31 Jul 2006	
Professor C Pissarides	Academic Member	1 Aug 2001-31 Jul 2004	
Dr A Persaud	Academic Member	1 Aug 2001-01 301 2004	
To be advised	Student Member	1 Nov 2003-31 Jul 2004	
Secretary Mr A Farrell		1100 2003-51 Jul 2004	

LIBRARY AND INFORMATION SERVICES COMMITTEE

Committee of the Council and the Academic Board

Mar 2005

Mar 2005

1 Jul 2005

1 Jul 2004

Jul 2006

Jul 2006

1 Jul 2005

Committee of the Council

Terms of Reference

Recommendations to Council and the Academic Board on strategic objectives and priorities

- Consideration/modification of the individual strategies for the development of the Library, IT Services, MIS, and the Website as set out in the Strategic Plan including: strategic resourcing issues and connection between Strategic Plan and resources; consideration of the cost-base of the Library, accommodation requirements, and fundraising and revenue raising for strategic development.
- Consideration of the School's developing the Information & Knowledge Management Strategy, which will provide a conceptual framework covering the provision and dissemination of all types of information within the institution. The detailed work needed to complete the Information Strategy will be undertaken by a working group of LISC (the ISWG).

Policy issues

· Consideration of the major policies by which the strategic objectives and priorities for the Library and for the providers of electronic services to the School community are delivered e.g. Library opening hours, policy on providing laptops for students versus provision of public terminals, website editorial policy. Under this heading would also fall the submission of bids to the APRC for the additional resources considered necessary to implement policies.

Advisory

· Provision of advice on any issues referred to the Committee

Trusteeship of the Library

· Covers formal requirements such as accountability to the Council and Board for the framework of regulation and activity that ensures the smooth running of the Library.

Membership

	Status/Structure	Term of office
Professor H L Moore	Co-Chairman (Deputy Director)	Ex officio
Ms K Jenkins	Co-Chairman (Lay Governor)	18 Feb 2002-1
Dr J Leape	Chairman of the Library User Committee	Ex officio
Mr I Roxan	Chairman of the Information Services User Group	Ex officio
Ms J M Sykes	Librarian and Director of Information Services	Ex officio
Mr A Hall	Deputy Secretary	Ex officio
To be advised	Students' Union Education and Welfare Officer	Ex officio
Mr W Hutton	Lay Governor	18 Feb 2002-1 I
Dr J Board	Group 1	18 Feb 2002-31
Professor P Dunleavy	Group 2	
Dr M Knott	Group 3	18 Feb 2002-31
Dr E Coast	Group 4	1 Aug 2003-31 .
Professor P Johnson	Group 4	1 Aug 2003-31
Secretary Ms Victoria Ca		18 Feb 2002-31

NOMINATIONS COMMITTEE

Terms of Reference:

- a) to establish criteria for recommendation to the Court of Governors, for selection and discontinuation of the full range of lay and honorific appointments within the School;
- b) to search for those whom the School might wish to appoint to:
 - Lav Governorship
 - Lay membership of the Council
 - Honorary Fellowship
 - Lay Chairmanships and lay membership of School committees and other bodies
- Such other grades of lay or honorific appointment as the School may wish from time to time to establish
- c) to advise the Council about lay membership of its committees;
- d) to advise the Court of Governors about lay membership of the Council and about such other grades or honorific appointment as the School may wish from time to time to establish and on the conditions under which such appointments might be held;

e) in the case of Governorship and lay Chairmanships and memberships of School committees and other bodies, to consider names which it might wish to elect or discontinue, and to make recommendations to the Court of Governors and such other committees as may be appropriate

f) the Nominations Committee would not interfere in Academic Board or Students' Union nominations.

Membership:

Lord Grabiner of Aldwych Howard Davies Mr F Simmons Mr Keith Mackrell Mr Stephen Barclay Mr David Goldstone Ms Ros Altmann Professor Henrietta Moore Professor Jonathan Rosenhead Dr Chaloka Beyani Professor David Held Professor P Johnson Secretary Ms K Hope

PERSONNEL STRATEGY COMMITTEE

Terms of Reference

- Strategic Plan, including:
 - recruitment
- · retention pay and conditions of service diversity
- · staff development and training
- · compliance with legislative requirements and good practice.
- alerting Council to:
- · major barriers to the attainment of objectives:
- external requirements. To report to Council as necessary and at least once a year.
- 6
- deals
- Senior Research staff 9.
- policy
- conditions of appointment of the teaching and research staff.

Membership

Sir Anthony Battishill Mr B Sanderson Howard Davies Professor J Rees Professor J V Rosenhead Professor WT Murphy Baroness Thornton of Manningham Dr W Plowden Mrs C Patterson Professor C Brown Dr J Hartley Secretary Ms Alison Johns

PROMOTIONS COMMITTEE

Terms of Reference

The Appointments Committee appoints a Promotions Committee charged with the responsibility of considering all questions that may be referred to it by the Committee or by the Director and, in particular, of considering such questions from the point of view of the School as a whole. Members of the Committee are not expected to represent the interests of departments in which they serve or of related departments.

The establishment of the Promotions Committee is not intended to reduce the active participation in the work of the Appointments Committee of all its members. The Promotions Committee, has therefore authority to act only in the matter of individual candidates for promotion and review. It also has responsibility for policy issues relating to the recruitment of academic staff. In addition, it should be

Committee of the Council

Status/Structure	Term of office
Chairman of the Court of Governors (Chairman)	Ex officio
Director	Ex officio
General Secretary of the Students' Union	Ex officio
Non-Council Lay Governor	1 Aug 2003-31 Jul 2006
Non-Council Lay Governor	1 Aug 2003-31 Jul 2006
Non-Council Lay Governor	1 Aug 2003-31 Jul 2006
Lay Governor Member of the Council	1 Aug 2003-31 Jul 2006
Academic Member of Council	1 Aug 2002-31 Jul 2005
Academic Member of Council	1 Aug 2003-31 Jul 2006
Academic Member (not on the Court)	1 Aug-1999-31 Jul 2004
Academic Member (not on the Court)	1 Aug 2003-31 Jul 2006
Academic Governor	1 Aug 2002-31 Jul 2005

Committee of the Council

To guide on policy decisions relating to the achievement of the strategic Human Resource objectives approved by Council in the

To recommend to Council any change to the strategic Human Resource objectives in the Strategic Plan approved by Council.

To monitor the achievement of strategic objectives concerned with Human Resources approved by Council in the Strategic Plan,

. issues which have the potential seriously to impact on the reputation of the School, or on services provided by it.

To refer to Council (or in emergency the Chairman's Group) any matters requiring Council's assent for legal reasons, or to meet other

To refer to the Finance and General Purposes Committee for examination any financial aspects of issues with which the Committee

To liaise with the Remuneration Committee to ensure consistency of approach between the policies taken by the two Committees. Note: The School has agreed with HEFCE that the Remuneration Committee will report directly to Council on policy issues relating to

the pay and terms and conditions of Professorial and Professorial-equivalent staff.

To report to the Academic Board at least once a year on issues relating to staffing policy developments affecting the Academic and

To seek advice from the Appointments Committee as necessary on the implications for academic standards of proposed changes to

Note: the Appointments Committee would continue to exercise an independent scrutiny over academic appointments and promotions decided by the Promotions Committee and be available to advise the Personnel Strategy Committee. It is not proposed to change its current terms of reference which provide for it to make recommendations on review, promotion & termination procedures and the

10. To establish Working Groups to consider particular issues following normal Council rules.

Status/Structure
Chairman, Personnel Strategy Committee
Vice-Chairman of the Court
Director
Deputy Director
Vice-Chairman of the Academic Board
Vice-Chairman of the Appointments Committee
Lay Governor
Lay member of the Council
Lay member of the Council
Academic Governor
Academic Governor

Term of office Ex officio Ex officio Ex officio Ex officio Ex officio Ex officio 1 Apr 2002-1 Mar 2005 1 Apr 2002-31 Jul 2005 1 Apr 2002-31 Jul 2005 1 Aug 2003-31 July 2006 1 Aug 2003-31 July 2006 consulted on other policy issues which have a direct bearing on its work. In all other matters it is empowered only to make recommendations for the consideration of the Appointments Committee. The Appointments Committee traditionally received all papers that had been circulated to the Promotions Committee (except confidential drafts, references and working papers). Following a one year trial period the Appointments Committee resolved that members of the Committee should receive only the Minutes of the previous Promotions Committee meeting, which may include annexes of details of revisions to procedures which are the subject of recommendations. Members of the Appointments Committee wishing to continue to receive the full set of Promotions Committee papers may do so by notifying the VCAC.

When considering questions which relate to a particular department of the School, the Promotions Committee will invite the Convener of that department to attend or to nominate some other member of the staff of the department to attend in order to assist its deliberations.

The Appointments Committee appoints as members of the Promotions Committee: the Director, a Deputy Director, the Vice-Chair of the Appointments Committee and ten other permanent members of the Appointments Committee, drawn from the Academic Board Constituency Groupings:

Group I: Accounting and Finance, Industrial Relations, Information Systems, Operational Research, Interdisciplinary Institute of Management.

Group II: Government, International Relations, Developme Studies Institute, European Institute.

Group III: Economics, Mathematics, Philosophy, Statistics, Eguage Centre. Group IV: Anthropology, Social Policy, Social Psychology, Sociology, Gender Institute, Methodology Institute.

Group V: Economic History, Geography, International History, Law.

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	Status/Structure	Term of office
Howard Davies	Director	Ex officio
Professor J Rees	Deputy Director	Ex officio
Professor WT Murphy	Vice-Chair of the Appointments Committee	Ex officio
Professor J Kelly	Group 1 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor H Shin	Group 1 Member of Appointments Committee	1 Aug 2002-31 Jul 2004
Professor K Dowding	Group 2 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor K Featherstone	Group 2 Member of Appointments Committee	1 Aug 2003-31 Jul 2004
Professor D Quah	Group 3 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor R Norberg	Group 3 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor C Fuller	Group 4 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor T Newburn	Group 4 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor I Gordon	Group 5 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor M Loughlin	Group 5 Member of Appointments Committee	1 Aug 2002-31 Jul 2004
Secretary Mrs Sally Welch		

RESEARCH COMMITTEE

Committee of the Academic Board

Terms of Reference

2

- 1. The Committee shall encourage and facilitate research appropriate to the School as an academic centre of scholarship and teaching in social studies.
- In particular, the Committee shall keep under review the research activities of the School and:
- (a) seek to initiate and to secure means for the development of research;
- (b) develop the research strategy of the School, within the framework approved by Council and set out in the Strategic Plan;
- (C) have the right to receive for assessment all new proposals for research or for extensions of existing research projects, which involve commitments on School funds and resources, other than the personal research of the staff or research financed from the Staff Research Fund:
- make recommendations to the Director concerning proposed applications by the School or by members of the staff to outside (d) bodies for research funds for which, if granted, the School would be accountable;
- make recommendations to the Academic Planning and Resources Committee concerning the amount of the allocation to be (e) voted annually to the Staff Research Fund;
- (f) have the right to receive for assessment annual reports on the use of all research funds and grants for which the School is accountable:
- (a) be responsible for oversight of policy relating to and distributions from the Staff Research Fund
- undertake regular reviews of all Research Centres on behalf of the School.
- The Committee, or a sub-group of at least three members constituted for the purpose, shall be responsible for ensuring that research undertaken by members of the School is conducted in an ethically sound manner, in accordance with the School's policy on research ethics and research misconduct.

Membership

3.

	Status/Structure	Term of office
Professor H L Moore	Chair of Research Committee	Ex officio
Professor J Rees	Deputy Director	Ex officio
Ms J M Sykes	Librarian and Director of Information Services	Ex officio
Dr J Kallinikos	Group 1 Member	1 Aug 2003-31 Jul 2006
Professor S Balfour	Group 2 Member	1 Aug 2002-31 Jul 2005
Professor N Cartwright	Group 3 Member	1 Aug 2001-31 Jul 2004
Professor F Cowell	Group 3 Member	1 Aug 2001-31 Jul 2004
Professor Q Yao	Group 3 Member	1 Aug 2001-31 Jul 2004
	Group 4 Member	1 Aug 2002-31 Jul 2005
	Group 5 Member	1 Aug 2000-31 Jul 2005
	Group 5 Member	1 Aug 2001-1 Aug 2004
-	Group 6 Member	1 Aug 2002-3 Jul 2005
Secretary Ms J Hemmings		1 Aug 2002-0 Bui 2003

Terms of Reference

- residences.
- Committee thereon.
- to the Finance & General Purposes Committee.

- 7. To determine the terms and conditions of wardens and subwardens.

Membership

	Status/Structure	Term of office
Mr B Asher	A Lay Governor Member of the Finance and General Purposes Committee (Co-Chair)	Ex officio
Professor J Rees	Deputy Director (Co-Chair)	Ex officio
Mr M Hoffman	Dean (the 2 Deans to alternate on an annual basis)	Ex officio
Dr J Carrier	Dean (the 2 Deans to alternate on an annual basis)	Ex officio
Dr J Kent	Chairman of the Residences User Group	Ex officio
Dr V Hajivassiliou	Academic (not member of Residences User Group)	1 Aug 2002-31 Jul 2005
Mr T Travers	Academic (not member of Residences User Group)	1 Aug 2001-31 Jul 2004
Dr T Forsyth	Representative of Wardens/Academic Residents	1 Aug 2003-31 Jul 2005
Dr N Dodd	Member of APRC	1 Aug 2002-31 Jul 2005
To be advised	Sabbatical Officer of Students' Union	1 Nov 2003-31 Jul 2004
To be advised	Student representative of Residences User Group	1 Nov 2003-31 Jul 2004
Secretary Mr D Tyr	nms	

SHORT COURSES SUBCOMMITTEE

Terms of Reference

- 1.2 to monitor and evaluate the performance of students

- School's award-bearing courses
- where appropriate

Membershin

weinberamp	Chabura IChausahuma	
And the second se	Status/Structure	Term of office
Dr R Richardson	Deputy Director (Chairman)	Ex officio
Professor J Board	Convener of Summer Schools	Ex officio
Dr A Wells	Chairman, Undergraduate Studies Subcommittee	Ex officio
Mr S Flemington	ELSE	1 Aug 2002-31 Jul 2005
Vacancy	Group 1	1 Aug 2003-31 Jul 2006
Dr T Allen	Group 2	1 Aug 2003-31 Jul 2006
Dr A Sarychev	Group 3	1 Aug 2002-31 Jul 2005
Dr S Mangen	Group 4	1 Aug 2002-31 Jul 2005
Professor M Loughlin	Group 5	1 Aug 2002-31 Jul 2004
Dr A Thornley	Group 5	1 Aug 2002-31 Jul 2004
Secretary Mr S Underwood		

STUDENT AFFAIRS COMMITTEE

Terms of Reference

School in the following ways. Financial Support

1. Instituting and amending broad schemes of financial support for registered students in hardship within the resource constraints set by the APRC, and appointing the members of the Financial Awards Panel.

Student Services

2. Monitoring the arrangements for academic and non-academic support for students by means of reports from the Deans on the activities of all School agencies concerned with School welfare including the Careers Service, student residential services, and in other ways.

- Admissions and Access
- Student Progress
 - studies.
- Grievances, Discipline and Appeals

RESIDENCES MANAGEMENT COMMITTEE Subcommittee of the Finance & General Purposes Committee and the APRC

1. To advise the Finance & General Purposes Committee and APRC on the longer term strategy and financial oversight of student

2. To consider the need for new student residences, their location and the financing of their acquisition and the disposal of current residences, and to make recommendations to the Finance & General Purposes Committee and Academic Planning and Resources

3. To consider and approve annual budgets and accounts for the student residences and to make recommendations for the Ten Year Plan

4. To determine annually the levels of rent to be charged to Hall residents, having consulted the Residences Users Group.

5. To determine annually the criteria for the allocation of places in student residences having consulted the Student Affairs Committee and having considered the requirements of the School's student recruitment policy.To determine the structure of provision of pastoral care for students in the School's residences.

Subcommittee of the Teaching Learning and Assessment Committee

1. In respect of the Summer Schools and of any course or programme not leading to an award of the School or of any other body 1.1 to consider and approve proposals for new courses and programmes

1.3 to review and make recommendations on guidelines for such courses and programmes 1.4 to supervise the relationship between the School and any bodies teaching students on such courses

1.5 to ensure that the quality of component parts of Short Courses, and the quality of the Courses overall, is consistent with that on the

1.6 to consider and approve arrangements for assessment regarding Short Courses including the appointment of external examiners

2. To conduct any other relevant business remitted to it by the Academic Board or any of its committees.

Committee of the Academic Board

To maintain and where possible enhance the conditions under which students are admitted to and follow programmes of study based in the

3. The development of admissions policy, including schemes for admissions and access, consistent with the requirements of the curricula established by the School, and with the plans approved by the Academic Planning and Resources Committee

4. Establishing and reviewing procedures for student progress and regularly evaluating that progress from registration to completion of

5. Establishing and reviewing procedures for student complaints, student disciplinary cases, and appeals.

Relationship with the Student Union

6. Developing the School's relationship with the Students' Union and considering the annual subvention of the Students' Union and conveying its views on the subvention to the Academic Planning and Resources Committee.

Equal Opportunities

7. Monitoring the application of equal opportunities policy, including that relating to disabilities, as it affects students. Student Opinion

8. Obtaining student opinion of matters relevant to the Committee by means of surveys and in other ways, and where practicable acting to improve deficiencies revealed.

Membership

	Status/Structure	Term of office
Dr R Richardson	Deputy Director (Chairman)	Ex officio
Mr M Hoffman	Dean of Undergraduate Studies	Ex officio
Dr J Carrier	Dean of Graduate School	Ex officio
Dr S Smithson	Group 1	10 May 2002-31 Jul 2004
Vacancy	Group 1	10 May 2002-31 Jul 2005
Dr D Jacquin-Berdal	Group 2	10 May 2002-31 Jul 2004
Dr F Panizza	Group 2	10 May 2002-31 Jul 2004
Dr C Scott	Group 3	1 Aug 2003-31 Jul 2006
Dr A Gjonca	Group 4	1 Aug 2002-31 Jul 2005
Professor M Knapp	Group 4	10 May 2002-31 Jul 2004
Dr D Roche	Group 5	10 May 2002-31 Jul 2005
Dr A Prazmowska	Group 5	22 Apr 2002-31 Jul 2005
Vacancy	Sabbatical Officer of the Students' Union	1 Aug 2003-31 Jul 2004
Vacancy	Student Member	1 Aug 2003-31 Jul 2004
Vacancy	Student Member	1 Aug 2003-31 Jul 2004
Secretary Mr M Maloney		

SUMMER SCHOOLS BOARD

Committee of the Academic Board

Terms of reference

- 1. To ensure the effective management and academic quality of the Summer School, (including the determination of fee levels, payments to teachers and other operational matters). 2. To propose to the Short Courses Subcommittee the approval of new courses and awards and amendments to existing courses and
- awards. 3. To approve the terms of office, appointment and re-appointment of Academic Directors and of the Summer School Convener
- 4. To appoint external examiners for the Summer School

Mode of Operation

- 5. To report regularly to the Short Courses Subcommittee in respect of academic matters relating to the Summer School.
- 6. To report regularly to the Finance and General Purposes Committee in respect of financial and planning matters relating to the Summer School

Membership

	Status/Structure	Term of office	
Professor R Richardson	Deputy Director (Chairman)	Ex officio	
Professor J V Rosenhead	Vice-Chairman of the Academic Board	Ex officio	
Dr J Board	Convener of Summer Schools	Ex officio	
Professor R Jackman	Previous Convener of Summer Schools	Ex officio	
Mr C Cobb	Head of Research and Project Development	Ex officio	
Professor C Pissarides	Academic Director of Summer School	Ex officio	

TEACHING LEARNING AND ASSESSMENT COMMITTEE

Committee of the Academic Board

Terms of Reference

Teaching

1. To develop policies and strategies for all aspects of teaching, learning, and assessment in the School. Curriculum

2. To develop and monitor the size and balance of the portfolio of taught programmes conducted at undergraduate and graduate levels, within the resources permitted by the School.

3. To give approval for the establishment and deletion of degrees, diplomas, and other teaching programmes, including arrangements for collaboration with other institutions.

Research Training

- 4. To develop strategy for research training in the School and in relation to research council initiatives and changes of policy. Quality Assurance
- 5. To establish and maintain effective policies and processes throughout the School for academic quality assurance.
- 6. To oversee the School's relationship with relevant external bodies, and the University of London, with particular attention to any Schoolwide academic audit by external bodies.
- 7. To appoint external examiners and the Chairs and Vice-Chairs of the School and LLB Boards of Examiners, having taken the advice of the Chairs of the Undergraduate Studies Subcommittee, Graduate Studies Subcommittee, External Studies Subcommittee or Short Courses Subcommittee as appropriate, and to regulate the conduct of external examiners.
- 8. To receive a digest of reports from external examiners and other external authorities and to ensure that appropriate responses are made to such reports.

9. To assess the implications of first and taught postgraduate examination results.

Membership

Dr R Richardson
Mr M Hoffman

Status/Structure Deputy Director (Chairman) Dean of Undergraduate Studies

Term of office Ex officio Ex officio

Dr J Carrier	Dean of Graduate School	Ex officio	
Dr A Wells	Chairman, Undergraduate Studies Subcommittee	Ex officio	
Professor Y Rydin	Chairman, Graduate Studies Subcommittee	Ex officio	
Professor P Taylor	Chairman, External Studies Subcommittee	Ex officio	
Dr N Mitev	Group 1	1 Jun 2002-31 Jul 2004	
/acancy	Group 1	1 Aug 2003-31 Jul 2006	
Dr K Smith	Group 2	1 Aug 2003-31 Jul 2006	
Dr C Schonhardt-Bailey	Group 2	1 Jun 2002-31 Jul 2004	
Dr J Van den Heuvel	Group 3	1 Aug 2003-31 Jul 2006	
Dr M Schafgans	Group 3	1 Aug 2002-31 Jul 2005	
Professor L Sklair	Group 4	10 May 2002-31 Jul 2004	
Dr A Stewart	Group 4	10 May 2002-31 Jul 2005	
Ar D Bradley	Group 5	10 May 2002-31 Jul 2005	
Dr H Overman	Group 5	19 May 2002-31 Jul 2004	
To be advised	Sabbatical Officer of the Students' Union	1 Aug 2003-31 Jul 2004	
To be advised	Research Student	1 Aug 2003-31 Jul 2004	
Secretary Mr Simeon Unde	rwood		

Terms of reference

D

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- degrees and diplomas
- undergraduate students in the School within degree and diploma programmes.
- 3. To approve proposals as in (1) and (2) above, subject only to: (i) the approval of the APRC as regards requirements for additional resources, of a proposal having strategic or policy implications.

Membership

Status/Structure Dr A Wells Chairman, Undergraduate Studies Subcommittee Ex officio 1 Member of the academic staff from each department offering undergraduate courses and/or degrees including the Language Centre 1 Student Member of Undergraduate Students Consultative Forum 1 Student Member Secretary Ms Louisa Green

CONSULTATIVE FORUM FOR PROGRAMME DIRECTORS FOR TAUGHT GRADUATE STUDENTS

Terms of Reference

To consider issues of shared interest to Programme Directors for Diplomas and Taught Masters' degrees. Membership

All Programme Directors for Diplomas and Taught Masters' Degrees Dean of Graduate Studies Chair: Chair of the Graduate Studies Sub Committee (ex officio).

CONSULTATIVE FORUM FOR DOCTORAL PROGRAMME DIRECTORS

Terms of Reference To consider any issues of shared interest to Doctoral Programme Directors.

Membership Doctoral Programme Director of each department/institute Dean of Graduate Studies Chair: Chair of Graduate Studies Subcommittee (ex officio).

CONSULTATIVE FORUM FOR EXTERNAL DEGREE COORDINATORS

Terms of Reference To consider any issues of shared interest to External Degree Coordinators. Membership Each LSE Co-ordinator of External Study

Chair: Director of External Study (ex officio) Representatives of the University of London

DISABILITY CONSULTATIVE FORUM

Terms of Reference To keep under review, consider and make proposals regarding disability issues and policy at LSE.

Membership Dean of Undergraduate Studies (co-chair) Dean of Graduate Studies (co-chair) Advisor to Students with Disabilities and Dyslexia Support Tutor A Representative of the Graduate School/Undergraduate Office

UNDERGRADUATE STUDIES SUBCOMMITTEE Subcommittee of the Teaching, Learning and Assessment Committee

1. To consider proposals from departments and institutes for the establishment and modification of programmes for undergraduate

2. To consider proposals from departments and institutes for the establishment and modification of component courses to be offered to

(ii) the approval in principle of the TLAC for the establishment or deletion of a degree or diploma programme, and for any other element

4. To keep under review all other regulations relating to undergraduate degrees and diplomas, including the General Course.

Term of office

IT Services Representative Library Representative SU Welfare Officer SU Disabilities Officer Portering & Security Representative Estates Office Representative LSE Health Service Representative Any student or member of staff with a disability

CONSULTATIVE FORUM FOR THE LSE HEALTH SERVICE

Terms of Reference

To provide a forum for Academic and Student Officers whose role involves consideration of welfare issues to discuss matters affecting the health and wellbeing of students and staff members of the School.

Membership

The Adviser to Students with Disabilities and Dyslexia Support Tutor The Adviser to Women Students The SU Education & Welfare Officer SU Equal Opportunities Officers (male and female) 3 Academic Members The Group will be chaired by a member of SAC appointed by SAC.

CONSULTATIVE FORUM FOR UNDERGRADUATE ADMISSIONS TUTORS

Terms of Reference To consider issues of shared interest to Undergraduate Admissions Tutors. Membership

All Undergraduate Admissions Tutors and departmental administrative staff involved in undergraduate admissions Chair: The Deputy Director chairing SAC (ex officio).

CONSULTATIVE FORUM FOR ADMISSIONS TUTORS FOR TAUGHT GRADUATE STUDENTS

Terms of Reference

To consider issues of shared interest to Admissions Tutors for Diplomas and Taught Masters Programmes. Membership

All Admissions Tutors for Diplomas and Taught Masters' Degrees and departmental administrative staff involved in admission of taught graduate students Chair: The Deputy Director chairing SAC (ex officio).

CONSULTATIVE FORUM FOR DEPARTMENTAL TUTORS

Terms of Reference To consider issues of shared interest to Departmental Tutors.

Membership All Departmental Tutors Chair: Dean of Undergraduate Studies (ex officio)

STUDENT CONSULTATIVE FORUMS

(i) Undergraduate Students Forum

- **Taught Graduate Students Forum** (iii)
- (iii) Research Students Forum

Terms of reference

To seek and consider [Undergraduate] [Taught Graduate] [Research] students' opinions on matters affecting their study at the School, for example by considering issues arising from reports of departmental Student/Staff Liaison Committees.

Mempership

The Dean of Undergraduate/Graduate Studies (in the chair, ex officio) One student elected by the students of each department or institute with [Undergraduate] [Masters] [Research] students. One sabbatical officer of the Students' Union.

LSE NURSERY USERS GROUP

Terms of Reference

To discuss issues, trends and developments of broad interest and concern to users of the LSE Nursery. Membershin

The Manager of the LSE Nursery 2 parent representatives (one from the Under 2s room and one from the Over 2s) The Group will be chaired by a Member of SAC appointed by SAC.

RESIDENCES USER GROUP

Terms of Reference

To provide a forum for discussion of issues of concern and interest to users of the School's student residences.

Membership

Chair, to be elected by the Group from among the Wardens and Academic Residents The Warden/Academic Resident of each School Student Residence The Deans

1 student nominated by the Students' Union

1 Student elected from among the residents of each of School Student Residence, at present: Carr Saunders Hall, Passfield Hall, Rosebery Avenue Hall, Butlers Wharf, Silver Walk, Anson & Carleton Road Flats, Bankside, High Holborn and Great Dover Street.

IT USER GROUPS

IT Cluster Support User Groups

Terms of Reference To discuss issues, trends and developments of broad interest and concern to the users of Information Technology Services in the Clusters of Academic Units served by the Cluster Support Teams.

Membership

Membership of each Cluster Support User Group comprises a representative from each unit in the cluster and members of the Cluster Support Team

User Services Manager (Chair),

Business Systems and Services Advisory Group

Terms of Reference To provide the BSS Division with a central forum for consultation on their day to day operations, and the viability and practical effect of proposed changes to systems and services.

To disseminate and collect information on behalf of the BSS Division, through office, departmental and other special interest networks. To schedule and agree the content of annual user survey.

To receive and assimilate results of the annual user survey.

To report back to LISC (via chair) salient and strategic issues arising.

Representation of IT User Groups on Library & Information Services Committee There will be a representative of all the IT User Groups on the Library & Information Services Committee appointed with the agreement of the Academic Nominations Committee.

LIBRARY USER COMMITTEE (User Group)

Terms of Reference

To discuss issues, trends, and developments of broad interest and concern to users of the Library. Membership

Librarian & Director of Information Services Student Union Education & Welfare Officer Student Union Postgraduate Students Officer Student Union International Students Officer Student Union Mature and Part-Time Students Officer General Secretary of the Students' Union 2 representatives from each of the 4 groupings of academic departments and institutes. The Group will be chaired by a person appointed by agreement between the Librarian & Director of Information Services and the Chair of the parent committee

The Students' Union represents students to the School and outside institutions on studentrelated and wider issues

Every department has a staff-student committee as a focus of communications. Some departments have a committee specifically for graduate and undergraduate students while others have graduate and undergraduate student representatives on the committee.

The Dean of Graduate Studies chairs the Taught Graduate Students' Forum and the Research Students' Forum. Students in each department and institute select (in the Michaelmas term) a representative to sit on each forum. The Forums normally meet once a term and report to the Student Affairs Committee

The Dean of Undergraduate Studies chairs the Undergraduate Students' Forum which has a student representative (selected in the Michaelmas term) from each department and institute. The Forum normally meet once a term and report to the Student Affairs Committee.

Teaching Learning and Assessment Committee - Students are represented by a sabbatical officer of the Students' Union and a research student nominated by the Research Students' Forum.

Student Affairs Committee - Students are represented by two members appointed by the Students' Union (at least one of whom will be a sabbatical officer). Graduate Studies Subcommittee - Students are represented by a member of the Taught Graduate Students' Forum and of the Research Students' Forum.

Undergraduate Studies Subcommittee - Students are represented by an elected member of the Undergraduate Students' Forum and by a sabbatical officer of the Students' Union.

STUDENT REPRESENTATION

The Students Union

Staff-student committees

Graduate Students' Forums

Undergraduate Students' Forums

Committees

KEY ADDRESSES

Dean of Undergraduate Studies Mr Mark Hoffman, A202, ext 7574	General Course Tutor Dr Celia Phillips, A203, ext 7849
Dean of Graduate Studies Dr John Carrier, A202, ext 7574	Secretary Ms Nicky Dallen, A203, ext 7849
Adviser to Students with Disabilities Jean Jameson, H417a, ext 6034	Adviser to Women Students Dr Sarah Worthington, A159, ext 6389
Academic Registrar Mr George Kiloh, V1013, ext 7121 Deputy Academic Registrar Dr Ian Stephenson, V1012, ext 7122	Secretary Miss Linda Newman, V1013, ext 7121
Head of Student Administration Mark Maloney, ext 7457 Student Advice and Reception Manager Katie Porrer, ext 7139	Student Course and Assessment Manager Elena Lo, ext 6267 Examinations and Ceremonies Manager Charlotte Hornby, ext 7148
Registry tel: 020 7955 7152; fax: 020 7955 6099 email: <u>registry@lse.ac.uk</u> Student Registry Manager Derek Cook, ext 7150	Financial Support Office tel: 020 7955 7751 / 7155 fax: 020 7955 7216; email: <u>financial-support@lse.ac.uk</u> Financial Support Manager Ms Danuta Zalega, ext 7163
Careers Service E388; tel: 020 7955 7135 Chaplaincy 20 Kingsway; tel: 020 7955 7965	St Philip's Health Centre Health Service; tel: 020 7955 7016 Dentist; tel: 020 7955 7444
Accounts Office H403; tel: 020 7955 7468/7765; fax: 020 7955 7427	Accommodation Office E294, tel: 020 7955 7531/7532
Students' Union Reception E65, tel: 020 7955 7158	Student Advice Centre E297; tel: 020 7955 7145

STATISTICS OF STUDENTS

(Figures based on count at 31 May)

Table A: Undergraduate and Postgraduate Students: 1998-1999 to 2002-2003

1. REGULAR STUDENTS Full-Time Undergraduate Degree Other Undergraduates Total: Full-Time Undergraduates

Higher Degree Higher Diploma Research Fee Exchange Students Total: Full-Time Postgraduates TOTAL: ALL FULL-TIME STUDENTS

Part-Time Undergraduate Degree Other Undergraduates Total: Part-Time Undergraduates

Higher Degree Higher Diploma Research Fee Total: Part-Time Postgraduates TOTAL: ALL PART-TIME STUDENTS

TOTAL: ALL UNDERGRADUATE STUDENTS TOTAL: ALL POSTGRADUATE STUDENTS

TOTAL: ALL REGULAR STUDENTS

2. OTHER STUDENTS Occasional Students TRIUM EMBA

TOTAL: OTHER STUDENTS

3. TOTAL: ALL STUDENTS

Session	Session	Session	Session	Session
1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
2804	3009	3075	3132	3385
391	375	386	376	354
3195	3384	3461	3508	3739
2893	2936	2827	3155	3634
119	115	89	45	24
30	29	25	18	11
17	20	33	29	46
3059	3100	2974	3247	3715
6254	6484	6435	6755	7454
58	34	57	56	54
58	34	-	-	-
50	34	57	56	54
814	774	721	796	769
9	3	1	2	1
2	2	2	2	2
825	779	724	800	772
883	813	781	856	826
3253	3418	3518	3564	3793
3884	3879	3698	4047	4487
7137	7297	7216	7611	8280
22	6	2	4	3
-	-	-	29	64
22	6	2	33	67
7159	7303	7218	7644	8347

Table B: Undergraduate and Postgraduate Students Domiciled Overseas: 1998-1999 to 2002-2003

1. REGULAR STUDENTS	Session 1998-1999	Session 1999-2000	Session 2000-2001	Session 2001-2002	Session 2002-2003
Full-Time					100,000,000,000
	1320 (349)	1438 (351)	1480 (333)	1417 (305)	1550 (291)
Undergraduate Degree Other Undergraduates	391 (83)	373 (42)	385 (40)	374 (52)	354 (31)
Total: Full-Time Undergraduates	1711 (432)	1811 (393)	1865 (373)	1791 (357)	1904 (322)
Total. Pull-Time Ondergraduates			1000 (010)		
Higher Degree	2311 (836)	2282 (813)	2182 (780)	2370 (761)	2894 (839)
Higher Diploma	107 (46)	88 (30)	78 (25)	33 (13)	23 (12)
Research Fee	26 (14)	22 (14)	21 (10)	18 (9)	11 (6)
Exchange Students	17 (10)	20 (10)	17 (10)	21 (13)	44 (25)
Total: Full-Time Postgraduates	2461 (906)	2412 (867)	2298 (825)	2442 (796)	2972 (882)
TOTAL: ALL	and the second				
FULL-TIME STUDENTS	4172 (1338)	4223 (1260)	4163 (1198)	4233 (1153)	4876 (1204)
Part-Time					
Undergraduate Degree	16 (5)	11 (2)	19 (6)	17 (2)	20 (3)
Other Undergraduates					
Total: Part-Time Undergraduates	16 (5)	11 (2)	19 (6)	17 (2)	20 (3)
Higher Degree	342 (144)	319 (142)	294 (120)	382 (159)	375 (165)
Higher Diploma	4 (1)	1 -		2 -	1 -
Research Fee	2 (1)	2 (1)	1 (1)	1 -	
Total: Part-Time Postgraduates	348 (146)	322 (143)	295 (121)	385 (159)	376 (165)
TOTAL: ALL			1.	1 martine	1 martine
PART-TIME STUDENTS	364 (151)	333 (145)	314 (127)	402 (161)	396 (168)
TOTAL: ALL					
UNDERGRADUATE STUDENTS	1727 (437)	1822 (395)	1884 (379)	1808 (359)	1924 (325)
TOTAL: ALL			and the second		
POSTGRADUATE STUDENTS	2809 (1052)	2734 (1010)	2593 (946)	2827 (955)	3348 (1047)
TOTAL: ALL	description.	I wante and the	Same and the		
REGULAR STUDENTS	4536 (1489)	4556 (1405)	4477 (1325)	4635 (1314)	5272 (1372)
2. OTHER STUDENTS					
Occasional Students	6 (6)	2 (2)			1 (1)
TRIUM EMBA				26 (8)	56 (10)
TOTAL: OTHER STUDENTS	6 (6)	2 (2)		26 (8)	57 (11)
3. TOTAL: ALL					
OVERSEAS STUDENTS	4542 (1495)	4558 (1407)	4477 (1325)	4661 (1322)	5329 (1383)

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: 2000-2003

I. UNDERGRADUATE DEGREE STUDENTS	
3Sc Accounting and Finance	
1st Year 2nd Year	
Final Year	
Totals	
3Sc Actuarial Science 1st Year	
2nd Year	
Final Year	
Totals	
BA Anthropology and Law 1st Year	
2nd Year	
Final Year	
Totals 3Sc Business Mathematics	
and Statistics	
1st Year	
2nd Year	
Final Year Totals	
BSc Econometrics and	
Mathematical Economics	
1st Year	
2nd Year Final Year	
Totals	
BSc Economic History	
1st Year	
2nd Year Final Year	
Totals	
BSc Economic History	
with Economics	
1st Year 2nd Year	
Final Year	
Totals	
BSc Economic History	
with Population Studies 1st Year	
2nd Year	
Final Year	
Totals BSc Economics	
1st Year	
2nd Year	
Final Year	
Totals BSc Economics and	
Economic History	
1st Year	
2nd Year	
Final Year Totals	
BSc Economics with	
Economic History	
1st Year 2nd Year	
Final Year	
Totals	
BSc Environmental	
Management and Policy 1st Year	
2nd Year	
Final Year	
Totals	

Men

	SSION 2000-			SSION 2001- IDENT NUME			SSION 2002- JDENT NUME	
Men	Women	Total	Men	Women	Total	Men	Women	Total
58	49	107	81	60	141	71	73	144
80	55	135	58	47	105	75	54	129
61	47	108	71	50	121	57	50	107
199	151	350	210	157	367	203	177	380
33	27	60	36	21	57	31	29	60
27	20	47	34	27	61	32	24	56
14	15	29	22	13	35	34	23	57
74	62	136	92	61	153	97	76	173
3	5	8	1	12	13	4	7	11
4	5	9	3	4	7	1	12	13
5	10	15	4	5	9	2	3	5
12	20	32	8	21	29	7	22	29
18	10	28	23	10	33	33	11	44
14	18	32	15	10	25	23	13	36
18	7	25	16	19	35	14	11	25
50	35	85	54	39	93	70	35	105
4	2	6	8	4	12	15	4	19
13	1	14	5	2	7	10	3	13
9	2	11	9	1	10	4	2	6
26	5	31	22	7	29	29	9	38
10	7	17	12	5	17	19	5	24
12	5	17	7	4	11	15	7	22
15	6	21	9	8	17	10	4	14
37	18	55	28	17	45	44	16	60
-	-	-	3	-	3	4	1	5
2	1	3	2	4	6	1	-	1
2	3	5	2	-	2	2	3	5
4	4	8	7	4	11	7	4	11
1	-	1	-	1	1	-	-	-
-	1	1	1	-	1	-	1	1
-	-	-	-	1	1	1	-	1
1	1	2	1	2	3	1	1	2
120	69	189	128	58	186	117	91	208
165	73	238	130	77	207	133	64	197
135	71	206	153	66	219	130	73	203
420	213	633	411	201	612	380	228	608
5	3	8	14	7	21	11	7	18
4	1	5	5	-	5	12	3	15
3	2	5	5	1	6	5	1	6
12	6	18	24	8	32	28	11	39
1	1	2	-	1	1	-	2	2
-	-	-	2	2	4	-	2	2
3	2	5	-	1	1	3	2	5
4	3	7	2	4	6	3	6	9
2	1	3	3	3	6	-	2	2
3	2	5	1	1	2	3	4	7
1	3	4	3	2	5	1	1	2
6	6	12	7	6	13	4	7	11

		JDENT NUM			JDENT NUM			SSION 2002- JDENT NUM	
	Men	Women	Total	Men	Women	Total	Men	Women	Tota
BSc Environmental Policy with Economics									
1st Year	7	2	9	2	7	9	5	5	10
2nd Year	2	2	4	5	1	6	2	4	6
Final Year	3	5	8	2	2	4	5	2	7
Totals	12	9	21	9	10	19	12	11	23
BA/BSc Geography									
1st Year	11	8	19	10	8	18	13	12	25
2nd Year	11	9	20	12	8	20	8	8	16
Final Year Totals	8 30	4 21	12 51	9	9	18	13	8	21
BSc Geography and	50	21	51	31	25	56	34	28	62
Population Studies									
1st Year	2	2	4	1	7	8	1	2	3
2nd Year	-	6	6	2	2	4	1	6	7
Final Year	2	1	3	-	6	6	2	2	4
Totals	4	9	13	3	15	18	4	10	14
BSc Geography with Economics		-							
1st Year 2nd Year	9	7	16	11	6	17	15	10	25
Final Year	9 11	7	16 11	6	5	11	10	4	14
Totals	29	14	43	24	7 18	14 42	5 30	5	10
BSc Government	20	14	40	24	10	42	30	19	49
1st Year	14	5	19	15	8	23	18	7	25
2nd Year	6	5	11	14	5	19	18	8	20
Final Year	17	13	30	6	6	12	14	6	20
Totals	37	23	60	35	19	54	50	21	71
BSc Government and Economics									
1st Year	10	11	21	22	12	34	24	17	41
2nd Year Final Year	19 13	15	34	7	8	15	18	9	27
Totals	42	12 38	25 80	18 47	14	32	7	8	15
3Sc Government and History	42	50	00	41	34	81	49	34	83
1st Year	4	4	8	9	3	12	14	4	18
2nd Year	7	2	9	3	8	11	9	3	10
Final Year	2	5	7	7	2	9	4	7	11
Totals	13	11	24	19	13	32	27	14	41
BA History									
1st Year	8	5	13	17	14	31	24	14	38
2nd Year	15	6	21	8	3	11	13	14	27
Final Year	4	10	14	15	5	20	7	2	9
Totals Sc Industrial Relations and	27	21	48	40	22	62	44	30	74
Human Resource Management									
1st Year	2	10	12	7	0	45	-		40
2nd Year	5	7	12	2	8 10	15 12	5 10	11 6	16 16
Final Year	4	11	15	4	6	10	4	11	15
Totals	11	28	39	13	24	37	19	28	47
Sc International History								20	47
1st Year	6	6	12	-	-	-	-	-	-
2nd Year	7	3	10	6	7	13	-	-	-
Final Year	7	9	16	7	3	10	6	7	13
Totals Sc International Relations	20	18	38	13	10	23	6	7	13
1st Year	12	25	27			10			-
2nd Year	12	25 35	37 47	24	24	48	30	40	70
Final Year	12	35 34	47 52	13 12	25 34	38	22	26	48
Totals	42	94	136	49	34 83	46 132	14 66	28 94	42
Sc International Relations			100	45	00	152	00	54	160
and History									
1st Year	13	10	23	10	18	28	12	15	27
2nd Year	10	9	19	10	10	20	11	16	27
Final Year	12	9	21	10	9	19	8	10	18
Totals	35	28	63	30	37	67	31	41	72
Sc Management 1st Year			1			12.0			
2nd Year	23	32	55	30	28	58	26	31	57
Final Year	27	21	48	24	34	58	31	24	55
Totals	37 87	27	64	28	21	49	29	34	63
Sc Management Sciences	0/	80	167	82	83	165	86	89	175
1st Year	23	10	33	26	16	10	07		
2nd Year	25	11	36	20	16	42 33	27 24	20	47
Final Year	25	15	40	25	10	35	24	14 11	38 31
Totals	73	36	109	73	37	110	71	45	116

Analysis of Regular and Other Students: 2000-2003 - continued

	SES
	Men
Sc Management Sciences with French	
1st Year	-
2nd Year Final Year	-
Totals	1
Sc Mathematics and Economics 1st Year	26
2nd Year	26 21
Final Year Totals	16 63
A/BSc Philosophy	05
1st Year 2nd Year	7
Final Year	6 10
Totals Sc Philosophy and Economics	23
1st Year	12
2nd Year	14
Final Year Totals	16 42
Sc Philosophy and Mathematics	
1st Year 2nd Year	3 2
Final Year	3
Totals Sc Population Studies	8
1st Year	-
2nd Year Final Year	2 2 4
Totals	4
Sc Psychology and Philosophy	
1st Year 2nd Year	- 6
Final Year	1
Totals Sc Russian Studies	7
1st Year	2
2nd Year Final Year	- 2
Totals	2
A/BSc Social Anthropology 1st Year	
2nd Year	8 5
Final Year	9
Totals Sc Social Policy	22
1st Year	3
2nd Year Final Year	6 3
Totals	12
Sc Social Policy and Government 1st Year	3
2nd Year	2
Final Year Totals	6
Sc Social Policy and	11
Population Studies	
1st Year 2nd Year	_
Final Year	-
Totals Sc Social Policy and Sociology	-
1st Year	-
2nd Year Final Year	-
Totals	1
Sc Social Policy with Social	
Psychology 1st Year	-
2nd Year	-
Final Year Totals	1

ES	SION 2000-2	2001 BERS	SE	SSION 2001- JDENT NUME	2002 BERS		SSION 2002-	
	Women	Total	Men	Women	Total	Men	Women	Total
	- - 2 2	- - 3 3						
	12 16 12 40	38 37 28 103	37 21 22 80	20 10 15 45	57 31 37 125	31 36 17 84	- 25 17 10 52	- 56 53 27 136
	3	10	7	7	14	12	5	17
	2	8	13	3	16	7	7	14
	6	16	5	1	6	12	3	15
	11	34	25	11	36	31	15	46
	6	18	14	8	22	19	13	32
	10	24	11	7	18	13	7	20
	6	22	14	10	24	11	6	17
	22	64	39	25	64	43	26	69
	2	5	-	-	-	-	-	-
	-	2	2	2	4	1	-	1
	-	3	1	-	1	2	2	4
	2	10	3	2	5	3	2	5
	3	3	1	2	3	1	1	2
	-	2	-	3	3	1	2	3
	2	4	2	-	2	-	3	3
	5	9	3	5	8	2	6	8
	- 4 9 13	- 10 10 20	- - 6 6	- - 4 4	- 10 10		- - 1 1	- - 1 1
	1	3	1	3	4	-	-	-
	1	1	2	1	3	1	3	4
	3	3	-	1	1	2	1	3
	5	7	3	5	8	3	4	7
	15	23	7	22	29	13	22	35
	19	24	7	15	22	6	20	26
	13	22	5	19	24	7	15	22
	47	69	19	56	75	26	57	83
	7	10	6	5	11	1	5	6
	6	12	3	7	10	6	6	12
	6	9	6	6	12	4	7	11
	19	31	15	18	33	11	18	29
	6	9	4	4	8	3	6	9
	5	7	2	5	7	4	3	7
	5	11	2	5	7	1	5	6
	16	27	8	14	22	8	14	22
	- - 1 1	- - 1 1						
	5 - 2 7	5 - 3 8		- 5 - 5	- 5 - 5	3 1 - 4	4 - 5 9	7 1 5 13
	4	4	2	5	7	1	6	7
	4	4	2	3	5	1	5	6
	1	2	-	4	4	-	4	4
	9	10	4	12	16	2	15	17

		SSION 2000			SSION 2001- JDENT NUM			SSION 2002- JDENT NUM	
	Men	Women	Total	Men	Women	Total	Men	Women	Tota
BSc Sociology									
1st Year	8	19	27	8	26	34	15	24	39
2nd Year	16	15	31	7	16	23	8	27	35
Final Year	8 32	20 54	28 86	14 29	16 58	30 87	8	16 67	24 98
Totals LLB	32	54	00	25	50	07	51	07	90
1st Year	57	67	124	48	79	127	61	107	168
2nd Year	63	62	125	57	64	121	49	78	127
Final Year	43	70	113	63	61	124	62	61	123
Totals	163	199	362	168	204	372	172	246	418
LLB with French Law									
1st Year	2	1	3	6	4	10	4	7	1
2nd Year	8	3	11	2	1	3	-	3	:
3rd Year	5	6	11	7	1	8	2	2	
Final Year	1 16	1	2	4	6	10	3	1	
Totals	16	11	27	19	12	31	9	13	2
TOTAL: UNDERGRADUATE									
DEGREE STUDENTS							1.00		
1st Year	530	462	992	634	526	1160	683	645	132
2nd Year	630	467	1097	526	457	983	616	507	112
3rd Year	5	6	11	7	1	8	2	2	
Final Year	550	482	1032	588	449	1037	530	454	98-
Totals	1715	1417	3132	1755	1433	3188	1831	1608	343
OTHER REGULAR									
STUDENTS									
General Course	216	160	376	196	173	369	194	150	34
Erasmus Exchange Students	5	5	10	3	4	7	2	5	
Other Exchange Students	-	-	-	-	-	-	1	2	:
OTAL: OTHER									
REGULAR STUDENTS	221	165	386	199	177	376	197	157	354
REGULAR STUDENTS	221	105	500	199	177	570	197	157	354
OTAL: REGULAR									
UNDERGRADUATES	1936	1582	3518	1954	1610	3564	2028	1765	3793
OTHER STUDENTS									
Occasional	1	1	2	2	2	4	2	1	:
OTAL: OTHER STUDENTS	1	1	2	2	2	4	2	1	3
OTAL: ALL									
UNDERGRADUATE STUDENTS	1937	1583	3520	1956	1612	3568	2030	1766	3796
UNDERGRADOATE STODERTS	1957	1505	3320	1950	1012	3300	2030	1700	5790
POSTGRADUATES									
hD/MPhil/MRes STUDENTS									
ccounting and Finance									
1st year	6	4	10	5	-	5	4	5	
Subsequent years	11	1	12	13	5	18	16	4	2
Totals	17	5	22	18	5	23	20	9	2
nthropology									
1st year	6	3	9	6	2	8	8	1	
Subsequent years Totals	13	27	40	11	20	31	16	15	3
TOIDIS	19	30	49	17	22	39	24	16	4
emography and									
Population Studies									
1st year	-	1	1			-		1	
Subsequent years	_	5	5	_	4	4	1	4	
Totals	_	6	6	-	4	4	-	5	
Development Studies									
1st year	3	1	4	6	2	8	5	8	1
Subsequent years	10	13	23	10	10	20	15	13	2
Totals	13	14	27	16	12	28	20	21	4
conomic History		100	1						
1st year	3	2	5	2	3	5	3	4	
Subsequent years Totals	18	10	28	19	9	28	12	8	2
	21	12	33	21	12	33	15	12	2

Analysis of Regular and Other Students: 2000-2003 - continued

	S'
Economics	Men
1st year Subsequent years Totals	21 52 73
European Studies 1st year	5
Subsequent years Totals	14 19
Gender 1st year	_
Subsequent years Totals	4
Geography 1st year	2
Subsequent years Totals	16 18
Government 1st year	12
Subsequent years Totals	66 78
Industrial Relations 1st year	3
Subsequent years Totals	10 13
Information Systems 1st year	11
Subsequent years Totals	14 25
International History 1st year	4
Subsequent years Totals	22 26
International Relations 1st year	16
Subsequent years Totals	85 101
Law 1st year	11
Subsequent years Totals	32 43
Management 1st year	1
Subsequent years Totals	12 13
Marine Policy 1st year	-
Subsequent years Totals	1
Mathematics 1st year	
Subsequent years Totals	3
Media and Communications 1st year	
Subsequent years Totals	-
Operational Research 1st year	
Subsequent years Totals	3

	SSION 2000- JDENT NUME		SE	SSION 2001- JDENT NUMI	2002 BERS		SSION 2002- JDENT NUME	
len	Women	Total	Men	Women	Total	Men	Women	Total
21	9	30	20	7	27	12	6	18
52	27	79	61	34	95	65	36	101
73	36	109	81	41	122	77	42	119
5	3	8	6	4	10	3	3	6
14	17	31	11	15	26	10	5	15
19	20	39	17	19	36	13	8	21
-	3	3	3	4	7	-	2	2
4	15	19	2	17	19	2	16	18
4	18	22	5	21	26	2	18	20
2	-	2	3	4	7	4	4	8
16	6	22	15	6	21	18	8	26
18	6	24	18	10	28	22	12	34
12	7	19	11	5	16	13	7	20
66	43	109	68	39	107	65	41	106
78	50	128	79	44	123	78	48	126
3	3	6	1	3	4	3	1	4
10	8	18	10	8	18	10	11	21
13	11	24	11	11	22	13	12	25
11	4	15	7	6	13	11	2	13
14	12	26	20	13	33	20	14	34
25	16	41	27	19	46	31	16	47
4	1	5	5	1	6	5	2	7
22	11	33	18	10	28	21	8	29
26	12	38	23	11	34	26	10	36
16	5	21	14	7	21	16	14	30
85	44	129	74	42	116	65	40	105
101	49	150	88	49	137	81	54	135
11	10	21	7	10	17	8	10	18
32	16	48	35	23	58	40	29	69
43	26	69	42	33	75	48	39	87
1	1	2	2	1	3	2	2	4
12	4	16	9	5	14	9	4	13
13	5	18	11	6	17	11	6	17
- 1 1		- 1 1	- 1 1	=	- 1 1	- 1 1	:	- 1 1
1	-	1	2	-	2	-	-	-
3	2	5	2	1	3	3	1	4
4	2	6	4	1	5	3	1	4
111	2	2	2	3	5	3	7	10
	-	-	1	5	6	3	7	10
	2	2	3	8	11	6	14	20
1	-	1	- 3 3	2	2	1	1	2
3	2	5		2	5	3	3	6
4	2	6		4	7	4	4	8

		SSION 2000- UDENT NUM			JDENT NUM			SSION 2002- JDENT NUM	
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Philosophy									
1st year	7 26	- 7	7	8	1	9	9	-	9
Subsequent years Totals	33	7	33 40	29	5 6	26 35	28 37	3 3	31 40
Philosophy (By Thesis and Exam)									
1st year	-	-	-	-	-	-	-		-
Subsequent years	1	-	1	1	-	1	1	-	1
Totals	1	-	1	1	-	1	1	-	1
Political Economy 1st year									
Subsequent years	-	1	1	_	-	_	-	-	-
Totals	-	1	1	-	-	-	-	-	-
olitical Science (MRes)									
1st year	-	-	-	-	-	-	3	4	7
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	3	4	7
sychology 1st year	_	5	5	3	6	9	4	5	9
Subsequent years	14	16	30	9	14	23	8	17	25
Totals	14	21	35	12	20	32	12	22	34
egional Planning									
1st year	1	-	1	2	1	3	1	2	3
Subsequent years Totals	11 12	4 4	15 16	10 12	4 5	14 17	10 11	5 7	15 18
ocial Policy									
1st year	9	8	17	8	13	21	10	5	15
Subsequent years Totals	30 39	45 53	75 92	27 35	41 54	68 89	29 39	43 48	72 87
ociology									
1st year	5	5	10	6	6	12	8	7	15
Subsequent years	35	37	72	28	36	64	26	39	65
Totals	40	42	82	34	42	76	34	46	80
atistics			-			-			
1st year Subsequent years	4	1	5	3	4	7	2	2	4
Totals	1 5	4 5	5 10	58	5 9	10 17	8 10	9 11	17 21
DTAL:									
D/MPhil/MRes STUDENTS									
1st year	132	78	210	132	95	227	138	105	243
Subsequent years	504	377	881	484	373	857	504	383	887
Totals	636	455	1091	616	468	1084	642	488	1130
TAUGHT MASTERS STUDENTS rea Studies students included in burse most appropriate to their major	subject)								
counting and Finance									
1st year	45	31	76	82	51	133	70	32	102
Subsequent years Totals	45	1 32	1 77	82	1 52	1 134	5 75	2 34	7 109
alysis, Design and Management					UL.		10	01	103
of Information Systems									
1st year Subsequent years	93	66	159	79	66	145	98	59	157
Totals	93	- 66	159	1 80	66	1 146	98	59	157
thropology and Development									
1st year	3	11	14	4	11	15	3	19	22
Subsequent years	1	-	1	-	-	-	-	-	-
Totals	4	11	15	4	11	15	3	19	22

Analysis of Regular and Other Students: 2000-2003 - continued

	SESSION 2000-2 STUDENT NUMB Men Women				SION 2001- DENT NUME			SSION 2002-	
	Men	Women	Total	Men	Women	Total	Men	Women	Tot
Anthropology of Learning and Cognition									
1st year	-	-	-	-	-	-	3	4	
Subsequent years Totals	-	-	-	-	-	-	- 3	- 4	
						-	5	4	
Cities, Space and Society 1st year	5	6	11	4	9	13	5	13	1
Subsequent years	-	-	-	1	-	1	2	1	
Totals	5	6	11	5	9	14	7	14	2
City Design and Social Science									
1st year	3	7	10	10	15	25	12	14	2
Subsequent years Totals	1	-7	1 11	10	1 16	1 26	1 13	3 17	
				10	10	20	15	17	
Comparative Politics 1st year	21	35	56	41	41	82	41	53	
Subsequent years	1	-	1	1	41	1	41	53	ç
Totals	22	35	57	42	41	83	41	54	1
Crime, Deviance and Control									
1st year	3	8	11	5	9	14	8	10	
Subsequent years	-	-	-	-	1	1	-	_	
Totals	3	8	11	5	10	15	8	10	
criminal Justice Policy									
1st year Subsequent years	4	3	7	5	7	12	4	14	
Totals	2 6	3 6	5 12	3	7	3 15	2	3 17	
riminology									
1st year	-	-	_						
Subsequent years	-	2	2	_	-	_	-		
Totals	-	2	2	-	-	-	-	-	
ecision Sciences				1					
1st year	4	8	12	10	9	19	11	4	
Subsequent years Totals	1 5	- 8	1 13	10	- 9	- 19	11	1	
	U	0	15	10	9	19	11	5	
emography 1st year	1	3							
Subsequent years	-	-	4	_	-	-	-	-	
Totals	1	3	4		-	-	-	-	
evelopment Management									
1st year	16	29	45	26	51	77	30	46	
Subsequent years	-	2	2	-	1	1	-	1	
Totals	16	31	47	26	52	78	30	47	
evelopment Studies							_		
1st year Subsequent years	19	47	66	22	45	67	28	68	
Totals	1 20	3 50	4 70	22	1 46	1 68	28	5 73	1
conometrics and									
Mathematical Economics									
1st year	18	6	24	6	3	9	20	5	
Subsequent years Totals	2 20	2 8	4 28	- 6	1	1	-	-	
	20	U	20	0	4	10	20	5	
conomic History 1st year	22	14	36	23	17	10	04		
Subsequent years	3	4	7	23	17	40	31	22 1	
Totals	25	18	43	23	17	40	32	23	
conomics									
1st year	78	24	102	99	36	135	110	32	1
Subsequent years Totals	3	-	3	-	-	-	13	4	
i otalo	81	24	105	99	36	135	123	36	1

		ENT NUME			JDENT NUM			DENT NUM		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
Economics and Economic History	0	3	9	7	5	12	6	1	7	
1st year	6	5 -	9	-	-	-	-	-	-	
Subsequent years Totals	6	3	9	7	5	12	6	1	7	
conomics and Philosophy					0	-	-		11	
1st year	7	_	7	4	2	6	7	4	11	
Subsequent years Totals	7	-	7	4	2	6	7	4	11	
nvironment and Development								~		
1st year	11	12	23	3	15	18	12	21 1	33 1	
Subsequent years Totals	11	1 13	1 24	2 5	15	2 20	12	22	34	
nvironmental Assessment and										
Evaluation										
1st year	11	10	21	9	16	25	16	20	36	
Subsequent years	-	5	5	1	-	1	1	1 21	2 38	
Totals	11	15	26	10	16	26	17	21	38	
European Political Economy:										
Integration 1st year	5	7	12	8	6	14	10	8	18	
Subsequent years	-	-	-	-	-	-	-	1	1	
Totals	5	7	12	8	6	14	10	9	19	
uropean Political Economy:										
Transition			10	1	00	07	10	10	34	
1st year	26	17	43 2	15	22 2	37 2	18	16 1	1	
Subsequent years Totals	26	2 19	45	15	24	39	18	17	35	
uropean Politics and Policy										
1st year	20	11	31	17	20	37	12	18	30	
Subsequent years	1	-	1	-	-	-	-	-	-	
Totals	21	11	32	17	20	37	12	18	30	
uropean Social Policy		0	-	-		12	5	5	10	
1st year	1	6 3	73	5	8	13	0	5	-	
Subsequent years Totals	-	9	10	5	8	13	5	5	10	
uropean Studies							1			
1st year	9	24	33	8	20	28	14	21	35	
Subsequent years	-	-	-	1	1	2	-	2	2	
Totals	9	24	33	9	21	30	14	23	37	
uropean Studies:										
EU Policy Making	-		10	00	10	10	16	16	32	
1st year Subsequent years	7	11	18	23	19	42	10	-	-	
Totals	7	11	18	23	19	42	16	16	32	
inance and Economics										
1st year	43	7	50	57	22	79	64	31	95	
Subsequent years Totals	1 44	7	1 51	57	22	79	64	31	95	
ender Studies										
1st year	-	13	13	-	7	7	-	19	19	
Subsequent years	-	1	1	-	2	2	-	-	-	
Totals	-	14	14	-	9	9	-	19	19	
Sender and Development		40	10		10			44	11	
1st year	-	10	10	1	13	14	-	11	11	
Subsequent years Totals	-	10	10	1	13	14	-	12	12	
Gender and Social Policy										
1st year		9	9	1	8	9	-	7	7	
Subsequent years	_	-	-	-	-	-	-	1	1	
Totals		9	9	1	8	9		8	8	

Analysis of Regular and Other Students: 2000-2003 - continued

		SSION 2000- UDENT NUM			SSION 2001-			SSION 2002- JDENT NUM	
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Gender and the Media		~	-		-		10000		
1st year Subsequent years	1	6	7	1 -	7	8	-	15 1	15 1
Totals	1	6	7	1	7	- 8	-	16	16
Global History									
1st year	6	3	9	6	5	11	12	7	19
Subsequent years Totals	- 6	- 3	- 9	- 6	- 5	- 11	1	-7	1 20
					Ŭ		10		20
Global Market Economics 1st year	11	5	16	6	10	40		-	40
Subsequent years	11	5	16 15	65	12	18 9	11	7 10	18 17
Totals	22	9	31	11	16	27	18	17	35
Global Media and Communications									
1st year	3	6	9	7	9	16	7	12	19
Subsequent years Totals	-3	- 6	- 9	- 7	- 9	- 16	6 13	14	20
	5	0	9	1 '	9	10	15	26	39
Health and Social Services									
1st year Subsequent years	2	5 4	7 6	- 3	-	-	-	-	-
Totals	4	4 9	13	3	3	6	-	-	_
Health Policy, Planning and Finance									
1st year	22	29	51	23	20	43	16	15	31
Subsequent years Totals	- 22	- 29	51	23	20	43	16	-	-
	22	25	51	20	20	43	10	15	31
Health, Population and Society 1st year					10	10		45	47
Subsequent years	_	-	-	4	12	16	2	15 1	17
Totals	-	-	-	4	12	16	2	16	18
History of International Relations									
1st year	32	27	59	30	39	69	31	34	65
Subsequent years Totals	- 32	27	- 59	30	1 40	1	1	2	3
	52	21	59	30	40	70	32	36	68
Housing 1st year	14	17	31	19	21	40	1 11	47	
Subsequent years	15	24	39	11	20	31	11	17 15	28
Totals	29	41	70	30	41	71	26	32	58
Human Geography Research									
1st year	-	2	2	2	2	4	1	4	5
Subsequent years Totals	-	-	-	-	-	-	-	1	1
Totals	-	2	2	2	2	4	1	5	e
Human Resource Management									
1st year	-	-	-	-	-	-	7	25	32
Subsequent years Totals	-	-	-	-	_	_	- 7	25	32
Human Rights									
1st year	-			7	24	31	6	25	
Subsequent years	-	-	_	-		51	6	25 2	31
Totals	-	-	-	7	24	31	6	27	33
Industrial Relations and Personnel									
Management									
1st year	28	71	99	32	102	134	8	32	40
Subsequent years Totals	1 29	1 72	2 101	2 34	5 107	7 141	1 9	4 36	4
International Accounting and Finance					107	141	3	50	4
1st year	14	11	25	-	-		-		-
Subsequent years	-	1	1	1	-	1	-	-	
Totals	14	12	26	1		1			

	STU	SSION 2000- JDENT NUME	BERS	STL	SSION 2001- JDENT NUM	BERS	STL	SSION 2002-2	BERS
	Men	Women	Total	Men	Women	Total	Men	Women	Total
nternational Health Policy									
1st year	10	14	24	14	10	24	15	11	26
Subsequent years	1	-	1	1	1	2	2	1	3
Totals	11	14	25	15	11	26	17	12	29
nternational Relations							1		
1st year	43	31	74	39	54	93	45	58	103
Subsequent years	-	2	2	1	-	, 1	-	3	3
Totals	43	33	76	40	54	94	45	61	106
nternational Employment Relations									
Human Resource Management									
1st year	-	-	-	-	-	-	21	44	65
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	-	-	-	-	-	-	22	44	66
aw and Accounting									
1st year	12	13	25	19	13	32	27	15	42
Subsequent years	-	3	3	-	-	-	1	1	2
Totals	12	16	28	19	13	32	28	16	44
M (Intercollegiste)									
LM (Intercollegiate)	95	99	194	89	97	186	117	118	235
1st year Subsequent years	95 8	12	20	5	5	10	9	12	235
Totals	103	111	20	94	102	196	126	130	256
TOTAIS	105	111	214	34	102	190	120	130	200
LM (Labour Law)									
1st year	10	2	12	6	6	12	8	8	16
Subsequent years	-	-	-	1	-	1	-	1	1
Totals	10	2	12	7	6	13	8	9	17
ocal Economic Development									
1st year	13	11	24	11	20	31	19	20	39
Subsequent years	1	1	2	-	1	1	-	-	-
Totals	14	12	26	11	21	32	19	20	39
anagement									
1st year	39	29	68	50	41	91	42	40	82
Subsequent years	-	-	-	-	_	-	-	-	-
Totals	39	29	68	50	41	91	42	40	82
anagement and Regulation of Risk									
1st year	-	14	_	12	5	17	19	8	27
Subsequent years	_	_	2	-	-	-	-	-	-
Totals	-	-	-	12	5	17	19	8	27
anonement of Non Commented									
anagement of Non Governmental Organisations									
1st year	8	10	18	6	9	15	10	18	28
Subsequent years	-	-	-	-	-	-	1	1	2
Totals	8	10	18	6	9	15	11	19	30
edia and Communications									
1st year	17	32	49	11	47	58	19	34	53
Subsequent years	17	1	49	2	4/	2	19	34	2
Totals	17	33	50	13	47	60	19	36	55
		00	00			00	10		
edia and Communications									
gulation		14	Contra I					-	20
1st year	1	8	9	6	8	14	9	14	23
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	1	8	9	6	8	14	9	14	23
ationalism and Ethnicity									
1st year	-	9	9	3	12	15	6	9	15
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	-	9	9	3	13	16	6	9	15
ew Media, Information and Society									
1st year	5	3	8	4	8	12	11	22	33
				1					
Subsequent years Totals	-	-	-	1	1	2	-	1	1

Analysis of Regular and Other Students: 2000-2003 - continued

		SSION 2000- JDENT NUM	
	Men	Women	1
Operational Research 1st year	26	6	
Subsequent years	20	6	
Totals	28	6	
Organisational and Social Psychology			
1st year	14	38	
Subsequent years Totals	3 17	1 39	
Philosophy and History of Calana		00	
Philosophy and History of Science 1st year	8	6	
Subsequent years	3	-	
Totals	11	6	
Philosophy of the Social Sciences			
1st year	-	1	
Subsequent years Totals	_	- 1	
Philosophy, Policy and Social Value			
1st year	4	4	
Subsequent years	-	-	
Totals	4	4	
Political Sociology 1st year	2	0	
Subsequent years	3	8	
Totals	3	8	
Political Theory			
1st year	11	11	
Subsequent years Totals	2 13	1 12	
Politics of Empire and Post Imperialism			
1st year	-	-	
Subsequent years	-	2	
Totals	-	2	
Politics of the World Economy			
1st year	33	22	
Subsequent years Totals	2 35	1 23	
Population and Development			
1st year	2	7	
Subsequent years	-	-	
Totals	2	7	
Public Administration			
and Public Policy			
1st year	9	13	
Subsequent years Totals	9	13	
Public Financial Policy			
1st year	5	2	
Subsequent years Totals	5	9	
Totals	10	11	
Real Estate Economics and Finance			
1st year	7	6	
Subsequent years	1		
Totals	8	6	
Regional and Urban Planning			
Studies 1st year	12	11	
Subsequent years	-	3	
Totals	12	14	

01 RS		SSION 2001- JDENT NUM			SSION 2002- JDENT NUMI	
Total	Men	Women	Total	Men	Women	Total
32	29	17	46	28	18	46
2 34	2 31	1	3	-	2	2
34	51	18	49	28	20	48
52	11	38	49	12	47	59
4 56	1 12	38	1 50	2 14	47	2 61
14	7	2	9	9	3	12
3 17	7	2	9	9	-3	12
1	5	4	9	14	_	14
-1	5	- 4	- 9	14	1 1	1 15
8	9	9	18	23	9	32
8	9	9	- 18	23	- 9	32
11	8	7	15	5	9	14
- 11	- 8	7	- 15	1 6	- 9	1 15
22	24	10	34	27	11	38
3 25	- 24	- 10	- 34	-	-	-
25	24	10	34	27	11	38
- 2	-	-	-	-	-	-
2 2	-	-	-	-	-	-
55 3	32	30	62	47	38	85
58	33	30	1 63	1 48	1 39	2 87
9	2	5	7	2	11	13
9 - 9	2 - 2	5 1 6	7 1 8	2 - 2	_	13
9	2	6	8	2	11	13
22	22	22	44	25	14	39
22 - 22	22 - 22	22 1 23	44 1 45	25	14 1 15	1 40
7	5	5	10	5	2	7
7 14 21	5 6 11	5 2 7	10 8 18	5 3 8	2 6 8	7 9 16
13 1 14	12 - 12	4 -	16 - 16	19	4 - 4	23
14	12	- 4	16	19	4	23
23	7	15	22	9	11	20
23 3 26	7 - 7	15 1 16	22 1 23	9 - 9	11	20
		10	20	5		20

		JDENT NUM	BERS	STL	JDENT NUM	BERS	STU	SSION 2002-	BERS	
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
Regulation										4. DIPLOMA STUDENTS
1st year	10	2	12	12	7	19	13	11	24	Accounting and Finance
Subsequent years	10	- 2	12	12	7	19	13	11	- 24	Accounting and Finance 1st year
Totals	10	2	12	12	1	19	15		24	Subsequent years
Religion and Contemporary Society										Totals
1st year	-	3	3	1	1	2	2	4	6	
Subsequent years	-	-	-	-	1	1	-	-	-	Business Studies
Totals	-	3	3	1	2	3	2	4	6	1st year
The second second second second										Subsequent years
Russian and Post Soviet Studies							-			Totals
1st year	3	10	13	4	11	15	7	9 1	16	Economics
Subsequent years Totals	- 3	10	13	- 4	11	15	7	10	1 17	1st year
Totals	5	10	15	4		15	1 '	10	17	Subsequent years
Social Anthropology										Totals
1st year	11	8	19	14	9	23	8	20	28	
Subsequent years	-	1	1	3	1	4	1	-	1	Sociology
Totals	11	9	20	17	10	27	9	20	29	1st year
										Subsequent years
Social Policy and Planning	2							1.12		Totals
1st year	8	26	34	9	22	31	6	26	32	World Politics
Subsequent years	-	7	7	2	9	11	3	6	9	1st year
Totals	8	33	41	11	31	42	9	32	41	Subsequent years
Social Policy and Planning in										Totals
Developing Countries										
1st year	11	32	43	19	39	58	8	47	55	TOTAL: DIPLOMA STUDEN
Subsequent years	-	-	-	-	-	-	1	2	3	1st year
Totals	11	32	43	19	39	58	9	49	58	Subsequent years
										Totals
Social Psychology										
1st year	8	10	18	4	22	26	4	18	22	5. RESEARCH FEE/
Subsequent years	-	3	3	-	1	1	-	3	3	VISITING RESEARCH STU
Totals	8	13	21	4	23	27	4	21	25	Accounting and Finance
Social Research Methods										Anthropology
1st year	4	12	16	4	16	20	5	20	25	Economics
Subsequent years	5	9	14	1	2	3	1	3	4	European Institute
Totals	9	21	30	5	18	23	6	23	29	Gender Institute
										Government
Sociology										Industrial Relations
1st year	6	15	21	6	6	12	9	17	26	Information Systems
Subsequent years	-	-	-	-	2	2	-	-	-	International History International Relations
Totals	6	15	21	6	8	14	9	17	26	Law
Statistics										Management
1st year	5	4	9	6	9	15	9	7	16	Philosophy
Subsequent years	1	-	1	1	-	1	-	2	2	Social Policy
Totals	6	4	10	7	9	16	9	9	18	Social Psychology
										Sociology
Theory and History of										Statistics
International Relations										
1st year	5	13	18	11	10	21	9	22	31	TOTAL: RESEARCH
Subsequent years	-	1	1	1	1	2	-	1	1	FEE STUDENTS
Totals	5	14	19	12	11	23	9	23	32	6. EXCHANGE STUDENTS
Voluntary Sector Organisation										C. EXCITANCE STUDENTS
1st year	5	14	10	6	11	17	5	13	10	7. TRIUM EMBA
Subsequent years	5	14 10	19 15	5	8	17 13	5	2	18 4	1st year
Totals	10	24	34	11	19	30	7	15	22	Subsequent years
	.0		04	1	10	00	1	10		Totals
TOTAL:							2			
										TOTAL: ALL POSTGRADUA
TAUGHT MASTERS STUDENTS										
1st year	1077	1165	2242	1250	1467	2717	1444	1611	3055	STUDENTS
	1077 85 1162	1165 130 1295	2242 215 2457	1250 66 1316	1467 84 1551	2717 150 2867	1444 85 1529	1611 133	3055 218 3273	STUDENTS TOTAL: ALL UNDERGRADU

Analysis of Regular and Other Students: 2000-2003 - continued

Men Women

Accounting and Finance		
1st year	10	4
Subsequent years Totals	10	- 4
Totals	10	4
Business Studies		
1st year	24	19
Subsequent years	-	1
Totals	24	20
Economics		
1st year	11	4
Subsequent years	1	-
Totals	12	4
Sociology		
1st year		
Subsequent years	_	-
Totals	-	-
World Politics		
1st year	6	10
Subsequent years Totals	-	-
TUIAIS	6	10
TOTAL: DIPLOMA STUDENTS		
1st year	51	37
Subsequent years	1	1
Totals	52	38
5. RESEARCH FEE/		
VISITING RESEARCH STUDENTS		
Accounting and Finance	2	1
Anthropology	2	3
Economics	3	-
European Institute Gender Institute	-	_
Government	1	2
Industrial Relations	-	1
Information Systems	2	1
International History	- 2	1
International Relations	-	4
Law	-	-
Management		-
Philosophy	-	
Social Policy	- - 1	-2
Social Psychology	1	-
Sociology Statistics	-	
SidusuCS	-	1
TOTAL: RESEARCH		
FEE STUDENTS	11	16
EVOLANOE OTUDEUTO	15	18
5. EXCHANGE STUDENTS		
	_	
7. TRIUM EMBA	-	-
7. TRIUM EMBA 1st year		-
7. TRIUM EMBA 1st year Subsequent years Totals		
7. TRIUM EMBA 1st year Subsequent years Totals TOTAL: ALL POSTGRADUATE		
7. TRIUM EMBA 1st year Subsequent years Totals	- - - 1876	- - - 1822
7. TRIUM EMBA 1st year Subsequent years Totals TOTAL: ALL POSTGRADUATE STUDENTS	- - 1876	- - 1822
7. TRIUM EMBA 1st year Subsequent years Totals TOTAL: ALL POSTGRADUATE STUDENTS		
Subsequent years Totals TOTAL: ALL POSTGRADUATE STUDENTS TOTAL: ALL UNDERGRADUATE	- - 1876 1937	- - 1822 1583

	SESSION 2000-2001 STUDENT NUMBERS			SSION 2001- JDENT NUM		SESSION 2002-2003 STUDENT NUMBERS		
Men	Women	Total	Men	Women	Total	Men	Women	Total
10	4	14	14	14	28	15	9	24
10	4	14	14	14	28	15	9	24
24	19	43	_	-	_	_	1	1
- 24	1 20	1 44	-	-	-	-	-	-
24	20	44	_	-	-	-	1	1
11 1	4	15 1	-	-	-	-	-	-
12	4	16	-	-	-	-	-	-
_	-	_	1	_	1	-	_	-
-	-	-	-	-	-	-	-	-
				-		_	-	
6	10	16	8	10	18	-	-	-
6	10	16	8	10	18	-	-	-
51	37	88	23	24	47	15	10	25
1 52	1 38	2 90	23	24	- 47	- 15	10	25
2	1 3	3	2	2	4	1	2	3
2 3	-	5 3	-	1	1	-	1	1
-	_	_	1 _	1	2	-	-	-
1	2	3	3	2	5	1	2	1
-	1	1 1	3	1	4	-	-	-
2	-	2	_	_	_	-	2	-
-	4	4	-	-	-	-	-	-
_		-	1	1	2	-	1	1
-	-	-	-	-	_	1 -	1	1
-	2	2	-	1	1	-	-	-
-	1	1	1	-	1	1	_	1
-	1	1	-	-	-	-	-	-
11	16	27	11	9	20	3	10	13
15	18	33	16	13	29	22	24	46
-	-	-	27	2	29	27	8	35
-	-	-	-	-	-	27	2	29
			27	2	29	54	10	64
876	1822	3698	2009	2067	4076	2265	2286	4551
937	1583	3520	1956	1612	3568	2030	1766	3796
813	3405	7218	3965	3679	7644	4295	4052	8347

Analysis of Overseas Students by Domicile: 2000-2003

			1	~	001 0000	1	21	002-2003	
		0-2001	Total	Under-	001-2002 Graduate	Total	Under-		Total
COUNTRY OF	Under- G graduate	iraduate	Total	graduate	Graduate	Total	graduate	orduduto	
DOMICILE	graduate			0.0000					
Albania	2	-	2	1	1	2	1	-	1
Angola	-	-	-	-	1	1	-	1	1
Anguilla	-	-	-	1	-	1	2	-	2
Antigua	1	-	1	1	-	1	-	- 27	27
Argentina	3	32	35	4	26	30	-	27	5
Armenia	-	7	7	-	4	4	5	5 38	43
Australia	10	21	31	9	26	35	19	39	58
Austria	26	29	55	29	33	62 1	19		-
Azerbaijan	-	2	2	- 1	1	2		1	1
Bahamas	2	2	4	5	1	6	6	3	9
Bahrain	1	1	2 11	5	4	11	8	6	14
Bangladesh	7	4 2	2	-	1	1	-	4	4
Barbados	- 1	1	2	2	-	2	1	1	2
Belarus	25	38	63	19	43	62	18	41	59
Belgium	1	-	1	-	1	1	-	2	2
Bermuda	-	-	-	-	-	-	-	1	1
Bhutan	_	4	4	1	1	2	1	2	3
Bolivia	_	1	1	-	3	3	-	5	5
Bosnia Botswana	1	-	1	-	2	2	1	-	1
Brazil	10	36	46	12	36	48	6	58	64
Brunei	11	-	11	8	-	8	5	2	7
Bulgaria	13	4	17	12	7	19	7	12	19
Burma	1	1	2	-	-	-	1	1	2
Burundi	-	-	-	-	-	-	-	1	1
Cambodia	-	-	-	-	-	-	-	1	1
Canada	25	128	153	24	162	186	27	181	208
Cayman Islands	3	-	3	2	-	2	1	2	3
Chile	-	15	15	-	18	18	-	16	16
China (People's Republic)	26	52	78	50	107	157	97	199	296
Colombia	-	21	21	-	22	22	1	18	19
Costa Rica	1	1	2	-	-		-	2	2
Croatia	4	5	9	-	7	7	-	4	4
Cuba	-	-	-	-	1	1	- 50	28	78
Cyprus	59	20	79	59	17	76	50	28	10
Czech Republic	2	3	5	3	4	7	4	34	38
Denmark	11	19	30	7	24	31	4	34	-
Dominican Republic	-	1	1	-	-	-	_	1	1
East Timor	-	-	- 2	- 2	- 2	- 5	3	2	5
Ecuador	-	3	3	3	10	10	-	12	12
Egypt	-	8	8	- 3	30	33	3		35
Eire	1	24	25	-	30	3	5	2	2
Estonia	-	3	3	- 1	5	1	4	1	5
Ethiopia	21	20	41	22	12	34	23	22	45
Finland	21 54	87	141	48	109	157	36	133	169
France		8/	141	40 -	105	1	-		-
French West Indies	-	2	2	_	2	2	-		1
Georgia	107	214	321	104	181	285	109		307
Germany Ghana	5	214	12	4	11	15	3		20
Gibraltar	5	1	1	2		2	2		2
Greece	35	173	208	19	185	204	22		216
Guatemala	-	-	-	-	2	2	-		-
Haiti	2	-	2	1	Ξ.	1	-		-
Hong Kong	140	31	171	151	46	197	160	38	198
Hungary	4	16	20	4	6	10	4	9	13
Iceland	-	11	11	-	9	9	-	. 10	10
India	45	89	134	39	130	169	41		199
Indonesia	11	10	21	9	5	14	11		15
Iran	2	1	3	2	2	4	2		6
Israel	2	31	33	1	29	30	5	34	39
Italy	33	160	193	26		189	25		190
Ivory Coast	2	-	2	2	2	4	1		2
Jamaica	1	2	3	1	4	5	2		5
Japan	17	107	124	14		131	25		106
Jordan	2	6	. 8	1		3	3		5
Kazakhstan	2	' 3	5	7		8	9	9 5	14
Kenya	36	13	49	41		53	33		41
Korea (North)	1	1	2	1		2	1		2
Korea (South)	22	30	52	34		73	31		72
Kuwait	2	1	3	1	1	2			4
Kyrgyzstan	-	2	2	-		-		3	4
Latvia	1	4	5	3		3		3 5	8
Lebanon	2	14	16	2		26	-	4 23	27
Lesotho	-	1	1	-		-	-		-

Analysis of Overseas Students by Domicile: 2000-2003 - continued

COUNTRY OF DOMICILE g Libya Lithuania Luxembourg Macedonia Malawi Malaysia Maldives Malta Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mexico Moldova Monaco Morocco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia South Africa	Under- raduate 1 4 6 - 2 176 2 176 2 - 37 5 1 - 2 - 37 5 1 - 9 23 1	0-2001 raduate - 1 7 - 24 - 3 - 5 63 - 5 63 - 1 2 2 2 - 22 - 7	Total 1 5 13 - 2 200 2 3 - 42 68 1 - 3 2 1		I-2002 raduate 2 5 1 - 18 2 7 - 3 55 - 3 55 -	Total 1 4 13 1 - 162 4 7 - 44 61		-2003 raduate 1 1 7 1 1 20 - 3 1 8	Total 1 6 16 2 1 184 2 3 1 58
Libya Lithuania Luxembourg Macedonia Malawi Malaysia Maldives Malta Mauritania Monoco Mozambique Nepal Norocco Mozambique Nepal Norocco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	$ \begin{array}{c} 1 \\ 4 \\ - \\ 2 \\ 176 \\ 2 \\ - \\ 37 \\ 5 \\ 1 \\ - \\ 2 \\ - \\ 1 \\ 12 \\ - \\ 9 \\ 23 \\ 1 \\ \end{array} $	7 24 3 5 63 1 2 22 	5 13 - 2 200 2 3 - 42 68 1 - 3 2	1 2 8 - 144 2 - 41 6 2 1	2 5 1 - 18 2 7 - 3 55	4 13 1 - 162 4 7 - 44	- 5 9 1 - 164 2 - - 50	1 7 1 20 - 3 1 8	6 16 2 1 184 2 3 1
Lithuania Luxembourg Macedonia Malawi Malawi Malaysia Maldives Malta Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Monoco Motaono Mo	4 6 - 2 176 2 - - 37 5 1 - 2 - 1 12 - 2 - 9 23 1	7 24 3 5 63 1 2 22 	5 13 - 2 200 2 3 - 42 68 1 - 3 2	2 8 - 144 2 - 41 6 2 1	2 5 1 - 18 2 7 - 3 55	4 13 1 - 162 4 7 - 44	9 1 - 164 2 - - 50	1 7 1 20 - 3 1 8	6 16 2 1 184 2 3 1
Lithuania Luxembourg Macedonia Malawi Malawi Malaysia Maldives Malta Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Monoco Motaono Mo	4 6 - 2 176 2 - - 37 5 1 - 2 - 1 12 - 2 - 9 23 1	7 24 3 5 63 1 2 22 	5 13 - 2 200 2 3 - 42 68 1 - 3 2	2 8 - 144 2 - 41 6 2 1	2 5 1 - 18 2 7 - 3 55	4 13 1 - 162 4 7 - 44	9 1 - 164 2 - - 50	1 7 1 20 - 3 1 8	6 16 2 1 184 2 3 1
Luxembourg Macedonia Malawi Malawi Malaysia Malta Maldives Malta Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Moxao Moraoo Saudi Arabia Solovania Slovakia Slovakia Slovania	6 -2 176 2 - - 37 5 1 - 2 - 1 12 - 2 - 9 23 1	7 24 3 5 63 1 2 22 	13 - 200 2 3 - 42 68 1 - 3 2	8 - 144 2 - 41 6 2 1	5 1 18 2 7 - 3 55	13 1 - 162 4 7 - 44	9 1 - 164 2 - - 50	7 1 20 - 3 1 8	16 2 1 184 2 3 1
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Malawi Malaysia Maldives Malta Mauritania Mauritania Mauritius Mexico Moldova Monaco Morocco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	2 176 2 - 37 5 1 - 2 - 1 12 - 2 9 23 1	- 24 - 3 - 5 63 - 1 2 - 22 - 22	2 200 2 3 - 42 68 1 - 3 2	- 144 2 - 41 6 2 1	18 2 7 - 3 55	- 162 4 7 - 44	- 164 2 - 50	1 20 - 3 1 8	1 184 2 3 1
Malaysia Maldives Malta Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mauritania Mexico Moldova Moldova Monaco Moroco Mozambique Nepal Netherlands New Zealand Nicaragua Nigeria New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	176 2 - 37 5 1 - 2 - 1 12 - 2 - 9 23 1	- 3 - 5 63 - 1 2 - 22 -	200 2 3 - 42 68 1 - 3 2	2 - 41 6 2 1	2 7 - 3 55	4 7 - 44	2 - - 50	20 - 3 1 8	184 2 3 1
Maldives Malta Mauritania Mauritania Mauritius Mexico Moldova Monaco Morocco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	2 37 5 1 - 2 - 1 12 - 2 - 9 23 1	- 3 - 5 63 - 1 2 - 22 -	3 - 42 68 1 - 3 2	- 41 6 2 1	2 7 - 3 55	4 7 - 44	2 - - 50	- 3 1 8	2 3 1
Mauritania Mauritius Mexico Molova Monaco Morocco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nicaragua Nicaragua Nicaragua Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	- 37 5 1 - 2 - 1 12 - 2 - 9 23 1	- 5 63 - 1 2 - 22 -	3 - 42 68 1 - 3 2	- 41 6 2 1	- 3 55	- 44	- - 50	1 8	3 1
Mauritius Mexico Moldova Monaco Moraco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	37 5 1 - 2 - 1 12 - 2 - 9 23 1	5 63 - 1 2 - 22 -	42 68 1 - 3 2	41 6 2 1	55	44	50	8	
Mexico Moldova Monaco Morocco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	5 1 - 2 - 1 12 - 2 - 9 23 1	63 - 1 2 - 22 -	68 1 - 3 2	6 2 1	55				50
Moldova Monaco Morocco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	1 - 2 - 1 12 - 2 - 9 23 1	- 1 2 - 22 -	1 - 3 2	2 1		61	8		58
Monaco Morocco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	- 2 - 1 12 - 2 - 9 23 1	- 1 2 - 22 -	- 3 2	1	-			63	71
Morocco Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	2 - 1 12 - 2 - 9 23 1	1 2 - 22 -	3 2			2	4	1	5
Mozambique Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	- 1 12 - 2 - 9 23 1	2 - 22 -	2		-	1	2	-	2
Nepal Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sigra Leone Singapore Slovakia Slovenia	1 12 - 2 - 9 23 1	22			2	3	-	2	2 2
Netherlands New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	12 - 2 - 9 23 1	22		1	5	- 6	2	2	4
New Caledonia New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	- 2 - 9 23 1	-	34	11	26	37	9	40	49
New Zealand Nicaragua Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	2 - 9 23 1		-	-	-	-	-	1	1
Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	- 9 23 1		9	3	10	13	2	14	16
Nigeria Norway Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	23 1	1	1	-	1	1	1	2	3
Oman Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	1	6	15	5	18	23	4	26	30
Pakistan Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia		63	86	20	73	93	26	65	91
Panama Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia		-	1	-	1	1	1	-	1
Peru Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	32	25	57	34	28	62	35	27	62
Philippines Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	-	-	-	-	-	-	1	-	1
Poland Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	3	12	15	4	13	17	4	22	26
Portugal Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	5	2 13	7	3	5	8	4	2	6
Puerto Rico Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	14 7	31	27 38	12 5	12 28	24 33	13 2	13 34	26 36
Qatar Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	-	-	-	-	3	3	-	34	
Romania Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	1	3	4	2	1	3	1	-	1
Russia Rwanda Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	7	3	10	3	2	5	5	7	12
Saudi Arabia Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	44	28	72	40	24	64	37	35	72
Senegal Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	-	1	1	-	-	-	-	-	-
Serbia Seychelles Sierra Leone Singapore Slovakia Slovenia	4	6	10	5	2	7	5	2	7
Seychelles Sierra Leone Singapore Slovakia Slovenia	-	-	-	1	-	1	-	-	-
Sierra Leone Singapore Slovakia Slovenia		-	-	-	-	-	-	1	1
Singapore Slovakia Slovenia	-	-	-	1	-	1	2	-	2
Slovakia Slovenia	-	-	-	-	1	1	-	2	2
Slovenia	170	33	203	162	36	198	173	40	213
	1	1	2	1	3	4	2	3	5
	4	4	8	2	3	5	2	8	10
Spain	2 8	12 72	14 80	2 12	12	14	6	18	24
Sri Lanka	18	7	25	12	64 5	76 18	16 12	50 6	66 18
St Kitts & Nevis	-	-	20	15	5	10	12	1	10
St Lucia	-	-	_	2.	-	-		1	1
St Vincent	1	-	1	1	_	1	_	-	-
Sudan	_	3	3	-	1	1	_	1	1
Swaziland	2	-	2	1		1	-	1	1
Sweden	43	27	70	49	34	83	46	36	82
Switzerland	22	49	71	24	38	62	24	55	79
Syria	-	2	2	-	-	-	-	-	-
Taiwan	16	48	64	15	43	58	12	38	50
Tajikistan	1	-	1	1	-	1	1	1	2
Tanzania	2	1	3	3	2	5	1	2	3
Thailand	20	47	67	28	27	55	32	29	61
Trinidad and Tobago Tunisia	5	3	8	6	3	9	8	2	10
Turkey	3	1 39	1 42	- 5	2 41	2	7	2	2
Turkmenistan	1	- 39	42	5	41	46	-	51	58
Uganda	2	4	6	2	9	11		6	- 6
Ukraine	8	2	10	7	5	12	10	7	17
United Arab Emirates	13	2	15	6	2	8	8	3	11
Uruguay	-	-	-	-	2	2	-	1	1
USA	324	362	686	288	457	745	302	655	957
Uzbekistan	-	1	1	1	-	1	1	-	1
Vanuatu	-	1	1	-	_	-	1 · · ·	-	_
Venezuela	-	5	5	-	10	10	-	9	9
Vietnam	3	1	4	6	1	7	12	3	15
West Indies	-	-	-	-	2	2	-	1	1
Yugoslavia		6	10	2	6	8	1	9	10
Zambia	4	2	6	2	-	2	5	1	6
Zimbabwe	4	3	13	8	2	10	12	5	17
GRAND TOTAL							12		

Analysis of Overseas Students by Domicile: 2000-2003 - continued

	2	000-2001		2	001-2002		1.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2	002-2003	Trail
COUNTRY OF DOMICILE	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total
1. THE CONTINENTS OF: EUROPE ASIA AFRICA NORTH AMERICA SOUTH AMERICA AUSTRALASIA	608 760 117 371 16 12	1177 623 70 566 128 29	1785 1383 187 937 144 41	566 759 115 332 24 12	1177 726 90 692 132 36	1743 1485 205 1024 156 48	547 883 121 352 15 7	1323 834 119 920 155 53	1870 1717 240 1272 170 60
TOTAL	1884	2593	4477	1808	2853	4661	1925	3404	5329
2. MEMBERSHIP OF THE COMMONWEALTH	679	428	1107	622	524	1146	652	629	1281
3. MEMBERSHIP OF THE EUROPEAN UNION	389	923	1312	362	937	1299	341	1024	1365

GENERAL ACADEMIC REGULATIONS

General Regulations shall by governed by the Laws of England currently in force. 2. In these regulations the following terms shall have the meanings given: Course Course regulations The Regulations for each course. appropriate Programme the School or of the University School Student University The University of London Admission 4. An applicant for admission shall be required

- of pass, before a date determined by the School. applicant and may make its achievement a condition of admission.
- 7. special consideration.

Registration

1.

- educational attainment of a person seeking registration.
- Registrar from time to time. The requirements for registration beyond initial registration are as follows: 10.1 to have satisfied the academic requirements for progression from the previous year of study, and
 - 10.2 to have completed all forms required by the School as part of the re-registration process, and
 - satisfactory to the School, and

- time as the School shall prescribe in each case.
- time to time, for the period of their registration.

Assessment

- methods prescribed in the degree, programme and course regulations.
- do so on or before the due date published for the submission of such evidence.
- 23. To be eligible for the award of a degree, diploma or other qualification a student must
- competent knowledge across the programme of study taken as a whole.

Grievances and appeals

such as that on sexual harassment.

These Regulations apply to all persons having registered for a course or programme of study at the School. They are made subject to the Articles of Association of the School and to the Ordinances of the University. Any disputes arising from the application of the

A distinct part of a programme comprising lectures, seminars and/or other learning activities

Degree regulations The Regulations for First Degrees, Masters Degrees, the MBA degree, Diplomas or Research Degrees, as

A whole programme of study, comprising courses, whether or not it is intended that it should lead to an award of

The London School of Economics and Political Science

A person registered as a student of the School under these Regulations

3. Communications sent by the School to an individual student shall be regarded as applying only to that student.

4.1 to satisfy, or to be formally exempted by the School from, the entry requirements prescribed for the programme concerned, and 4.2 to apply through the prescribed procedure and to comply with subsequent administrative requirements.

5. The School may offer a place to an applicant on the programme applied for or on any other programme, or reject the application. An offer of a place may be conditional on the applicant obtaining a particular set of qualifications, either at pass level or at particular levels

6. Competence in the English language is required of all applicants. The School will determine the level of competence required of each

The School may from time to time determine the age or ages below which it will not admit students or will not admit them without

8. A person who is not registered as a student shall not be entitled to take part in any activity in the School as a student. The Academic Registrar may require any relevant documentation to be produced for inspection to establish the personal details and

10. A student is required to register annually during the programme of study, according to procedures determined by the Academic

10.3 to have paid all fees and charges due to the School or to the University or to have provided guarantees of such payment

10.4 not to have been barred from further registration at the time concerned by application of these or other Regulations.

11. Registration shall be effected in person at the School unless the Academic Registrar prescribes an alternative procedure.

12. Registration may be full or provisional. Full registration shall be valid until the end of the then academic year or until the end of the programme or until withdrawal or exclusion from the School, whichever shall be the nearer. Provisional registration shall last until such

13. Students are entitled to take part in all prescribed learning activities and to use all the relevant services of the School as set out from

14. On full registration the Academic Registrar shall provide the student with a registration card. Any member of staff of the School may require production of this card at any time to establish entitlement to enter the School or to take part in its activities. A replacement may be obtained for a lost or damaged card, on payment of a fee to be determined by the Academic Registrar from time to time. 15. Registration may be withdrawn at any time under these and other Regulations. After withdrawal a student is no longer entitled without

special permission to use any facilities or services of the School or to receive any teaching or to be assessed. 16. A student may not register or remain registered, without the special permission of the School, if simultaneously registered for another

programme of higher education whether in the University or elsewhere.

17. A student is required to attend to his or her studies by attending classes and producing promptly the written work required. Dereliction will result first in a warning, and if continued will result in exclusion from assessment or from the School as appropriate.

18. By registering the student agrees to be assessed on the courses being taken, at the time and place set by the School and by the

19. Registration shall constitute entry for the examinations and/or other assessment in question, subject to Regulations 15 and 17. 20. The School shall from time to time determine the conditions on which a student, on production of appropriate evidence, may be allowed

additional time for an examination or assistance of a personal or technical nature or examination separate from other examinees. 21. A student wishing to place before the examiners any evidence of special factors adversely affecting performance in assessment must

22. Students other than research students shall be governed by the Regulations on assessment offences in taught degree and diploma courses.

23.1 have completed to the satisfaction of the School the programme prescribed by the School for the qualification concerned, and 23.2 have satisfied the examiners in all elements of assessment prescribed for the qualification concerned and have shown a

24. No person will be recommended for the award of any gualification who has not settled any account outstanding with the School or the University or who has not made acceptable arrangements to settle any such account, and neither will any information on such a person's examination performance be communicated to that person or to any third party save as required by law.

25. A student dissatisfied with any aspect of teaching provided by the School may pursue his or her case through the Procedure for the Submission of Grievances on Academic Matters, unless the substantive subject of the grievance is covered by a separate procedure 26. A student dissatisfied with the result of any assessment may appeal against the decision of the examiners concerned, as set out in the Regulations for the consideration of appeals against decisions of boards of examiners for taught courses. Appeals are not permitted against the academic judgment of the examiners.

27. There is a right of appeal to the Director against a decision under Regulation 17 to exclude a student from assessment.

Termination of registration

28. A student shall cease to be a student of the School if any of the following conditions apply:

- 28.1 completion of the programme of study for which he/she was registered
- 28.2 voluntary withdrawal from the programme for which he/she was registered 28.3 failure to satisfy the academic requirements for the successful completion of a year or other stage of a programme, unless
- permitted to re-register by the School which may attach conditions to such re-registration
- 28.4 failure to satisfy the requirements for registration or re-registration

28.5 expulsion by the Director under the Regulations for the Conduct of Students or under Regulation 29 of these Regulations. 29. The Director shall have the power to terminate the registration of any student as from the beginning of any term on any of the following

- grounds: 29.1 the student's lack of ability or of industry, or failure in an element of assessment relating to the programme on which he or she is registered:
- 29.2 failure, without adequate reason, to enter for an element of assessment after completing the normal course;
- 29.3 any assessment offence admitted by the student or established under the Regulations on assessment offences in taught degree and diploma courses;
- 29.4 any other good academic cause;
- 29.5 failure to have paid all fees and charges due to the School or to the University or to have provided guarantees of such payment satisfactory to the School.
- 30. The point at which registration shall cease under Regulation 28 shall be:
 - 30.1 under Regulations 28.1 or 28.3, at the end of the final term of permitted study
 - 30.2 under Regulation 28.2, at the end of the week in which formal notification of withdrawal is made
 - 30.3 under Regulation 28.4, at a date determined from time to time by the Academic Registrar
 - 30.4 under Regulation 28.5, at a date determined by the Director.

Policy Statement on Equality and Diversity

The London School of Economics and Political Science is committed to promoting equality and diversity in order to deliver the best possible service to its students, staff and the wider community, in accordance with its Articles of Government.

Equality of opportunity means that the School views the diverse origins and backgrounds of its employees positively; and that it seeks to become as varied an employment community as it can. In recognising that everyone is different, equal value is given to the unique contribution that all employees' skills, knowledge and experience enable them to make.

In all employment relationships entered into by the School, it will seek to ensure that people are treated equitably, regardless of age (subject to statutory retirement requirements), disability, race, nationality, ethnic or national origin, gender, religion, sexual orientation, personal circumstances, political affiliation or trade union membership.

The School aims to achieve this commitment by ensuring that its employment policies, training and development reflect the principles laid down in this statement, as well as its obligations under the Law. The contribution of effective workforce monitoring processes is also

recognised by the School, in particular with regard to its obligations under the Race Relations (Amendment) Act, 2000. The School is committed to enabling all employees to achieve their full potential in an environment characterised by dignity and mutual respect.

School's Policy on Disability

The London School of Economics and Political Science is committed to complying with the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability Act 2001 (SENDA) by:

- · Maximising accessibility to the School's services and activities for staff, students, alumni, visitors, and prospective staff and students with disabilities, and to ensure that no-one is treated less favourably on the ground of disability.
- · Developing a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss reasonable adjustments in order to promote equal participation in the School's services and activities. In adherence to the Data
- Protection Act 1998 (DPA 1998), such information shall be passed on only with consent and where there is a legitimate reason to do so. · Reviewing, monitoring and revising, as appropriate, all School systems, procedures, facilities, services and buildings in compliance with the DDA and SENDA in addition to the Human Rights Act 1998 (HRA), which includes the right not be denied access to education.
- Creating, maintaining and disseminating information about services, support and facilities available for staff, students, alumni, visitors and prospective staff and students with disabilities.
- For the purpose of this policy, the term "disability" has the same meaning as that given in the DDA and SENDA:

'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'

In recognition of evolving case law, this includes, but is not limited to: sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, cancer, HIV/Aids, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects such as pain or fatigue and a past history of disability.

This policy was agreed by Council 25th June 2002

REGULATIONS FOR STUDENTS

Preamble

- the rights of other persons.
- 2 would damage its reputation or the standing of the School and its members.
- with conduct or matters which appear to involve a serious criminal offence.
- 5. if the complainant or respondent refers the matter to the police. 6
- such action in order to protect its own rights and interests.

take action.

- Alterations and Additions

General

- No student of the School shall:
- (a)
- (b)
 - (C)
 - (d) (e) behave dishonestly

Friendly settlement [conciliation] procedure

- 10. This procedure is designed to settle less serious complaints at an early stage: (a)
- (b) the complaint
- (c) or present his or her side of the case:
- (d)
- (e)
- to the settlement shall be recorded in the same way;
- 11. The friendly settlement procedure will not normally apply in the following circumstances:
- any case involving a serious criminal offence: (a)
- any case in which a fine might be imposed; (b)
- (C) (d)persons mentioned in 10(c) above.

The Press

Regulations.

Public Statements

student, or the status of any such organisation.

Copyright in Lectures

(if any) required by the lecturer.

DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES

The School exists for the pursuit of learning. Its fundamental purpose can be achieved only if its members, and visitors to it, can work and conduct their business peacefully in conditions which permit freedom of thought and expression within a frame-work of respect for

The Regulations exist to maintain these conditions, in accordance with the purposes of the School as set out in paragraph 3(a) of its Memorandum and Articles of Association, and with the Code of Practice on Free Speech, and to protect the School from actions which

The School does not consider that disciplinary proceedings instituted under the Regulations are the most appropriate way of dealing

The School reserves the power to commence disciplinary proceedings in all cases where there appears to have been a breach of the Regulations, including circumstances where a breach of the Regulations also appears to the School to involve a criminal offence. The School reserves the power to suspend or discontinue proceedings at any time. The School will immediately suspend proceedings

The School reserves the right to refer the matter to the police in circumstances which the School considers so serious that it must take

7. The continued suspension of disciplinary proceedings will not necessarily be dependent on a police decision on whether or not to

These Regulations shall be published annually in the Calendar. Recommendations for alterations and additions to these Regulations may be made by the Student Support and Liaison Committee to the Council; and those alterations or additions which are approved by the Council shall come into effect forthwith upon publication. If at any time the Council, whose decision shall be final, does not accept a recommendation of the Student Support and Liaison Committee, it shall state its reasons to that Committee in writing.

disrupt teaching, study, research or administrative work, or cause or threaten to cause injury or otherwise prevent any member of the School and its staff from carrying on his or her work, or do any act likely to cause such disruption or prevention damage or deface any property of the School, or perform any act likely to cause such damage or defacement: use the School premises contrary to Regulations and Rules, or do any act reasonably likely to cause such use; engage in any conduct in the School, or in relation to the School, or in relation to the activities of its members in connection with the School, which is, or is likely to be, detrimental to the School's purposes or reputation:

breach any School Regulations and Codes, particularly the Regulations for Students, the Code of Practice on Free Speech, the Rules Relating to Student Activities, the Regulations on Assessment Offences, the Policy Statement on the Use of Information Technology, and the Conditions of Use of IT Facilities, including all the codes referred to therein.

any student disciplinary case which cannot be determined at departmental level shall be referred to the Secretary or her nominee for investigation and then one of the Pro Directors may decide to try to resolve it on the basis of consent; a Pro Director or the Director may order immediate suspension from the School or any area of the School pending settlement of

a Pro Director may take any action which seems appropriate to settle a dispute quickly. In the event that she or he decides to call an informal meeting of the parties, she or he must give notice of 5 working days both to the student complained of and to any complainant. Students shall be reminded that, in addition to advice from Departmental Tutors, under Annex C of the Regulations for Students, advice may be sought from the Deans. A friend, who shall not be a qualified lawyer unless she or he is the Tutor of one of the parties, or the relevant Departmental Tutor, may accompany the student and any student complainant to give support

the Pro Director may, if she or he finds a complaint to be justified, impose the penalty of: oral reprimand; written reprimand; a compensation order representing the value of any property damaged;

decisions taken under the friendly settlement procedure shall be recorded by a signed exchange of letters between the Pro Director, representing the School, and the student concerned. Where a student complainant is also concerned, his or her consent

if the student believes the penalty to be too severe, she or he may write to the Director, asking for it to be reconsidered.

any case for which suspension or expulsion from the School might be the appropriate penalty;

where it seems to the Pro Director during or after the preliminary investigation that, although a fine, suspension or expulsion could in principle be imposed, it would be too severe a penalty, she or he may seek a friendly settlement. In these circumstances, the decision to use the friendly settlement procedure requires the prior consent in writing of the student complained against and of any student complainant. An opportunity must be afforded to such a person to seek independent advice from any of the

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

13. A student using the name or address of the School on his or her behalf, or the officers of a student organisation using the name or address of the School on behalf of that organisation, in a public statement or communication, shall make clear his or her status as a

14. 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 lecturers. Any recording permitted is subject to the conditions

Data Protection

- The statutory rights of individuals concerning access to personal data about themselves on computer are contained in the Data 15. (a) Protection Act 1998. A student shall otherwise have access to personal data held on computer only where it is essential for the work he or she is doing. Such access shall be exercised only with the permission and under the supervision of the member of staff of the School responsible for the work being done (called in this regulation 'the supervisor').
- A student using personal data held on computer must observe the requirements of the Data Protection Act 1998. He or she must (b) observe the instructions given by the supervisor relating to the security and use of the data, and consult with the supervisor in cases of doubt over the interpretation of the Act or the use of data; consult with the supervisor before new personal data sets are created; and make available to the supervisor the means by which data can be retrieved.

Misconduct

- 16. If suspension from any or all of the School's facilities has been imposed under these Regulations, and the student upon whom it has been imposed fails during the period of suspension to comply with its terms, this failure shall itself be misconduct.
- 17. The fact that a student is the subject of criminal proceedings in the courts, or is convicted in relation 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 detrimental to the well-being of the School, shall not preclude the institution of disciplinary action by the School under these Regulations.
- 18. Any breach by a student of any of Regulations 9,12,13,14,15 or 16 above 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.

Penalties for Breaches of Regulations

- 19. The following penalties may be imposed for misconduct:
- oral reprimand (a)
- reprimand, which shall take the form of a written statement that a reprimand has been issued; the statement shall be placed on (b) the student's file
- a compensation order representing the value of any property damage (C)
- a fine not exceeding £250, which shall be paid within four weeks, or such greater time as the Director may allow, of its being notified to the student in writing. The School reserves the right to withhold, or, where appropriate to ask the University to withhold, the award of a degree or diploma to a student until a fine under this Regulation has been paid. Every five years the Student Support and Liaison Committee will review the level of maximum fine
- suspension from any or all of the facilities of the School for a specified period (e)
- expulsion from the School (f)

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 or her membership of the School.

Miscellaneous

- 20. The Annexes to these Regulations, and Rules and Instructions made under these Regulations or the Annexes, shall be deemed part of these Regulations.
- 21. An accidental defect in the constitution of a Board of Discipline shall not invalidate its procedure.
- 22. Any actions that these Regulations require to be carried out by the Secretary may be carried out by a person acting under the Secretary's authority. In the Secretary's absence or incapacity the Secretary's functions under these Regulations may be exercised by a person authorised by the Director, and references in these Regulations to the Secretary shall be read to include any such person.

Regulations for Students – Annex A

Disciplinary Procedures

- 1. Where any member of the staff or any student of the School believes that a breach of Regulations for Students has been committed by a student of the School he or she may file a complaint against the student for misconduct.
- 2. Any such complaint shall be filed in writing with the Secretary, who shall cause the complaint to be investigated. If as a result of the investigation the Secretary is satisfied that there is a case to answer, the complaint will be referred to a Pro-Director or other person authorised by the Director. The Pro-Director or other person shall decide either that the complaint shall not be proceeded with, or that the complaint shall be proceeded with before a Board of Discipline; or that the matter should be reported to the police. Where the decision is made to proceed with a Board of Discipline:
 - the Director or other person authorised by the Director shall formulate the charge or cause it to be formulated, and convene the (a) Board of Discipline:
 - (b) the Secretary may, where in exceptional circumstances such as the danger of an immediate breach of public order or of physical injury to an individual it is in his or her opinion necessary to do so, recommend to the Director or other person authorised by the Director, who may so authorise, the immediate suspension of the student or students complained against from all or any specified use of School facilities. If the exceptional circumstances referred to continue any suspension under this paragraph may be reviewed and renewed at the end of three weeks. No suspension under this paragraph shall be construed as a penalty, nor shall any record of such suspension be placed on the file of a student unless such student is found to be guilty of a discipline charge laid against him or her, or found to be guilty of a criminal offence involving a breach of public order, physical injury to an individual, or damage to property belonging to the School.
- 3. Subject to paragraphs 5 and 6 of this Annex, a Board of Discipline shall comprise two members drawn from the Panel of Student members for Boards of Discipline constituted as described in paragraph 4 of Annex B, one member drawn from the Panel of Lay Governors for Boards of Discipline constituted as described in paragraph 6 of Annex B, and two members drawn from the Panel of Academic Members for Boards of Discipline constituted as described in paragraph 7 of Annex B. Provided it is otherwise duly constituted, a Board of Discipline shall not be constitutionally invalid if it lacks student members because there exists no duly constituted Panel of Student Members for Boards of Discipline. Selection of members of a Board of Discipline under paragraph 4 of this annex shall not be invalid only by reason of the fact that at the time of selection the number of members of the Panel is less than that specified in paragraph 4, paragraph 6 or paragraph 7 of Annex B, as the case may be. The Board, once convened from the appropriate Panels by lot, shall choose its own Chairman from among the one lay governor member and the two academic members.
- 4. The members of a Board of Discipline shall be selected from the appropriate Panels by lot. No person shall be eligible for selection as a member of a Board if he or she is the subject of the case intended to be referred to that Board, or if he or she is the person who has brought the complaint, or if in the opinion of the person convening the Board, it would be unfair to the person who is the subject of the case if he or she were to be selected. The person who is the subject of the case, or his or her representative, shall have the right to challenge the membership of any member of the Board; such challenge must be submitted to the Director, who shall determine whether or not the challenge is successful, not later than 3 days after the subject of the case has been informed in writing of the date of the meeting of the Board of Discipline. If the challenge is successful, that member shall be replaced by another person selected in a like manner. For a person selected to be a member of the Board, service on the Board may only be excused by the consent of the Director.

- proceedings (including the Chairman) falls below 3.
- without student members provided it is otherwise properly constituted.
- 7.

Regulations for Students – Annex B Boards of Discipline, Panel of Academic Members for Boards of Discipline

- 2.
- 3.
 - 4 annually by lot in accordance with paragraph 5 of this Annex.
 - 5.

 - shall be a member of the Panel.
 - 8.
 - 9. The year of office of members of each Panel shall commence on 1 August each year.

Regulations for Students – Annex C

- ensuring that advice and counselling is available to members of staff.

5. If a person who has been selected as a member of a Board of Discipline, and to whom not less than 72 hours notice of its convening has been dispatched, is absent during any part of the proceedings of the Board, he or she shall thereafter take no further part in the proceedings and his or her absence shall not invalidate the proceedings unless the number of those present throughout the

6. A student against whom charges of misconduct are laid shall have the right, if he or she so wishes, to be heard by a Board of Discipline

At least one week 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 or she is alleged to have committed. At the hearing of the Board of Discipline the student shall be entitled to be represented by an advocate of his or her own choice, who may be a lawyer. The student or his or her representative shall be entitled to cross-examine any witness called and to call witnesses in his or her defence. He or she shall further be entitled to give evidence and to address the Board in his or her defence. The decision of a Board of Discipline shall be by a majority. The Board of Discipline shall report confidentially its findings to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union. In every case where the Board of Discipline reports that a breach of Regulations has been committed, the student concerned shall be entitled, within one week of being informed of the report and of the penalty proposed to be imposed, to appeal to an Appeals Committee of one member of the Panel of Academic Members of Boards of Discipline, one member of the Panel of Student members of the Board of Discipline and one member of the Panel of Lay Governor Members of Boards of Discipline who shall not be persons concerned in the original hearing, selected in the same manner as the academic members and lay member of the Board of Discipline. The Appeals Committee shall not be obliged to rehear evidence but may at its discretion do so and may allow new and fresh evidence to be called. It shall otherwise determine its own procedure and shall report in writing its decision to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.

Student Support and Liaison Committee, Panel of Student Members for Boards of Discipline, Panel of Lay Governor Members for

The Student Support and Liaison Committee shall consider appropriate regulatory mechanisms for student activities and School Rules and Regulations for students, and may appoint such groups as it sees fit for the purpose

The Student Support and Liaison Committee may make recommendations to the Council for alterations and additions to the Regulations for Students. The 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 the Director may make and issue Rules that are not inconsistent with the Regulations for Students after consultation with the Committee. The Director or any other person authorised by the Director may also, in circumstances which in the opinion of the Director or other such person constitute an emergency, issue Instructions for the duration

of the emergency. The student members of the Student Support and Liaison Committee shall be elected annually. The election shall be carried out by the Returning Officer of the Students' Union in accordance with the normal procedure for the election of student members of School committees. The Panel of Student Members of Boards of Discipline shall consist of ten persons who are registered full-time students selected

The annual selection of members of the Panel of Student Members for Boards of Discipline shall be made by the Secretary in the academic year preceding the year of office, using a random selection process. In making this selection the Secretary shall seek the advice of an Appointed Teacher in Statistics of the University. The Secretary shall exclude from the selection students whose courses the Secretary expects will be completed during the year of selection. The Secretary 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 14 days of this notification any of the persons selected has not given his or her 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 selecting 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

6. The Panel of Lay Governor Members for Boards of Discipline shall consist of ten Lay Governors appointed annually by the Council, provided that no Governor who is a member of the Council shall be a member of the Panel. The appointment of Lay Governors to the Panel shall take place in the year preceding the year of office. Additional appointments may be made during the year of office to fill casual

7. The Panel of Academic Members for Boards of Discipline shall consist of ten members of the academic staff who are Appointed or Recognised Teachers of the University of London of at least two years standing at the time of selection. They shall be selected annually by lot in accordance with paragraph 8 of this Annex, provided that no member of the Student Support and Liaison Committee

The annual selection of the Panel of Academic Members for Boards of Discipline shall be made by the Secretary in the academic year preceding the year of office using a random selection process. In making this selection the Secretary shall seek the advice of an appointed teacher in Statistics of the University. The Secretary shall exclude from the selection persons whom the Secretary expects 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. The Secretary 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 14 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 who 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.

Where an allegation of misconduct has been made, the complainant and the respondent shall have the right to receive, if they so wish, advice and counselling from the School or other appropriate professional individuals or organisations.

2. Advice and counselling given by the School will inform the individuals involved of the nature of any proceedings which may be taken, their rights, and courses of action open to them. Counselling will be available in respect of the personal welfare of the individuals involved. The Dean of Undergraduate Studies or the Dean of the Graduate School or the Adviser to Women Students, as appropriate, will normally be responsible for ensuring that advice and counselling is available to students; and the Staffing Officer will be responsible for

REGULATIONS ON ASSESSMENT OFFENCES IN TAUGHT DEGREE AND DIPLOMA COURSES

Introduction

- 1. These Regulations apply to the making of allegations of assessment misconduct against any student, to the subsequent hearing of those allegations and the actions that may then follow. In these Regulations the word script refers to work of any kind submitted for assessment, and the term examination board refers to the body of examiners that initially considers the work of the candidate.
- 2. Assessment is the means by which the standards that students have achieved are declared to the School and beyond, and which provides students with detached and impartial feedback on their performance. It is also a significant part of the process by which the School monitors its own standards of teaching and student support. It follows that all work presented for assessment must be that of the candidate and must be prepared and completed according to regulation and to the instructions of examination boards.
- 3. Infringement of these Regulations will render a candidate liable to action under these Regulations and under the Regulations for Students.

Assessment offences

- 4. An assessment offence can take place in connection with any work submitted for assessment.
- 5. An assessment offence under these Regulations is any of the following:
- the bringing of books, notes, instruments, computer files or other materials or aids into the examination room that are not expressly permitted, or the use of such articles in the examination room,
- assistance or the communication of information by one candidate to another in an examination room or where not permitted by 5.2 the examiners.
- 5.3 copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners,
- 5.4 plagiarism,
- 5.5 offering an inducement of any kind to an invigilator, examiner or other person connected with assessment in the hope of obtaining an advantage not otherwise obtainable,
- the use of software or of information contained in the memory of an electronic calculator that is not expressly permitted by the 5.6 examination board.
- 5.7 failure to comply with the request of an invigilator under these or other regulations and rules,
- any conduct of which the result would be an advantage for the candidate obtained by subterfuge or action contrary to regulation 5.8 or published rules.
- 6. An attempt to commit an assessment offence is itself an assessment offence.
- The examination board will specify such books, notes, instruments, computer files or other materials or aids as are permitted to be used in conjunction with assessment, and any such articles not expressly so specified may not be brought into, handled or consulted during an examination. Any such articles in the possession of a candidate on entry to the examination room must be deposited immediately with the invigilator.
- 8. Any unauthorised books, notes, instruments, computer files or other materials or aids introduced by a candidate into an examination room must on request be surrendered to the invigilator. The invigilator will pass such articles to the School, which may make copies of such articles and will retain the original articles (together with the copies) at its absolute discretion.
- 9. Work submitted by a candidate for assessment must be his/her own alone. The passing off of the work of others as the work of the candidate is plagiarism. Plagiarism refers to any work by others, whether published or not, and can include the work of other candidates. Any guotation from the published or unpublished works of other persons including other candidates must be duly acknowledged.

Making the allegation

10. Any member of the School may make the suggestion that a candidate has committed an assessment offence, by writing confidentially Ce Academic Registrar, who will refer it to the relevant examiner.

11. It is an invigilator or examiner may make an actual allegation of assessment misconduct against a candidate. An invigilator should norm make an allegation in connection with his or her report on the examination concerned. An examiner proposing to make an allegation should first inform the chair of the examination board concerned before making the allegation, which should specify the passages of any work thought to be affected, but he/she should continue to mark the work in the usual way.

12. All allegations must be made confidentially in writing to the Academic Registrar.

13. The making of an allegation renders the matter effectively sub judice, and only under these Regulations should candidates be questioned about any allegation made against them.

The allegation

- 14. On receipt of an allegation, the Academic Registrar will consult the chair of the examination board responsible for the course in question. The results of the consultation will be as follows:
 - 14.1 Where it is agreed that no offence has been committed no further reference will be made to the allegation except that the Academic Registrar will so inform the person making the allegation. Information about it will not be added to the student's file.
 - 14.2 Where it is agreed that the evidence supports a technical but not material case of an assessment offence or that the evidence supports a prima facie case of a material assessment offence that if proved it would be unlikely to lead to the decision of the examination board being amended, then with the consent of the candidate a note will be placed on his or her file and the tutor or supervisor may counsel the candidate as to his or her future behaviour; the examination board will be informed of the decision but will assess the candidate as if no assessment offence has taken place. If the candidate does not so consent the allegation will be heard under Regulations 15 to 33.
 - 14.3 Where it is agreed that the evidence supports a prima facie case of a material assessment offence, subject to regulation 20 the allegation will be heard under Regulations 15 to 33. The Academic Registrar will inform the person(s).
 - 14.4 Where no agreement is reached the course of action more favourable to the candidate shall be adopted.

Hearing the evidence

15. The candidate has a right to know precisely what is alleged, to know the rules of procedure under which action will be taken and be advised how to obtain advice. The Academic Registrar will:

- 15.1 send to the candidate a copy of the allegation and the procedures for hearing it
- 15.2 invite the candidate to state whether the allegation is true or false and provide a statement and/or any evidence relevant to the case 15.3 advise the candidate that he/she might wish to seek advice (if an undergraduate) from the Tutor, Departmental Tutor or Dean of Undergraduate Studies, or (if a graduate student) from the Supervisor, Programme Director or Dean of Graduate Studies.

examinations being imminently taken by the candidate

16. If the candidate admits the allegation, the Academic Registrar shall ask him/her for any written observations that would assist the School in determining the action to be taken. All relevant information on the matter shall then be handled under Regulation 20, and if the decision is taken to proceed it shall be referred to the appropriate Assessment Misconduct Panel for action under Regulation 28. 17. The Undergraduate and Graduate Studies Sub-Committees shall each annually establish an Assessment Misconduct Panel comprising four persons, normally the Chair of the Sub-Committee who shall chair the Panel unless excluded from membership because of previous connection with the assessment in question or with the allegation in which case the vice-chair shall chair it, two examiners and a sabbatical officer of the Students' Union or a student drawn by lot from the panel of student members of Boards of Discipline. No person directly involved in the assessment in question or connected in any way with the allegation will serve when the Panel considers the case. All relevant documentation shall be placed before the Panel which shall be required

- allegation
- representative, who shall have the same rights as the candidate.

- commission of the offence is proved.

Subsequent action

- examination board either
- 28.2 that the results in all papers taken in the year be cancelled and a mark of zero returned, or

- offence.
- him/her in writing by the Academic Registrar.
- than that recommended to it
- which shall consider the matter afresh.
- covered under Regulation 14.2.

Appeal

decisions of Boards of Examiners for taught courses.

However, communication with the candidate and any action under these Regulations may be delayed pending the sitting of any

17.1 to determine the truth of any allegation as to assessment offences, and17.2 to make a recommendation drawn from the penalties set out in these procedures, where the allegation is found proved. 18. The Panel is quorate when there are three of its members present, one of whom must be the Chair.

19. The Panel should where practicable interview the person(s) making the allegation, as well as the candidate, unless the candidate chooses to have the matter heard in his/her absence. The Panel may seek such other evidence, oral or written, as would assist it in its work. The School reserves the right to enquire in detail into any use of its information technology hardware or software to assist in resolving allegations of copying or plagiarism, consistent with its published rules and practices.

20. On receipt of the candidate's response to the request in Regulation 15.2 or 16 the Academic Registrar shall consult the Chair of the Undergraduate or Graduate Studies Sub-Committee as appropriate, who shall determine whether the matter should proceed. if it is determined that it should not proceed the Academic Registrar shall so inform the candidate, and no record of the allegation shall be placed on the student's file. If the decision is taken to proceed then a meeting of the appropriate Panel shall be called to consider the

21. The lack of a response by the candidate within a reasonable time shall not prevent the Chair of the Undergraduate or Graduate Studies Sub-Committee as appropriate from taking the decisions required of them under Regulation 20.

22. If the candidate does not reply to the invitation set out in Regulation 15.2 or if the candidate denies the charge, the Academic Registrar shall inform him/her of the date on which the hearing of the allegation is to take place. The candidate shall be invited to comment on the allegation and the evidence. He/she may elect to be accompanied by an officer of the Students' Union or by a friend or

23. The candidate and/or his/her friend or representative shall have the rights to see or to listen to, as appropriate, all evidence given; to question the witnesses appearing before the Panel; and to submit documents to the Panel.

24. With the approval of the Director the Panel may obtain independent forensic evidence to assist it reaching a conclusion on a matter of fact. 25. The validity of the proceedings of the Panel shall not be affected by the unwillingness or inability of the candidate, or other person acting with or for him/her, to reply to questions, orally or in writing, or to appear before the Panel.

26. The candidate will be adjudged innocent unless a majority of the Panel is satisfied on the basis of the evidence presented to it that the

27. If the Panel decides that the candidate is innocent, the Academic Registrar shall so inform the candidate in writing. No further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record. 28. If the Panel decides that an offence against these Regulations has been committed by the candidate, or if an offence has been

admitted with or without written observations submitted under Regulation 16, the Panel shall have the power to recommend to the

28.1 that the results in all papers taken in the year be cancelled and a mark of zero returned and, subject to the approval of the Director, the candidate's right to re-register for the examinations or equivalent be withdrawn, or

28.3 that the results in the component(s) or paper(s) concerned be cancelled and a mark of zero returned where appropriate and, subject to the approval of the Director, that the candidate be denied the right to re-register for the examinations or equivalent, or 28.4 that the results in the component(s) or paper(s) concerned be cancelled and a mark of zero returned where appropriate, or 28.5 that it admonish the candidate and proceed to assess the candidate on the basis of such of his/her work as is unaffected by the

29. The decision of the Panel under Regulation 28 may be given to the candidate orally by the chair of the Panel and shall be conveyed to

30. The examination board may at its discretion accept or not accept any recommendation made to it under Regulation 28, except that it shall not call into question any relevant facts established by the Panel and it shall not be empowered to apply a penalty more severe

31. The decision of the examination board under Regulation 30 shall be conveyed to the candidate in writing by the Academic Registrar. 32. Where a Panel has decided that an offence against these Regulations has been committed by the candidate, the candidate shall have the right to appeal against that decision on the grounds that the Panel was constituted in such a way as to cast doubt on its impartiality and/or that relevant fresh evidence has been received that might have caused a different decision to have been made provided that it can be shown that it was neither reasonable nor practical for such evidence to have been presented to the Panel before its decision. Any such appeal must be received by the Academic Registrar within five working days of the date of the letter sent under Regulation 31. The Director or a Deputy Director shall have the sole right of determining whether sufficient evidence is presented to warrant the reopening of the hearing. If he or she so determines, he or she shall direct a rehearing either by the original Panel or by a different one,

33. The examiners will not take into account any work presented by a candidate that is affected by the assessment offence, except where

34. Any appeal against a decision of the examination board may be made under the Regulations for the consideration of appeals against

Revised June 2002

REGULATIONS FOR THE CONSIDERATION OF APPEALS AGAINST DECISIONS OF BOARDS OF EXAMINERS FOR TAUGHT COURSES

General

- 1. These Regulations govern the means by which a student may appeal against a decision of a board of examiners where the School is responsible for administering the examination in question, as given in Schedule 1 to these Regulations. They apply to intercollegiate students as well as students of the School. There are no other or further means for making such a request within the School.
- 2. These Regulations concern only decisions made by boards of examiners and do not cover complaints or grievances about other matters, including teaching and supervision.
- The School will not normally meet the legal costs of an appellant but may decide to reimburse the reasonable incidental costs incurred by a student who instigates a successful appeal

Grounds for making an appeal

- 4. The sole grounds for making an appeal are that there was such procedural defect in the conduct of the examination or in the subsequent processing of scripts or assessed coursework or marks (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe
- 5. The grounds in regulation 4 shall include but shall not be limited to
- miscalculation of marks.
- 5.2 failure to consider evidence, such as medical evidence, available to the board.
- 6. Exceptionally it shall be permissible, subject to these Regulations, to present evidence such as medical evidence as part of the appeal provided that in the opinion of the Dean of the Graduate School or the Dean of Undergraduate Studies as appropriate (or a substitute appointed by the relevant Dean) there was good reason for such evidence not to have been presented earlie
- 7. The academic judgment of a board of examiners, having acted according to all relevant regulations and procedures, shall not be called into question by these Regulations.

Decisions in respect of which an appeal may be made

8. The decision in respect of which an appeal may be made shall be any decision of the board of examiners that assigns a class or mark or grade (including failure) in respect of work completed, including an absent mark, or permits or fails to permit a re-examination, including the circumstances of the re-examination.

Procedures for making an appeal

- 9. An appeal under these Regulations shall be considered if the student concerned lodges it in writing with the Academic Registrar within one calendar month of the date on which the decision against which the appeal is being made was posted to the student and if the letter of appeal has been signed and dated by the student and states all of the following information:
 - the name of the student.
 - an address at which the student may be contacted during the period of the hearing of the appeal,
- the examination(s) in respect of which the appeal is made,
- the grounds for claiming procedural defect.
- 10. The Academic Registrar shall acknowledge receipt of the letter of appeal.

First stage of appeal

- 11. The Academic Registrar shall present the facts of the case to the chair of the board with any comments he/she may wish to make. 12. The chair of the board shall expeditiously decide on behalf of the board, and without consulting it, whether the facts provided justify the board re-considering the matter with a view to confirming or adjusting its original decision and shall inform the Academic Registrar of his/her decision, which the Academic Registrar shall convey to the student.
- 13. If the chair decides that the board should reconsider the matter, the right to appeal shall be held to have been granted. The subsequent decision of the board shall be communicated to the Academic Registrar and by the Academic Registrar to the student. There shall be no revival of the appeal and no action under Regulations 15 to 23.
- 14. At the beginning of each calendar month after the appeal has been lodged (provided more than three weeks have elapsed since its having been lodged) the Academic Registrar shall write to the appellant with a statement of progress in hearing the case, up to the point at which a decision has been made.

Second stage of appeal

- 15. Subject to these Regulations a student may appeal against a decision under Regulation 12 not to refer the matter to the board for reconsideration
- 16. For such an appeal to be heard the student shall in writing, by a letter received within fourteen days of the date of the letter of the Academic Registrar sent pursuant to regulation 12, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
- 17. Exceptionally, where it appears that the facts of the case have been established beyond doubt and that reference back to the examination board would properly result in no new decision, a Deputy Director may certify the notice of appeal as invalid.
- 18. On receipt of a valid request under regulation 16 and 17 the Academic Registrar shall 18.1 acknowledge receipt to the appellant
- 18.2 call a meeting of the Appeals Committee as constituted under Regulations 32 to 35.
- 19. The Appeals Committee shall meet as soon as is practicable. The meeting will normally take place within four term-time weeks of the receipt of the valid request. It will invite the appellant or a representative to appear before it and/or to give written evidence if desired.
- 20. The Appeals Committee may ask any other person, including the chair of the board, to appear before it and/or to give written evidence if desired.
- 21. The Academic Registrar shall cause a record to be made of the proceedings of the Committee,
- 22. The Committee may at its discretion and on behalf of the School make one of the following decisions:
- 22.1 that the appeal be allowed and the matter be referred back to the board, or
- 22.2 that the appeal be dismissed.
- 23. The Academic Registrar shall by letter convey the decision under regulation 22 to the appellant and, if the appellant is known to the Academic Registrar to be a student registered at another college of the University of London, also to that college. If it is a decision under regulation 22.1 he/she shall inform the chair of the board and give him/her a brief record of the reasons why the appeal had succeeded. The chair shall then as soon as is practicable cause a fresh decision to be made in the light of all the evidence available to the board. Such a decision, properly made within the appropriate regulations and procedures, shall be the final and authoritative decision of the School.

Further action

- 25.1 Significant procedural defect or material irregularity;
- 25.2 Significant new evidence that was not presented previously for a good reason;

- conducting the review.
- to the appellant and to the School

Academic Board shall be final Constitution of the Appeals Committee

- according to these Regulations
- 33. The Committee shall consist of 33.1 an experienced chair of examiners, in the chair 33.2 two members of the academic staff
- 33.3 a student or sabbatical officer of the Students Union appointed by the appellant.
- 35. Membership for each case shall be determined by the Director or Pro-Director who shall make appointments from a panel annually established by the Academic Board.

Schedule 1

These Regulations shall apply to the following programmes and boards. Students registered on the General Course shall for the purpose of these Regulations be regarded as LLB students in so far as the course concerned is within the Department of Law and otherwise as a BA or BSc student.

Programme	Relevant
BA and BSc degrees	The Scho
LLB degrees	The Scho
MA, MSc and LLM* degrees	The Boar
The MBA degree	The Boar
Diplomas	The Boar

24. The consideration of an appeal under these Regulations will exhaust the opportunities open to the student within the School. It will remain open to a student registered on a programme leading to a degree, who remains dissatisfied with the outcome of the appeal process, to petition the Visitor of the University of London by request to the Academic Registrar of the University.

25. A student not registered on a programme leading to a degree may submit a request for review, which must be in writing and be lodged with the Director normally within eight weeks of the date on the Academic Registrar's letter in 23 above. A request for a review will be considered only if the appellant provides evidence of one or more of the following:

25.3 A significant extenuating factor which was not raised previously for a good reason.

26. The Review will be conducted by a lay governor, selected by lot from the panel of lay governors established for this purpose. The lay governor must not be a member of any of the School's committees that deal with student matters. If it becomes apparent during the course of proceedings that the lay governor has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the lay governor whether it is appropriate for the lay governor to deal with the review

27. The appellant will be informed of the appointment of the lay governor and can exercise the right of pre-emptory challenge up to three times. 28. The lay governor will have access to independent legal advice if required in conducting the Review.

29. The student and the School may each submit documentation in advance of the review to support their respective cases. No oral submissions may be given. The lay governor may seek additional information from both the School and the student to assist in

30. The lay governor will make such report or recommendation, as he/she feels appropriate in the case, giving reasons for his/her findings,

31. If the lay governor shall decide that the appeal should succeed, then the Council or its Chairman's Group shall receive a report on the matter and may advise the Academic Board that the decision of the board of examiners should be reversed. The decision of the

32. There shall be an Appeals Committee constituted for each case which shall be competent to act on behalf of the School

34. No person shall serve as a member if s/he has during the past year been an examiner for the course in question (or, where classification is in question, for the programme concerned) or a member of the appellant's department.

t board

ool Board of Examiners for BA and BSc Degrees ool Board of Examiners for LLB Degrees rd of Examiners for the degree concerned ard of Examiners for the degree rd of Examiners for the diploma concerned ity of London

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 Conduct in Houghton Street

The Students' Union shall make it a prerequisite of providing recognition and/or funding that clubs and societies should abide by the following conditions relating to the conduct of their activities in Houghton Street:

- (a) not at any time to affix posters or banners to the buildings; (b) if operating stalls in Houghton Street not to use any audio equipment (eg radios, audiotape decks and CD players);
- (c) to return to source any furniture comprising the stall as soon as the stall is closed.
- The Students' Union will monitor activity in Houghton Street and operate a system of fines to ensure compliance.

4. Times of Opening and Closing the School

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

5. 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.

6 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 Director of Administration 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.

7. 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;
- 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 House Manager; permission rom the relevant licensing authority is also necessary.

8. 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

9. 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 and Director of Administration of the School

STUDENT DRUGS AND ALCOHOL POLICY

1. Student Drugs and Alcohol Policy Statement

- The School will not condone the possession or supply of illegal drugs and is opposed to the excessive consumption of alcohol. 1.1 1.2 The School will seek to provide information in order to encourage those with an alcohol or drugs problem to seek support and
- help, and in order to encourage responsible use of alcohol. 1.3 The School will seek to provide guidance for members of staff on how to deal with incidents within the School involving drug use and the excessive consumption of alcohol.

2. The Legal Context concerning Illegal Drugs

- The Legal Framework
- 2.1.1 The use and supply of illegal drugs is a criminal offence in the United Kingdom. The Misuse of Drugs Act 1971 is intended to prevent the non-medicinal use of medicinal drugs as well as drugs with no current medicinal uses. Drugs are categorised from Class A to Class C (with the last carrying the lowest penalties). Illegal drugs, for the purpose of the School's Student Drugs and Alcohol Policy and Procedure, are defined in keeping with the categories detailed within the Misuse of Drugs Act 1971.
- 2.2 The School's Legal Responsibility
- 2.2.1 Under the Misuse of Drugs Act, 1971, it is an offence for the occupier of premises or persons concerned in the management of premises to allow the supply, use, or production of drugs to take place on those premises. In addition the School has a legal responsibility to provide a safe and healthy environment for students, staff and visitors.

3. Disciplinary Action

expulsion from the School and/or Hall of Residence.

4. Welfare and Support for Students

Details of support services where students can get confidential advice if they have an alcohol - or drug- related problem, or are seeking information, are displayed in key areas around the School, and published on the LSE web pages. This policy was agreed by Council on 25th June 2002

STUDENT DRUGS AND ALCOHOL PROCEDURE

1. Purpose of Procedure

- with a drug or alcohol related incident
- 2. Dealing With Drug and Alcohol Related Incidents

3. Different Types of Drug and Alcohol Related Incidents

- There are four broad types of drug and alcohol related incidents, as follows: 3.1.1 Emergency Intoxication/Influence:
- 3.1.2 Non-Emergency Intoxication/Influence:
- where no immediate danger is apparent 3.1.3 Discovery:
- (eg, syringe)
- 3.1.4 Disclosure, Suspicion or Rumour. substantiated by evidence.
- 32

4. Key Stages for Dealing with a Drug or Alcohol Related Incident

- 4.1 Stage 1: Assessment of Incident and Immediate Action
- 42 Stage 2: Referral
- 4.3 Stage 3: Recording

5. Sanctions

- who has committed an offence: 5.1.1 Legal
- drugs.

5.1.2 School

- 5.2
- of Residence, and legal action, for more major offences.
- 6. Appeals
 - specified in the Regulations for Students.
- This procedure was agreed by Council on 25th June 2002

3.1 The School will take appropriate disciplinary action in the case of the use, possession or supply of illegal drugs, and also in the case of unacceptable behaviour arising from excessive consumption of alcohol. This may range from a verbal reprimand to

The purpose of this procedure is to provide general guidelines for School students and staff regarding action to be taken when dealing

It is recognised that there is a broad range of possible drug and alcohol related incidents, which vary according to, among other things, the nature of the evidence of use/misuse and according to the nature of the substance used/abused. The School's aim is to deal with all such incidents in a way that balances its legal, Health and Safety, welfare, educational and confidentiality responsibilities.

where intoxication/influence involves a perceived threat to the health, well being and/or safety of the individual(s) involved and

where an individual finds a student in possession of, or using what is thought to be, an illegal drug or drug-related paraphernalia

where an allegation is made by a third party that a student is misusing drugs and/or alcohol, where this allegation may be

The School recognises the legal distinction between alcohol and other drugs, and so would not normally take disciplinary or other actions for excessive use of alcohol unless there was evidence that this was causing harm to the individual, to their studies, or resulting in unacceptable behaviour towards other people or School buildings and facilities. The School expects those in positions of authority to promote a responsible attitude among students regarding the consumption of alcohol.

Each case will be handled differently, and may involve different personnel, but all will involve three key stages:

A "front-line" person will make an initial assessment of the situation, and take any necessary immediate action, followed by referring the incident to the person responsible for that School building (eg, the House Manager or the Security Team Leader for main School Buildings; the Warden for Halls of Residence). This action may involve, as appropriate, confiscation of drugs/suspicious substances, contacting the police and ambulance services, and collecting of witness statements

The responsible person will liaise with key individuals inside and outside the School (the Deputy Director and, as necessary, the Head of Residential Services, the LSE Health Service, SU Education and Welfare Officer, and the local Police station). The appropriate welfare referrals will be enacted and disciplinary procedures commenced where deemed necessary under the Code of Conduct for Disciplinary Proceedings in Halls or the Regulations for Students.

After the issue has been resolved, the general information about the case (stripped of any information that might identify the student involved), will be passed onto the House Manager for collation. The collated information will be used to determine the level of drug misuse in the School, and to inform directions in School Policy concerning student and staff information and training

5.1 Each case will be considered on its own merits, and the sanctions applied via the Code of Conduct for Disciplinary Proceedings in Halls or the Regulations for Students, will vary. There are two broad sets of disciplinary sanctions that may apply, to a student

The School's buildings, including Halls of Residence and the Sports Grounds, are all governed by the legal framework regarding

Any discovery of drug usage could result in suspension or expulsion from the School (following the Regulations for Students), and/or expulsion from a Hall of Residence (following the Code of Conduct for Disciplinary Proceedings in Halls of Residence). Sanctions against offenders may range from monetary fines for more minor offences, to suspension from the School and/or Hall

6.1 Students have the right to appeal against any disciplinary sanction applied to them. The appeals procedure differs according to the regulations under which the sanctions are applied. For sanctions applied as a result of offences in Halls of Residence, the procedure is specified in the Code of Conduct for Disciplinary Proceedings in Halls of Residence, and for other offences the procedure is

CODE OF PRACTICE ON FREE SPEECH

1. Preamble

- The following is one of the most important of the clauses in the School's Memorandum and Articles of Association. 11
- Everyone shall be entitled to equal treatment on the basis of individual merit and without unfair discrimination as regards (A) admission to and membership of the Corporation, and status as a member, officer or employee of the Corporation, and as a student or other individual associated with the Corporation, and as regards access to the benefits, facilities and services provided by the Corporation.
- Every member, officer and employee of the Corporation, and every student and other individual associated with the (B) Corporation, shall be entitled to freedom of thought, conscience and religion, to hold opinions without interference, disability or disadvantage, and to freedom of expression within the law, including the right to seek, receive and impart information and ideas of all kinds.
- In pursuance of its duties as laid down in Section 43 of the Education (No. 2) Act 1986, the School has adopted this Code 1.2 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.
- The Code takes cognizance of the fact that the United Kingdom is a party to the United Nations Covenant on Civil and 13 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:
- UN Covenant on Civil and Political Rights, Article 19: 1.3.1
- Everyone shall have the right to hold opinions without interference. (1)
- Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart (2) 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.
- The exercise of the rights provided for in paragraph 2 of this Article carries with it special duties and reponsibilities. It may (3) 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:
- Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart (1) 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.
- The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, (2) 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 meetings 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**

- The School authorities are responsible for upholding and maintaining the principles set out in Section 1 of this Code. 31 The School authorities will prescribe from time to time procedures for operation of the Code; these procedures will, inter alia, 3.2 specify formal arrangements for certain types of meeting or other event.
- The School authorities will not deny use of School premises to any individual or body of persons on any grounds connected 3.3 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:
- The School's premises are at all times used only for lawful purposes. 331
- Room bookings are made by persons whom the School authorities regard as properly responsible, in compliance with the 332 prescribed procedures for operation of the Code and with such reasonable requirements as the School may make.
- Visiting speakers come on the School's premises only at the invitation of authorised staff, authorised students or other 333 authorised members of the School
- The School authorities have authorised by general or specific permission use of the School's premises for the purpose 334 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 including security provision 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 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 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
- 4.1.2
- 42
- 4.3

5. Responsibilities of event organisers

- reasonable requirements as the School may make.
- 5.2
- 5.3
- 5.4

6. Responsibilities of members of the School and others admitted to the School's premises

- the bounds of lawful free speech.

7 Sanctions

- such complaint.
- 7.2
- 7.3 as promulgated from time to time.
- 7.4 for trespass if necessary.

8. Operation and interpretation of the Code

- Code every three years.
- 8.2
- 83
- operation of the Code
- 8.4

PRINCIPLES AND PROCEDURES FOR THE CONSIDERATION OF STUDENT COMPLAINTS

Principles for Complaints Management

The School hopes and expects that students will be satisfied with their experience of higher education, but recognises that there will be occasions when a student is not satisfied. These procedures are a part of the School's commitment to responding to students' complaints, any material defect will not invalidate the decisions made and will not of itself confer any additional legal rights.

Distinction between Academic and Service Complaints Academic complaints normally relate to issues that have a direct effect on the provision of teaching, learning, research and supervision to students within the School. Service Complaints pertain to issues connected with ancillary services, not directly related to the School's core provision of teaching, learning, research and supervision.

The School will observe the following principles when investigating complaints:

Local resolution

Complaints should initially be raised at local level with the individual involved. If a complaint can not be resolved at local level there are specific procedures that will allow for resolution at a higher level.

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:

are organised, sponsored, or booked by the Students' Union, its societies or officers.

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.

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. In all other respects the Students' Union has the responsibilities set out in Section 5 of the Code.

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

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 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.

A reasonable charge may be made for use of a room on School premises and provision of services, including where necessary in the School's opinion, the provision of security, when booked by any person or organisation.

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.

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.

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

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.

If any person is dissatisfied with the School authorities' exercise of their responsibilities as set out in Section 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 Council on the action the Director then takes in response to

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. 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,

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

The Council 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 Council will review and approve the

The Director will be responsible for appeals made under clause 7.1 of the Code. The Secretary and Director of Administration of the School is appointed by the Director to be responsible for the day to day

In the event of disciplinary proceedings, interpretation of the Code will be entirely a matter for the relevant disciplinary body.

Confidentiality

Privacy and confidentiality will be assured unless disclosure is necessary to progress the complaint or appeal, in which case the complainant will be notified in advance of the disclosure. Those bringing a complaint will not be victimised by the School. However, if a complaint is considered by the Director to be frivolous (unfounded, trivial and persistent) or malicious (with vindictive motivation), the complainant may be liable for disciplinary action.

Expedition

The School will endeavour to pursue all complaints sensitively and expeditiously.

Equal Opportunities

All complaints will be considered on their individual merits and in accordance with the School's equal opportunities policy, all complainants will be treated equally

The School has a number of procedures and Codes of Practice. Student complainants will not be able to rely upon a decision made under one set of regulations to appeal against a decision that has been reached under another set of regulations. A referral is not a guarantee of a matter's determination. On occasion, the School may refer complaints made under one procedure for consideration under a different procedure if appropriate, eg cases which concern sexual harassment will be referred to the procedure specifically designed for this purpose. Informal advice on the complaints regulations and appeals procedures may be obtained from the following sources:

- Graduate School/Undergraduate Office
- Departmental Tutor/Departmental Convener
- Dean of the Graduate/Undergraduate School
- Students' Union
- Adviser to Women Students
- · Adviser to Students with Disabilities

Informal advice on service complaints can be obtained from the respective Divisions from which a complaint originates.

PROCEDURE FOR THE CONSIDERATION OF COMPLAINTS FROM STUDENTS ON ACADEMIC MATTERS [EXCLUDING EXAMINATION ASSESSMENT APPEALS]

Preamble

Eligibility of complainant The School will not normally consider matters raised by individuals no longer pursuing a course of study at the institution, nor matters raised anonymously or via third parties.

Confidentiality

No complainant will be disadvantaged as a result of having lodged a complaint, irrespective of the outcome. Appropriate privacy and confidentiality will be assured unless disclosure is necessary to progress the complaint or appeal, in which case the complainant will normally be notified in advance of the disclosure.

iii Right to be accompanied

The School will permit an appropriate complainant to be accompanied through each stage of the procedure where the regulations permit the student to be present. However, it should be noted that those accompanying complainants do so as observers. If a case reaches the stage of an internal formal hearing, those accompanying the complainant may then attend as the complainant's representative, upon written notice being given in advance of the hearing as specified below.

iv. Hearings in the absence of the complainant

If the complainant is unable to attend a formal hearing, the School reserves the right to hear the matter in the complainant's absence when there is provision for this within the regulations. The complainant may appoint a Proxy to represent him or her at the hearing or may prefer to rely upon written submissions submitted in advance of the hearing.

v. Appeal

This procedure has a mechanism for appealing against decisions as specified below.

vi. Remedial Action

The School will not normally meet the legal costs of a complainant. However the School may decide to reimburse the reasonable incidental costs incurred by a student who instigates a successful complaint or appeal. The School will ensure that appropriate remedial action is taken.

vii. Delays

Students will be given an explanation for delays that result in the time limits referred to by the regulations being exceeded. viii. Sources of Advice

Informal advice on the complaints regulations and appeals procedure may be obtained from the following sources:

- Graduate School/Undergraduate Office
- Departmental Tutor/Departmental Convener
- Dean of the Graduate/Undergraduate School
- Students' Union
- · Adviser to Women Students
- · Adviser to Students with Disabilities

Procedure

- This procedure sets out the means by which a student who is dissatisfied with any aspect of the School's teaching, tutorial or supervisory provision or other academic or directly related administrative matter can seek redress and correction of any deficiency. The procedure does not apply to matters arising from the results of assessment, which are governed by the Regulations for the consideration of appeals against decisions of boards of examiners for taught courses or, for research students, by the University of London appeal regulations.]
- In this procedure the term Director refers to the Director of the School or any other person authorised by the Director to act on his behalf. 2. A student who is dissatisfied must seek a remedy informally, as soon as possible; if an undergraduate through the Tutor, Departmental
- Tutor, Departmental Convener or Dean of Undergraduate Studies; or if a graduate student through the Supervisor, Research Student Tutor, Departmental Convener or Dean of the Graduate School, as appropriate.
- 3. A student who wishes to submit a formal complaint shall give written notice to a Deputy Director within three months of the date of the incident. The notice shall explain the grounds on which the complaint is submitted, refer to any supporting evidence and state the complainant's preferred outcome¹, without prejudice to the eventual outcome. A notice submitted after the student has ceased registration will not normally be considered.

¹ The Deputy Director will normally cause the matter to be investigated within 28 days of receiving the complaint.

- that the complaint should be considered further, the Deputy Director may either
- (b)
- under paragraph 6 or paragraph 7.
- School will reserve the discretion not to investigate the matter further.
- paragraph 4.1(b), the Director shall either
- 7.2 refer the matter to a Grievance Committee appointed by the Council as set out below.
- 8. Where the Director proceeds under paragraph 7.2, the student shall be notified in writing:
- should be excluded and another selection made evidence, to present evidence to the Committee;
- discretion of the Committee
- without a companion and call witnesses on his/her behalf
- 9.1 A Lav Governor member of the Council:

- appropriate for the Committee member to be involved with the hearing; 9.5 The Chairman shall be appointed from among the Committee's members.
- Committee's remaining members. The Chairman shall hold the casting vote.
- the discretion of the Committee

- Normally within 28 days of receiving the student's complaint.
- Normally within 14 days of receiving the Deputy Director's letter.
- informal consideration is an alternative means of resolving complaints
- of receiving the Deputy Director's decision under paragraph 4.1(a).
- from the Deputy Director The student will normally be notified within 14 days of the Director having made a decision.
- Grievance Committee
- of the hearing.

4. The Deputy Director will arrange for the complaint to be investigated. If as a result of the investigation the Deputy Director is satisfied

(a) propose that the matter be dealt with informally with the student's agreement [The student's non-reply will not be interpreted as agreement.]² However, the student should respond to the Deputy Director's letter as soon as practically possible, as the investigation will not be able to proceed further without his/her response. If the delay in receiving the student's response is such, that it severely prejudices the continued investigation of a matter, the School will reserve the discretion not to investigate the matter further. or prefer that the matter be referred to the Director for formal consideration by a Grievance Committee, or under some other procedure. If the student does not agree to this course of action, the matter will proceed to the Director for action under paragraph 7. 5. If as a result of the investigation the Deputy Director decides that there is no substance to the complaint, the Deputy Director will inform

the student accordingly³ and will take no further action. A student who is not satisfied with the Deputy Director's decision may submit a written appeal to the Director⁴. The Director will either uphold the Deputy Director's decision (and so inform the student) or proceed

6. If the Director decides that it would be appropriate for the complaint to be resolved informally⁵, the Director will seek the agreement of the student⁶. The student's non-reply to the Director will not be interpreted as agreement. However, the student should respond to the Deputy Director's letter as soon as practically possible as the investigation will not be able to proceed further without the student's response. If the delay in receiving the student's response is such to severely prejudice the continued investigation of a matter, the

7. If the complaint has not been resolved informally under paragraph 6, or has been referred to the Director by the Deputy Director under

7.1 decide that the complaint could properly be considered with (or form the whole or any part of) a complaint under the Disciplinary and Dismissals Procedure for Academic Staff, or make a determination under the Procedure for Termination of Appointment for Incapacity Arising From III-health or Infirmity and take action accordingly:7 or

8.1 of the establishment of the Committee and its membership. If the student objects to a member, he or she should state the reasons for that objection in writing to the Secretary of the Committee and the Director shall determine whether the member objected to

8.2 of his/her right to be heard by the Committee and subject to the discretion of the Chair of the Committee to control or limit

8.3 of the date, time and place when the case will be considered by the Committee. The date arranged for the hearing must give the student reasonable time to prepare their case. The student may ask for an adjournment, which may be granted or refused at the

8.4 of his/her option to present the complaint by means of written submissions and/or appear before the Committee in person, with or

8.5 of the procedure to be adopted. The student shall receive notification of the procedure to be followed both when he/she is to appear before the Committee in person and when he/she makes a submission in writing.

9. The Grievance Committee shall be appointed by the Council of the School and shall comprise:

9.2 A member of the academic staff appointed from a panel established by the Academic Board;

9.3 Another person, not employed by the School, who will be an alumnus of the School of five years standing or more;

9.4 If it becomes apparent during the course of proceedings that any of the Committee's members has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the Committee member, whether it is

10. If a member of the Grievance Committee who has received 72 hours notice of its convening is absent from any part of the proceedings, he/she shall take no further part in the proceedings. His/her absence shall not invalidate proceedings unless the number of members present throughout proceedings, falls below two persons. If the Chairman is absent another selection shall be made from amongst the

11. The Secretary of the Committee will ask the student to state in writing, by a specified date in advance of the hearing, whether he or she proposes solely to make written submissions or to attend in person with or without a friend or adviser, with accompanying documentation. Any documentation that is to be supplied to support oral submissions will be accepted after the specified date only at

11.1 If proposing to bring a friend or adviser, the student shall provide in writing to the Secretary of the Committee, not later than three working days before the date fixed for the hearing, notice of the name and status of the friend or adviser. The student must state the capacity in which their friend/adviser is attending the hearing eg as an observer, adviser or representative.

12. After hearing the case and considering the evidence, the Grievance Committee shall make such report¹⁰ or recommendation (based on a majority decision) to the Director, as it considers appropriate in the circumstances of the case, this report is not binding on the School. In writing its report the Committee shall have regard to the need to protect the position of any witnesses. The report may propose whatever remedy the Committee considers appropriate in respect of a complaint which is found to be substantiated; such remedy may include a proposal that all or part of the subject matter of the complaint be considered under the Disciplinary and Dismissals Procedure for Academic Staff, or determined under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmity. The Director will consider the report of the Committee and reach a decision

13. The report of the Committee will be presented to the student with a letter from the Director containing his or her decision

² The Deputy Director will notify the student of his/her intention and seek the students consent before proceeding with a course of action. Such notification will normally occur within 28 days of receiving the student's complaint.

Formal consideration would result in a complaint being dealt with by a Grievance Committee or under another set of regulations, whilst

The Director will normally notify the student of this course of action within 14 days of receiving the student's appeal under paragraph 5 or

The Director will normally notify the student in writing of his decision within 14 days of receiving either the student's appeal or a referral

⁹ The Director will normally notify the student of details of the Grievance Committee Hearing within 14 days of his referring the matter to a

¹⁰ The student will normally be notified in writing of the decision of the Director and the reasons for that decision within 28 days of the date

14. Where a student remains dissatisfied and all the procedures above have been exhausted, the student will have access to a person with no prior involvement in the case who can review the way in which the case has been handled. Students should note that any finding of the Review will have the status of a non-binding recommendation that shall be placed before the Director for consideration.

14.1 The request for a Review must be in writing and be lodged with the Director normally within 8 weeks of receipt by the student of the Director's decision. Applications for Review may not be accepted unless they are on one or more of the following grounds:

- Significant procedural defect or material irregularity;
- Significant new evidence that was not presented previously for a good reason;
- A significant extenuating factor which was not raised previously for a good reason. 15. The Review will be conducted by a Lay Governor, selected by lot from the Panel of Lay Governors established for this purpose. The
 - Lay Governor must not be a member of any the School's committees that deal with student matters.
- 15.1 If it becomes apparent during the course of proceedings that the Lay Governor has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the Lay Governor whether it is appropriate for the Lay Governor to deal with the Review
- 15.2 The student will also have the option of either accepting or rejecting the appointment of any Lay Governor and can exercise the right of pre-emptory challenge up to three times.
- 15.3 The Lay Governor will have access to independent legal advice if required in conducting the Review.
- 15.4 The Lay Governor should avoid communicating directly with any of the individuals involved in dealing with the case at earlier levels of the Procedure.
- 15.5 The Lay Governor will make such report or recommendation, as he/she feels appropriate in the case, giving reasons for his/her findings.
- 16. The student and School are permitted to submit documentation in advance of the Review to support their respective cases, copies of the submissions will be made available to the School and the student. Oral submissions will not normally be considered. The Lay Governor may seek additional information from both the School and the student to assist in conducting the Review.
- 17. The student will be notified of the outcome of the Review and the Director's decision, with the reasons for the decision, normally within 12 weeks of a request for a Review being made. The Review is the final stage of the Procedure.

SERVICE COMPLAINTS

A service complaint arises when an individual is dissatisfied with some aspect of a service that has been provided by the central administrative divisions within the School. A list of the School's Divisions can be found on the Web www.lse.ac.uk/services/.

Most of the Divisions within the School have their own complaints policy which can be obtained from the respective Divisions. The common pathway for resolving complaints is shown below:

- (i) A complainant should first contact the person that they originally dealt with;
- (ii) If the matter can not be resolved it will then be referred to the local manager;
- (iii) If the issue persists it will be passed onto the Head of Division;

(iv) Finally if the issue is serious or has policy implications it will be referred to the School Secretary and Director of Administration. Further details of School services can be found in the Undergraduate and Graduate handbooks.

PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT

This procedure is currently being reviewed and will be replaced by a procedure which covers all types of harassment. Please check the LSE web pages for the most up to date version of the procedure

The procedure is designed to cover complaints made by any student - male or female - against a member of staff. This procedure is currently being reviewed. A full copy of the procedure document is available from the School's Resource Centre on the 10th Floor of Tower 1 or email LSE-Resource-Centre@lse.ac.uk

Preliminary Stages

A student may wish to discuss an incident with the Adviser to Women Students, or with the Dean of Undergraduate Studies or of the Graduate School, or some other person designated by the School, without necessarily making a complaint. Such discussions are to be kept confidential.

If information is accumulated which suggests that the same member of academic staff is the subject of a number of allegations, or if a student wishes to make a formal complaint, the Deputy Director and Secretary and Director of Administration shall be consulted with a view to initiating an informal procedure. At this stage, the Deputy Director and Secretary and Director of Administration would consider (without being told the names of the academic staff member or the student) whether to proceed further, or whether to ask the student to re-consider whether the complaint should be pursued.

If the matter is taken further, the staff member concerned would be invited, with any person they choose to accompany them, to meet the Adviser to Women Students (or other person acting as Adviser to the student(s) concerned. Resulting from that meeting, the matter may be dropped or resolved informally, and all records relating to it would be destroyed; or it may be pursued further with or without the support of the Adviser. If it is pursued further, the Deputy Director will establish an investigation panel in consultation with the Adviser, and both the staff member and the student will be invited to make representations to the panel. Both the staff member and the student may be

accompanies by a friend. The panel shall report its findings to the Director and may recommend appropriate action.

At all stores, the staff member (if a member of the AUT) will be advised that they may wish to consult the AUT and seek representation from the ALT and the student will be similarly advised that they may wish to consult the Students' Union and seek representation from the Students' Union.

Formal Procedure

There is a disciplinary agreement between the School and the AUT, which applies in cases of misconduct.

Criminal Offence

Where an offence of a criminal nature is alleged to have been committed by a member of staff against a student, the matter should be reported to the police by the student concerned. Advice and support is available to students from the Adviser to Women Students and other members of staff and officers of the School fulfilling a similar role. An allegation of a criminal offence shall be reported to the Deputy Director and other senior officers. The instigation of criminal proceedings against a member of staff does not preclude the School from taking action under its own procedures, following completion of the criminal proceedings.

LIBRARY AND IT SERVICES

RULES OF THE LIBRARY

Conduct within the Library

- Smoking is not permitted.
- mode when entering the building.
- Library users are asked to treat other users with consideration, in particular those with a disability. No material other than official notices from the Library or the School may be distributed within the Library, without the Librarian's
- permission. In particular, the distribution of any material likely to damage race relations is not permitted Library furniture, fittings or equipment must not be misused or their arrangement altered.
- Belongings may be cleared by staff to allow others to use study places.
- defacement to Library staff

Admission to the Library

- according to the Library's admissions policy.
- card and should not allow others to use it.

Loan facilities and terms of borrowing

14. Current members of the School and certain categories of external users may borrow from the Library. Details of user categories entitled to borrow are in printed Library guides and at www.library.lse.ac.uk 15. Books listed in the Library's catalogues are normally available for borrowing, with some exceptions, detailed in Library printed guides

- and at www.library.lse.ac.uk
- categories.
- 18. Course Collection books may not be removed from the Collection unless issued on loan.
- 19. A current Library card is required whenever borrowing items.
- responsible for the safekeeping and due return of items loaned.
- 21. Items on loan may be recalled at any time if required for the use of another reader.

- replacement cost. An item charged for in this way remains the property of the Library.
- Details of borrowing regulations are in printed Library guides and at www.library.lse.ac.uk

Use of material within the Library

- 25. No book or other Library property may be taken from the building at any time without authority.
- automatically lose the right to use the locker.
- Reading Room or administered by its staff.

Copyright

Use of Information Technology Services within the Library the Calendar of the School.

Enforcement

- one panel member shall be a student member of the Committee.



Noise, disturbance or unseemly behaviour is prohibited, including abusive or threatening behaviour to Library staff. No food or drink (other than water) is permitted in the Library's public areas.

Disruptive mobile phone use is prohibited (ie talking on a phone or letting it ring). Mobile phones should be switched off or set to silent

Library users should not attempt to reserve study places by leaving personal belongings at desks when they have left the building.

9. Library users may be asked to present their bag for inspection by Library staff, as well as any books or folders they are carrying. 10. Any damage or defacement of Library materials is strictly prohibited. Library users are asked to report any instances of such

11. The Library is open for the purpose of study and research to current members of the School and other groups and individuals

12. All users must possess a current Library card or permit and show it on request. Library users are responsible for the use of their Library

13. Applicants for a Library card or permit may be required to provide evidence of identification and status. Full admissions policy details are available at Library Reception and www.library.lse.ac.uk

16. Loans may normally be renewed if the book is not required by the Library for another user. Special rules apply for items in high-use

17. Borrowing from the Course Collection is normally restricted to registered students of the School and its staff. External users may have Course Collection items made available to them for reference use (during vacation) at the discretion of Library staff.

20. Library materials on loan to one person may not be transferred to another. The person in whose name the loan is made is solely

22. All Library materials borrowed must be returned within the stipulated loan (or recall) period. Failure to do so may result in a fine. 23. Fines shall be charged at rates determined from time to time by the Librarian, in consultation with the Library User Committee. Late return of materials borrowed, or failure to pay a fine imposed for late return, may result in suspension of borrowing privileges. 24. 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

26. Library users allocated a book locker may keep in it Library materials recorded as on loan to them. Checks of the lockers will be carried out by Library staff and any non-issued Library materials found will be removed. In such circumstances, the individual concerned will

27. Special rules (displayed in the Archives Reading Room) apply to the use of rare books, manuscripts and other materials in the Archives

28. Copyright law must be observed in all copying of Library material and in all copying carried out in the Library, whether by reprographic or any other means. Current copyright licensing rules are displayed next to Library photocopiers.

29. Use of information technology facilities within the Library is governed by the School's Conditions of Use of such Services, as set out in

30. 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 is reasonable in the circumstances.

31. Any user who is aggrieved by a decision of the Librarian may appeal to the Chairman of the Library User Committee. The Chairman may nominate two members of the Committee to form a panel to review the case. In the case of an appeal by a student of the School,

POLICY STATEMENT ON THE USE OF INFORMATION TECHNOLOGY

A detailed policy on the personal use of email and internet using School facilities which takes account of recent legislation is being constructed at the present time.

Introduction

- 1. The LSE recognises the key role that information technology (IT) plays in both teaching and research in the social sciences and it is committed to ensuring that both staff and students have access to the necessary facilities and support.
- 2. The School's IT systems, including access to the Internet, are provided for students to pursue their studies and for staff to carry out their work.

Scope

- 3. This policy statement covers:
- 1. the use of all of the School's IT facilities and systems, which include the LSE network; any other directly or indirectly connected network: and the Internet;
- 2. the production of any material using the School's IT facilities, including printed output, World Wide Web pages, electronic mail messages, bulletin board and news group entries; and
- 3. the publication of any material relating to the School on systems within and outside of the School.

Authorised Users

4. Any student registered with the School, any member of staff or any individual who has signed the IT Services' Conditions of Use of IT Facilities at the LSE form is considered to be an authorised user of School's IT facilities.

Obligations of users

5. Users of the School's IT facilities are required to comply in every respect with the Conditions of Use of IT facilities at LSE. In doing so they must:

- · respect others' intellectual property
- · avoid activities which may lead to criminal liability, including use of pornographic material
- · avoid keeping of others' personal data unless registered
- · not produce or pass on any material which could be considered defamatory
- understand that the School will impose severe penalties up to expulsion or dismissal or even referral to the police in order to protect the interests of IT users and to safeguard the reputation of the LSE.

Detailed Regulations and Conditions

6. Authorised users are also expected to be familiar with and comply with the following documents:

- 1. the School's Regulations for Students (published in the School Calendar) or the Terms and Conditions of Employment for Staff (published in the Staff Manual)
- the Conditions of Use of IT Facilities at the LSE
- the Rules of the Computer Classrooms and Areas
- the Code of Practice for the Publishing of Information on the LSE World Wide Web Server
- Electronic Mail: Email Etiquette 5
- 6. the CHEST Code of Conduct for the Use of Software and Datasets.
- As the School's network is connected to the Internet via the Joint Academic Network (JANET), any activity that involves the use of the Internet must comply with:
- 7. the JANET Acceptable Use Policy.
- 7. The School does not tolerate racial or sexual harassment in any form whatsoever nor any discrimination on racial or ethnic grounds or on grounds of gender, sexual orientation, marital status, disability, political or religious beliefs. This includes any material created or distributed using the School's IT facilities.

Permissions

Authorised users who publish information relating to, or on behalf of the School, or which may reasonably appear to be on behalf of the School, must ensure that they have obtained the requisite permission to do so. Explicit permission must also be obtained for the use of the School's name, logo or crest in any publication, including documents made available on the Internet, and may only be used for official School documents.

Access to the Systems

- Authorised users are provided with access to the School's IT facilities by means of a username and password. Users must take all reasonable steps to keep their passwords confidential and not disclose them to anyone else. If an authorised user believes that their password has become known to anyone else, the password should be changed at the earliest opportunity.
- 10. Any user who, for whatever reason, comes to know the password of any other user must not attempt to obtain access to the School's IT facilities using that password nor disclose it to any other person. Use of a password by anyone other than the authorised person will be treated as serious misconduct.
- 11. Users must take adequate measures to ensure that any equipment connected to the School network is not left at any time in such a manner that unauthorised users can gain access to either the equipment or the network.

Penalties

- 12. Failure to observe this policy will be considered a serious matter by the School and may result in the users right to access the IT facilities being withdrawn. The Terms and Conditions of Employment for Staff and the Regulations for Students provide for disciplinary action on the grounds of various forms of misconduct.
- 13. Misuse of the School's IT systems may also result in court proceedings, including criminal liability, against you personally and/or the School. Users will be held responsible for any claims brought against the School for any legal action resulting from their unauthorised use of the School's IT facilities

CONDITIONS OF USE OF IT FACILITIES

Disclaimer of Liability

- security arrangements.
- undertakings to users about the integrity of information

General

- 6. It is the user's responsibility to comply with all statutory and other provisions and regulations currently in force in the field of data protection and information policy.
- normal working of the equipment.
- precautions established by IT Services.
- use any other user's username
- 11. Users must not create, display, produce or circulate material which is intended to, or is likely to, harm relations between people of different races
- 12. Users must not create, display, produce or circulate offensive material in any form or medium.
- 13. Users must not use electronic mail for the mass distribution of unsolicited messages.
- 14. Users must not install or play games on any LSE PCs.

Legal, disciplinary and good conduct rules

- users.
- computers that might provide evidence for or against the allegation.
- satisfied that such a step is unavoidable.

The law

- 19. Conduct forbidden because it will break the law or result in civil actions includes: · copying software without the licence holder's permission
- of logos
- - and in some instances referral to the police will be automatic
 - unauthorised access to accounts and all forms of hacking
 - stealing of a password
- users. Particular care is needed in newsgroups

LSE Disciplinary regulations

- 20. Among types of conduct which may result in disciplinary action are:
- visiting of pornographic websites is forbidden
- sending of unauthorised, unsolicited mass emails
- sending of emails offensive to any member of the School
- deliberate interference with the normal working of IT equipment, facilities or services.
- student or dismissal in the case of staff.

Consideration for other IT users

computer room with other students waiting to use the facilities.

Computer Misuse

computer system for which access authorisation has not been given.

Copyright

1. Any facility or service, including software, provided by IT Services is used entirely at the risk of the user. IT Services will not be liable for any loss, damage or inconvenience arising directly or indirectly from the use of any IT facility at the LSE. 2. Whilst IT Services takes appropriate security measures against unauthorised access to data and the deliberate or accidental alteration,

disclosure or destruction of personal or other data, it does not operate high security systems and cannot, and does not, give any warranties or undertakings to users about the security or confidentiality of personal or other data. Users must make appropriate data

3. Although IT Services takes reasonable care to prevent the corruption of information, it cannot, and does not, give any warranties or

4. Although IT Services takes reasonable care, it will not be responsible for any loss, damage or inconvenience arising from any operation on or with equipment owned by the School or any other body, including personally-owned equipment.

5. Users will observe the Code of Conduct for the Use of Computer Software at Higher Education and Research Council Establishments 1992. In particular, users must comply with the licence agreements of all software, not to copy or distribute copies of software and to use the software only for the purposes defined in the agreement.

No work of a commercial nature, or for reward, may be performed using the facilities provided by IT Services. 8. Users must not load on to the School's IT facilities any software contrary to licence agreements nor any software that interferes with the

9. Users must not deliberately introduce a virus nor take any action to circumvent, or reduce the effectiveness of, any anti-virus

10. Users are responsible for all use of their username. They should not make their username or password available to another user nor

15. Users must not tamper with any LSE PC or any cables or peripheral devices attached to PCs.

16. Users of the School's IT facilities must abide by the Conditions of Use. This is for the benefit of other users and the reputation of LSE. Users must comply with three levels of requirement: the relevant laws; LSE disciplinary regulations; and consideration for other IT

17. Where an allegation has been made against a student under the Regulations on Assessment Offences in taught degrees and diploma courses, the School shall have the right to inspect and take copies of any material held in the name of that student on any of its

18. Inspection and copying shall be authorised by the Director or a Deputy Director. All reasonable efforts shall be made to avoid inspection of files not connected with the allegations of misuse, and such files will be copied only if the Director or a Deputy Director is

breaching copyright: it is never safe to assume that an author has given permission for reproduction of their work. This includes use

possessing or distributing obscene, pornographic material: this is strictly forbidden; may be illegal depending on the circumstances;

statements through email which may be defamatory or discriminatory: it is best to assume emails may become known to other holding of data on living persons unless specifically registered under the Data Protection Act.

all illegal acts using IT facilities are likely to result in internal discipline as well as external

21. If a complaint is received a person's account may be immediately suspended for investigation. Penalties may include temporary or long term suspension of a person's IT account, and there may be other disciplinary penalties up to and including expulsion in the case of a

22. Users of IT facilities are asked to show consideration for other users, for example by not using a LSE machine for social email if in a

23. Users must comply with the provisions of the Computer Misuse Act (1990) which makes it an offence to access, or try to access, any

24. Users are required to respect the copyright of all materials and software made available by IT Services and third parties. The unauthorised copying of software is an offence under the Copyright, Designs and Patents Act (1990).

Internet Publishing

25. Users publishing information on the Internet must comply with the Code of Practice for the Publishing of Information on the LSE World Wide Web Server.

Data Protection

- 26. Users must not act in breach of any requirement of the Data Protection Act (1984) and are required to comply with the Data Protection Principles. The Act is "To regulate the use of automatically processed information relating to individuals and the provision of services in respect of such information". All persons using computers to hold data about living individuals are, with very few exceptions, required to register that fact. Contact the LSE's Data Protection Officer, if you think you may need to register under the Act.
- 27. 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. 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.

LEARNING SUPPORT AND CAREER DEVELOPMENT SKILLS

LSE offers a wide range of stimulating and intellectually challenging courses at graduate level. To enable you to make the most of your time at the School, we provide a range of opportunities to develop your study and research skills, IT skills and information seeking abilities. If English is not your first language there is support for language development. There are also opportunities to develop other languages. For research students there are specialist sessions on PhD preparation. There are also opportunities to develop your teaching skills, should you wish to gain experience of HE teaching. Finally there are seminars, workshops and individual support for career planning and job seeking.

A summary of the skills development programme is given below. It may be that the School's approach to teaching will be quite different from anything you have experienced before, in which case the programme should help you with the process of acclimatizing. For further details, see contacts below, or visit the LSE Learning World website: http://learning.lse.ac.uk

Study Skills

Contact: Study Skills Administrator, H417, email studentsupport@lse.ac.uk or ext 7767.

Who should attend?	Anyone who feels these sessions would be useful. Papervious experience of UK higher education.
Lectures and workshops	Sessions scheduled for Wednesday afternoons – sor D209. Visit the Learning World website for access to posters around the School and adverts in News and
Topics	The series of lectures and practical workshops addre taught at LSE. They are particularly relevant to stude who did not study for their undergraduate degree in the
	Topics to be covered will include: Introduction to study at the LSE, reading and note- Essay writing Presentation skills Managing your time Mind mapping

- Structuring long essays and dissertations
- Preparing for exams

One-to-one advice sessions

Individual study skills and exams advice sessions with Dr Peter Levin are available on Monday and Thursday afternoons in H417B during term. To book a 45 minute slot email studentsupport@lse.ac.uk

Suggested reading: P J Dunleavy, Studying for a degree in the humanities and social sciences; D Rowntree, Learning how to study; P Levin, Peter Levin's How-to-Read-and-Write Guide; P Levin, Peter Levin's Guide to Preparing for Traditional Examinations.

For students continuing at the School as research students, there are a number of specialist research methods courses, along with sessions on preparing and writing PhDs. For details of these courses, see the Methodology Institute section of the Taught masters section.

Dyslexia Support

Contact: Jean Jameson, Dyslexia Support Tutor; email: j.m.jameson@lse.ac.uk, ext 6034, or Sue Haines, Administrator, email: s.haines@lse.ac.uk, ext 7767, room H417 Connaught House.

Support for dyslexic students includes:

- small group sessions on specific topics
- · advice on applying for special exam arrangements
- · use of specialist IT software in separate study room
- Dyslexia Society initial interviews

individual tutorials

Students who think they might be dyslexic . screening and advice are offered:

- · help in arranging a formal assessment

Particularly relevant for students with no

me in the Old Lecture Theatre, others in further support materials, and look out for Views.

esses basic study concerns in the subjects ents on taught Masters and Diploma courses the UK.

-taking

· library additional services, including extended loan periods, subsidised photocopying

Library and Information Skills

Contact: Information Services, Library, telephone: 020 7955 7229 email: library.information.desk@lse.ac.uk

Who should attend?	To make the most of the resources available from the Library, all students are recommended to participate in the training classes offered. Each term's programme of classes, held in the Library Training Suite (lower ground floor), can be found on the Library web pages at <u>www.library.lse.ac.uk</u> . See also the booklet <i>Library Information Skills</i> for a full description of the skills training available.
ndependent learning	Available on the website are online tutorials on topics such as how to use the Library Catalogue and the Electronic Library efficiently.
Classes	Some of the topics covered are:
	 Discovering and accessing important electronic indexes and data sources Searching for information efficiently in internet and on-line databases Referencing dissertations and essays with the networked reference software (EndNote) Searching journal indexes and full text electronic journal databases for articles on the subject Government Publications, legal databases, business sources Information Skills for Research Students Classes are organised each Michaelmas Term in conjunction with the Methodology Institute introducing Library information skills. They are particularly useful for new research students. The classes are on: Doing a literature search. How to select and search the appropriate electronic sources for your research Using the Internet. How to find information using search engines and subject gateways Citing references and creating a bibliography. How to cite information according to the accepted standards of academic research Using EndNote. How to use the networked reference software to create bibliographies, footnotes and citations according to the Harvard system of referencing The Data Library. How to access sources of electronic data
	www.library.lse.ac.uk and the Methodology Institute's brochure Courses for Research Students.
IT Skills	

Contact: Amber Miro, IT Training Manager, IT Services; email: a.miro@lse.ac.uk Website: http://ittraining.lse.ac.uk

Who should attend?	All students who wish to improve or extend their IT skills.
Training	IT Training sessions are supervised tutorials in which students work through self-paced pape based course materials at a computer, supported by Student Training Advisors who provide assistance and answer questions.
	Classes run throughout the Michaelmas and Lent terms. Course information and the weekly schedule of classes is published on the IT Training website. Online booking is necessary, an help with this is available from the IT Helpdesk in S198 and the Library.
	Research postgraduates are also welcome to attend instructor-led staff training sessions. A schedule of courses is published each month on the IT Training website, along with an online booking form. These courses run throughout the year. For further information, go to: http://ittraining.lse.ac.uk/staff .
Contents	Introduction to Using IT at LSE This is a basic introduction to the IT facilities at the LSE. It covers logging on to the network, the Windows 2000 desktop, personal file space, Outlook email and Exchange public folders, the LSE website, the Library Catalogue, virus protection and logging off the network.

There is also a series of courses based on the School's standard computing environment running Microsoft Windows and Office 2000: Outlook, Word, Excel, PowerPoint, Access and FrontPage. In addition, there are courses in HTML and using WebCT - the virtual learning environment used to support a number of postgraduate courses at LSE. For further information, go to: http://ittraining.lse.ac.uk/students

Independent Learning

For students who prefer to work on their own rather than in a classroom situation, all student training courses can be used independently. Course notes can be collected from the IT Helpdesks (S198 and the Library) or printed from the IT Training website. Course files can be accessed from the public computer rooms and computer classrooms. For further information go to: http://ittrraining.lse.ac.uk/students/independent.htm.

Computer-based training (CompuTRAINER) is available online, delivering integrated assessment and multimedia training on Office applications to expert level.

SPSS (statistics software) training materials are also available as computer-based training, and there is a typing tutor on the network, called "Mavis Beacon Teaches Typing", to help you learn to touch-type or improve your typing speed and accuracy.

For information about these and other computer-based resources for students, go to: http://ittraining.lse.ac.uk/cbt.htm

Copies of the manuals and books for many of the main software applications used in the School can be borrowed from the Course Collection in the Library.

European Computer Driving Licence (ECDL)

The ECDL is a worldwide qualification in IT competence, designed for people who wish to gain a basic qualification in computing. It certifies that the holder understands basic concepts of IT and has the knowledge and skills needed to use the most common applications productively and effectively. Known as the ICDL outside Europe, the qualification is now recognised in over 60 countries around the world.

For students who wish to prepare for the ECDL, there are a number of learning resources available free of charge, including Electric Paper networked training and test preparation materials. Students may also register for ECDL testing at LSE. There is a charge for registration, testing and certification, payable by the individual. For further information about ECDL resources at LSE for undergraduates, go to: http://ittraining.lse.ac.uk/ECDL/StudentECDL.htm

English for Academic Purposes

Contact: The Language Showroom, C722 on ext 6713/7933 or languages@lse.ac.uk

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klγ and

line

- English for Academic Purposes
- . If you are a student whose first language is not English, the LSE Language Centre can provide a flexible programme of support relating to your needs.
- · Each department will invite a member of our team to speak to you during your Departmental Induction meeting at the start of term. At this time we will give you more information on how to register for any support you need.
- · Please feel free to contact the LSE Language Centre on arrival if you have any concerns.

We offer two types of support:

Subject-specific/Departmental for those students who may need intensive focused support. Language Workshops for those students who may need a general support programme.

Please note: The LSE Language Centre is here to help you throughout your studies. In order for us to do this, and indeed for you to get the most from us, please remember the following:

- · If we recommend a support programme, you must attend.
- · Your course tutor will want to know about your progress, and will receive our initial assessment of your level of English, along with a term by term update.

Modern Foreign Languages

Contact: The Language Showroom, C722 on ext 6713/7933 or languages@lse.ac.uk

Introduction

Certificate courses are

- · open to all students and staff at the LSE.
- · available in Arabic, Basque, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Norwegian, Portuguese,
- Russian, Spanish & Turkish.
- assessed but do not contribute towards your degree programme.

The following levels are offered for most languages:

- · Level 1 (Absolute beginners)
- · Level 2 (Re-start/Elementary)
- · Level 3 (Lower Intermediate)
- · Level 4 (Higher Intermediate)
- Level 5 (Advanced/General)

THE CERTIFICATE COURSES

Languages for Social Sciences: Standard Programme

Level One (Absolute Beginners)

Arabic	LN001	Availability: No previous knowledge of the target language required.
Chinese	LN011	
French	LN021	Core syllabus: An introductory course to the language incorporating key areas of speaking,
German	LN031	listening, reading and writing, transferable skills, grammar, study and residence abroad,
Italian	LN041	topical issues.
Japanese	LN051	
Russian	LN061	
Spanish	LN071	
Portuguese	LN081	
Basque	LN091	
Hebrew	LN092	
Greek	LN093	
Norwegian	LN094	
Turkish	LN097	

Level I wo re-starvelementary	Level	Two	(Re-start/Elementary)
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Arabic	LN002	Availability: Some basic knowledge of the target language required such as a previous 1 or
Chinese	LN012	2 year programme, or an intensive course or equivalent.
French	LN022	
German	LN032	Core syllabus: A consolidation programme aimed to build up your proficiency in the key
Italian	LN042	areas of speaking, listening, reading and writing, transferable skills, grammar, study and
Japanese	LN052	residence abroad, topical issues.
Russian	LN062	
Spanish	LN072	
Portuguese	LN082	
Norwegian	LN095	

Level Three	(Lower Intern	nediate)
Arabic	LN003	Availability: You should have GCSE at grade C or above or equivalent in the target
Chinese	LN013	language; or you should demonstrate the necessary linguistic competence, probably from
French	LN023	4-5 years of continuous study.
German	LN033	
Italian	LN043	Core syllabus: An introductory course to the language incorporating key areas of speaking,
Japanese	LN053	listening, reading and writing, transferable skills, grammar, study and residence abroad,
Russian	LN063	topical issues.
Spanish	LN073	

Level Four (Higher Intermediate)

Arabic Chinese French German Italian Japanese	LN004 LN014 LN024 LN034 LN044 LN054	Availability: You should have A/S level or Sco language; or you should demonstrate the new to 5-6 years of continuous study. Core syllabus: An integrated programme aim speaking, listening, reading and writing, trans
Russian Spanish Level Five (J	LN064 LN074 Advanced)	abroad, topical issues.
Arabia	LNIOOF	August 114 - March 111

Arabic	LN005	Availability: You should have A-level or equi
Chinese	LN015	demonstrate the necessary linguistic compe
French	LN025	continuous study.
German	LN035	
Italian	LN045	Core syllabus: An integrated programme ain
Japanese	LN055	performance in the key areas of speaking, list
Russian	LN065	grammar, study and residence abroad, topic
Spanish	LN075	

Languages for Social Sciences: Fast-track, Specialist and Guest Lecture Programmes Some of the Standard Programmes will be supplemented by Fast-track, Intensive, Specialist and Guest Lecture Programmes. In addition, we are always looking to increase the number of languages on offer so check our WebPages for new languages, levels and special modules available.

Teaching Development Programme

Contact: Rebecca Trumble, Teaching and Learning Centre Administrator, email r.j.trumble@lse.ac.uk or ext 6624.

Who should attend?	Introductory workshops for occasional teachers on research students, and compulsory for those who h responsibilities in the School.
	The second state of the se

Training

Contents

Conten

· Introduction to student learning

- Running seminars and problem classes
- · Lecturing and presenting
- · Introduction to student assessment and course evaluation
- · Videoed teaching practice
- LSE administrative intro for class teachers

Career Development Programme

Contact: LSE Careers Service, ext 7135 or email careers@lse.ac.uk

Who should attend?	From when you first arrive at LSE, it is worth thinkin your skills for the future.		
Sessions	Dates and venues are available from the Careers S		

115	http://www.lse.ac.uk/depts/careers/		
its	Workshops and seminars will be arranged through t		

- Writing CVs and applications
 Aptitude tests and personality questionnaires
- Interview skills
- Presentation skills Negotiation skills

The careers library contains a wide range of reference and take away material on these topics. Videos and inter-active career choice programmes are also available.

ottish Higher or equivalent in the target cessary linguistic competence, probably relating

ned to increase your fluency in the key areas of sferable skills, grammar, study and residence

ivalent in the target language; or you should etence, probably relating to 6-7 years of

med to enhance your overall competence and istening, reading and writing, transferable skills, cal issues.

Teaching in Higher Education are open to all have or are shortly to take up teaching

The workshop is offered in various formats to a total of two-and-a-half days. Further follow-up options are available on request for research students who already have some teaching responsibilities, and are interested in pursuing a career in UK higher education.

ing about career development, and developing

ervice 6th floor, Tower Two, or via the website

the year. Topics typically include: Assessment centre techniques Preparing case studies Seminars exploring a range of occupations

Networking evenings, careers fairs and forums take place throughout the year to give you the opportunity to meet a range of employers and people working in different professions. These include NGOs, charities, the media, social and political research, environmental and ethical careers, government, banking, finance and consultancy. An Internships Fair and a Disability Forum will also take place in the autumn term.

Watch out for events organised by student societies such as AIESEC and specific schemes such as the BP Peer Tutoring scheme and the Parliamentary Internship Scheme. Many departments also run their own careers information days and invite employers to run skills sessions for their students (ask your tutor for information about these).

You may also be interested in participating in one of a number of courses on specific areas of work eg The City, The Media or Working in Development which are run by the University of London Careers Service www.careers.ion.ac.uk/events.htm.

You can register online to receive email notification of careers events and job opportunities at <u>http://www.careers.lon.ac.uk/alert/index.htm</u> and find job vacancy information at LSEJOBSONLINE (link from careers website).

When you leave the LSE you will no longer be able to use the Careers Service free of charge. Students in their final year of study have the opportunity to extend their access to the careers service at a reduced rate. See www.careers.lon.ac.uk/gradclub/index.htm for more details.

SCHOOL SERVICES

Introduction

- 1. Students deserve service of the highest possible standard and quality. To achieve it, students and staff are expected to meet their obligations to each other and to maintain an effective working relationship, resolving difficulties through normal internal channels. This section sets out the agreed obligations; see also the appropriate codes of practice for teaching and learning. The obligations represent statements of intent which are not part of the formal relationship between student and School and create no new legal relationship; nor do they affect students' legal rights. Failure to comply with them or with any of the delivery targets will not give rise to any legal liability on the part of the School. The obligations do not apply during School closure periods.
- Services are being progressively made available on the website and/or conducted through email. It is therefore *essential* that you regularly visit the LSEforYou section of the website and open your LSE email account. These messages and information have the same value as paper communications.

Obligations of students

- 3. You have the duty to meet these responsibilities to the School:
- · to read the emails sent to you by the School at your School email address, and to use LSEforYou.
- · to provide accurate information for the maintenance of proper records.
- · to meet deadlines for information and documentation.
- to pay all fees by the specified dates. (Failure to do so may result in suspension of Library use, exclusion from examinations, withholding of examination results, or interruption or termination of registration.)
- to meet all outstanding debts.
- to keep all appointments (or, when not possible, to make alternative arrangements in advance).
- to treat School property and materials with care and to keep the School litter-free.
- to observe all School rules and regulations, published in the Calendar and Handbooks.
- · to treat School staff with the courtesy and respect you are entitled to receive from them.

Special circumstances

4. Sometimes services fail to reach targets because of short staffing or matters beyond the control of those providing them. All staff recognise, however, the importance of attempting to provide the best service possible. All are committed to providing a friendly, polite and efficient service. If shortcomings occur students are entitled to expect that staff will apologise, explain the nature of the problem and take appropriate steps where possible to remedy the situation.

Complaints and suggestions

- 5. If you have a complaint about any aspect of a service you should first speak to the member of staff concerned. If no remedy is found, you should write to the office supervisor or manager; their names appear below. Complaints or concerns may also be pursued through the Students' Union. If no adequate explanation and/or apology is obtained you can take the matter further by writing to the appropriate senior officer: names are published in this Handbook.
- 6. Students have elected representatives on School committees. A full list of these committees and the names of elected representatives can be obtained from the Students' Union offices.

All information is correct at the time of going to press in June 2004. All telephone numbers are internal. Each can be dialled from outside by using the (UK) code 020 7955 followed by the appropriate four-digit number.

East Building

Accommodation Office

Accommodation allocates LSE residences, monitors applications to intercollegiate Halls and offers general advice about accommodation.

Opening hours	Term-time and vacation	Monday, Tuesday	1030 to 1630
		Wednesday Thursday, Friday	1030 to 1330 1030 to 1630
Contacts	telephone 7531 email a	email accommodation@lse.ac.uk	website www.lse.ac.uk/accommodation
LSE aims to provide	see also Student Advice a	and Counselling Centre in th	is section

adequate notice of application deadlines.

decisions on residence applications for the following session by the second week in July, if applications are received by 31 March.
a reply to letters/correspondence within ten working days of receipt.

					Fast	Buildin
Careers Advice						
The Careers Advisory Serv JK. The Service is part of t	rice gives compre the University of L	hensive guidance to structure of the str	udents seeking informate, the largest graduate of	tion on all area areers service	as of graduate employme e in Europe.	ent in the
Opening hours	7	erm-time and vacation	Monday - Thursday Friday	1000 to 1 1200 to 1		
		Senior Careers Adviser:	Fiona Sandford	6964	Office Manager	7135
Contacts	(Careers Advisers: Shau mail careers@lse.ac.u	n Harris, Lesley Martin	7132 website www	Information Officer Ise.ac.uk/depts/careers	7135
he careers library include You can have short discus ward is accessible through ppointments, careers fairs fiter arrival at LSE, especi	sions with Career h the Careers Se s and events and	rvice website. See the of careers and employer a one-year programme	Careers Service notice seminars. You are stron	boards for info ngly advised to	rmation about booking	
SE aims to provide		access to Computer	ation Library during ope Assisted Vocational Sy ith a careers adviser wi	stems within a	one week of a request of a request	
Students undertake	using the in	formation rooms and r	eference services respo to enquiries about what	nsibly, mindfu	I of the needs of fellow-s	students
o help Careers by	 helping the 	School by responding	to enquines about what	and are donn	9 9	
Catering						
			for all manshare of	the School at	affordable prices and in	comfor
Catering Services provide	a range of good-	quality food and bevera	ages for all members of	the School, a	anoruable prices and in	oomon
surroundings. The levels of	of service will be a	determined, within prac	tical constraints, by use	r demand.		
Opening hours						
	Term-time	Monday - Friday	0900 to 1930			
Brunch Bowl	a menter and a	Monday - Friday	0900 to 1700			
in the second second	Vacation	Monday - Friday	1200 to 1430			
Robinson Room	Term-time			2100		
Beaver's Retreat	Term-time	Monday - Friday	1200 to 1430, 1700 to			
	Vacation	Monday - Friday	1200 to 1400, 1700 to	1900		
Café Pepe	Term-time	Monday - Friday	0930 to 1700			
outer ope						
Contact		Catering Services Man	ager 7220			
LSE aims to provide	-	 a clean, hygienic ar 	nd pleasant environmen	t in which to e	at.	
LSE anns to provide		 high standards of c 	are in food production.			
		 fair and competitive 	prices.			
		· a high standard of s	service and good quality	food.		
		-				
Students undertake	· always obs	erving the specific rule	s and regulations gover	ning each out	let.	
	having more	nev available for all pur	chases, at the point of s	sale.		
to help Catering by	· troating ma	torials and facilities wit	h care and respect.			
	 respecting 	the environment by cle	aring litter and taking c	utlery, plates a	and trays to designated a	areas.
	- reopeoung					
	lainta					
	naints		Catoring Services Liser	Group through	ah student representativ	es.
comments and comp		s may complain to the	catering bervices user.	o oroup anou;		
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Cloakrooms and I	lockers	_			
orouxi coms and	OCKEIS				
Access hours		Term-time a	nd Easter vacation	Monday - Friday Saturday	0900 to 2120 1000 to 1700
		Christmas va	acation	Monday - Friday	0900 to 1700
		Summer vac	ation	Monday, Wednesda	
				Tuesday	0900 to 1900
LSE aims to provide General lockers are alloca come, first served basis.	ated on a first	 about 2,0 	erated locker service 00 lockers around So the cloakroom at the	for bag storage in the l shool buildings for gene published times.	library cloakroom. aral use, in addition to the Library.
Students undertake to help by	 providing a carefully k removing having 20 placing ite 	a padlock for I seeping their lo bags and coat p coins for ger ms in the lock	he end of the session ockers that require the icker key/coat lock key s before closing time heral lockers and £1 of ers/coat racks and no kroom is under CCTN	em. ey. each day. coins for Library cloakro owhere else.	oom lockers.
The environment					
		a litera			
LSE aims to provide		 daily clea cleaning f window c 	ning of all public area oilets, restocking soa leaning every three n	nvironment, improved a as and teaching rooms. up, towels, toilet rolls et nonths. o cleaning-related calls	c throughout each weekday.
Students undertake		ter in litter bins			
to help the School environment by	reportingabstaining	faults. g from vandali	sm, graffiti etc. ices only on designat	ed noticeboards.	
Information Techr	ology Ser	vices			St Clamantia Dui
					St Clement's Bui
IT Services manages and	maintains Scho	ol IT equipme	nt and facilities and p	rovides training and us	er support.
Opening hours		Security cove	er only is provided at	weekends and when th	he School is closed
	access rooms	Term-time	Monday - Sunday		
		Vacation	Monday - Friday	0900 to 2400 (cl	osing times vary in each building)
0.000		_	Saturday - Sunda	y 1000 to 2200	
S198 Stud	lent Helpdesk	Term-time	Monday - Friday		
Library Stude	ent Helpdesk*	Vacation Term-time	Monday - Friday	0930 to 1700	
	es provisional	renn-une	Monday - Friday Saturday - Sunda	0930 to 2200 y 1100 to 2100	
		Vacation	Monday - Friday	0930 to 2000	
Contacts		and the second state of the second state of the	elp Desk (S198) elp Desk (Library)	6728 6947 email	IT_Help_Desk@lse.ac.uk
			s Manager: Sue Wing	0011	7722
		Technical Inf	rastructure Manager:	Christine Cooper	7552
LSE aims to provide		A minimum or removed from	f one week's notice v n use for a scheduled	vill be given before any I maintenance activity	user facility is temporarily
Student IT Help Desks	 a list of all 	ork registration user document		working day of an appl pection.	lication being accepted.
	opening h	ours and sche	duled weekly rota of	or reference. advisory staff, clearly d	lisplayed
	 all enquirie 	es heard on a	first-come, first-serve	d basis; students with	unheard enquiries may be asked

phone number	7965		
rch of England odox nan Catholic churches	Rev David Peebles (full time), Flat 3, 80a Southampton Row, London WC1 Fr Alexander Fostiropoulos, 99 Kenilworth Avenue, London SW19 7LP Fr Tim Calvert OP, Newman House, 111 Gower Street, London WC1 [vacant] Rabbi Jonathan Dove Rev Chong Kah Geh Rev E K Frimpong (Ghanaian Chaplain)	020 8879 1461 020 7387 6370 020 7288 1416 020 7387 0207 020 8570 2573 020 7353 6261	

IT public areas Training

Computer classrooms return.

training sessions in the use of selected IT facilities and software packages; list of available courses with enrolment details and online booking on IT Services web pages.

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ved basis; students with unheard enquiries may be asked to

available for individual student use when not required for teaching. A weekly timetable of scheduled group teaching displayed for each room on Friday of the previous week; late bookings may be added to the displayed timetable.

all equipment to be checked on a daily basis during normal office hours for operational functionality.
in term, no more than one workstation a room out of use due to hardware error, at the start of any day.

equipment faults reported to the Helpdesk in normal office hours investigated within one working day.
no more than 4% of workstations out of use awaiting repair.

Customer liaison

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attendance by the User Services Manager or a suitable representative at staff/student or other appropriate	
interior of the invited to discuss IT Services and related matters.	

 other channels of communication to enable users to influence present and future services and how they are managed, such as an annual user survey and an online suggestions box.

Students undertake to help IT Services by	 treating all IT equipment and materials with care. reporting any faults or damage to computer and other equipment immediately. abiding by the Conditions of Use of IT Equipment as published in the Handbooks. taking every care not to introduce or to spread computer viruses, and carrying out all instructions protection and control.
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Library

Portugal Street

about virus

The School's Library (the British Library of Political and Economic Science) purchases books and subscribes to a large number of journals and electronic information services that students need for courses and research. It maintains extensive collections for research students and academic staff. Library staff are on hand to help you get the most out of the collections. Full Library rules can be seen on the Library website.

Opening hours

The Library offers extensive opening hours, including weekends and late evenings in term-time and Easter vacation. For full details of current opening hours see the Library's web pages.

Contacts	Website www.lse.ac.uk/library Enquiries and renewals 7229	the
LSE aims to provide	Full Service Level Definitions are available on the Library website.	Ad
Access	 entitlement with a valid LSE card to access the Library during all opening hours. access to the Library building for those with impaired mobility. 	
Customer service	 access to services with an average queuing time of no more than three minutes at any service point. referral to senior staff during core hours if required. a scheme for suggestions and complaints. a complaint or suggestion containing its author's name to receive a written reply, with the reply displayed to other users if requested. regular surveys so that Library users can influence services and how they are managed. attendance by the Librarian or representative at staff/student or other appropriate committees, when invited, to give a user and the services are appropriate committees. 	Stu to Ce
Materials	 at least one copy of each item notified to the Library as on a current LSE reading list, subject to availability. priority at all stages of the ordering and cataloguing process to books on current notified LSE reading lists. regular analysis of reservations on reading list items, to assess demand and order additional copies as appropriate. books awaiting cataloguing, and so identified through the Library system, catalogued on request and given priority processing. materials available from closed access fetched for the user at regular intervals during core hours. renewal of borrowed items if not reserved by another user and if no fines are owed. Renewals are available at the Service Counter, via the self-service facilities on the Library Catalogue or by telephone between 1000 and 1700. facility to reserve an item that may be borrowed for a week or more if all copies are on loan. reshelving of Course Collection material within 24 hours and Main Collection material within 48 hours. availability of online catalogue and system loan facilities throughout opening hours, other than for essential maintenance. 	25) The alre Op Cor
Information and assistance	 availability of photocopying service throughout opening hours. professionally qualified staff to deal with enquiries, at the Information Desk, by telephone or by email. a referral enquiry service if the query cannot be answered in sufficient detail immediately. information on subjects within the scope of the Library, as well as advice on other sources. guidance on how to use sources, including information skills training sessions. a full range of printed and online leaflets and guides to the Library services and collections, free to all. up-to-date information on collections and services available on the Library's web pages. 	Stu to I
Additional help	 a variety of services to support students with disabilities, for example, bookable study rooms, extended loan periods, free reserved lockers, free photocopying and printing. 	LSE
Students undertake to help the Library by	 in all parts, limiting eating and drinking to water only, and not smoking. showing consideration for other library users by: avoiding disruptive use of mobile phones, keeping them switched off or set to silent mode returning books to the reshelving stacks after consulting them returning books on loan by the due date fully vacating study places when taking a break not hiding items thereby preventing others from accessing them maintaining a quiet study environment. showing particular consideration for Library users with disabilities, eg giving priority access to lifts to users with impaired mobility. 	Stu to H sec

Medical Centre

The Medical Centre provides a wide range of care. Eligibility for full National Health Service depends, under NHS regulations, primarily on the address at which that person lives. A map showing the permissible practice area is drawn on the practice leaflet, which is available at the Centre. Emergency services are available to all students and staff. Early registration both with doctors and dentists is recommended.

Contacts	All medical enquiries 701
	Website www.lse.ac.uk/coll
LSE aims to provide	
General	 a high standard of medical, nursing and strict medical confidentiality. No inform a copy of your medical record on reque
Doctor	 urgent cases to receive attention on the routine appointment in three to four wo
Nurse	 access on the same day.
Psychotherapist	 urgent counselling problems to receive routine appointments as soon as possi
Dentist	 registered patients in pain usually seer routine appointment in five to six week non-registered patients will be given ac
Further services for the NHS-registered	 referral to NHS hospitals for specialist a NHS prescriptions and home visits whe repeat prescriptions within one working
Additional services	 immediate emergency cover for all stude liaison with School staff in individual ca involvement of medical staff in School is and staff such as accommodation, welf progress.
Students undertake	 notifying it of changes of name or add being patient and understanding in circle
to help the Medical Centre by	might be because of an emergency or

of six months to five years (nine for under-2s and 16 for over-2s). waiting lists for both age groups: places are offered on a 'first-come, first-served' basis, but priority is given to parents who already have a child at the Nursery. Subject to age limits and availability a child can attend indefinitely.

Opening hours		Normal
		School closure periods
Contacts		telephone 7772
LSE aims to provide		 a high standard of pr on request an applica notification in good ti
Students undertake to help by	• paying	g the correct Nursery fees/ch
Security		
LSE aims to provide		• immediate response
Website		www.lse.ac.uk/collection

Students undertake to help School security by	 calling 666 only when necessary. reporting anything suspicious on enver leaving personal property, enver leaving personal belongings, bags
	 not leaving cash or valuables in lo

St Philip's Building

o 1700

ms when the Centre is closed ring 7016

16 Dentist 7444 llections/medicalCentre

nd dental care.

nation provided to anyone without patient's written permission. lest. There is a charge for this facility.

ne same day.

orking days of a request.

e attention within one working day.

sible, usually within two weeks.

n within 24 hours

dvice on where to obtain emergency treatment.

advice if indicated.

ere medically indicated.

g day.

idents and staff on site during opening hours.

ases where required and with patient's permission.

issues that touch on the physical or mental well-being of students fare and hardship, disability, the design of courses and student

dress as soon as possible.

rcumstances where they cannot be seen by the specified time; this or the needs of other patients.

Parish Hall

Monday - Friday 0845 to 1815 Closed

website www.lse.ac.uk/collections/nursery/

rofessional care and service for the children. cation form, details of hours, charges and other information. time of any changes in opening hours and charges.

narges by the specified dates

e to calls to the 666 emergency number and to help-alarm activations.

ons/security/

extension 666. especially laptop computers, in unattended, unlocked, offices. s or bicycles unattended only in designated places. ockers.

Student Services			Student Services Centre, Old Building
Opening hours	Advice and Reception	Term-time	0945 to 1715 (to 1545 on Wed)
		Vacation	0945 to 16.45 (to 1545 on Wed)
	Financial Support Drop-	-ins	1300 to 1400, extended during registration period
Website	www.lse.ac.uk/collection	ns/StudentServ	

Services available At all times

access information via Web kiosks and notice boards; collect forms and leaflets (eg course changes, scholarships, etc).

During opening hours:

- ask advice of staff, including in private upon request (NB: at busy times of the day it may be necessary to wait or call back later).
- receive advice during Financial Support Drop in sessions on a 'first come first served' basis.

· pay your fees (but not in cash) and/or arrange to see a Finance specialist.

Many routine services can be accessed quickly and easily via LSEforYou, email, or www.lse.ac.uk. Such services are also readily accessible on a face-to-face basis with staff at the Centre. All services are subject to School rules and regulations applying at the time. All students should access and manage their LSE email account on a regular basis.

¶ requires departmental support.	LSEforYou/ Web	Email or write	Notes / Contact details	telephone
Fees See next year's fees See your School financial account	Yes Yes	Yes	feequeries@lse.ac.uk	7765
Pay fees by cheque Pay fees by credit card	Yes	Yes	at SSC / by post	-

Note Cash payments must be made to a bank. If you bank with the National Westminster Bank at 65 Aldwych the bank can transfer funds from your account to that of the School.

Financial support Get advice/forms on financial support Apply for financial assistance Collect cheques for grants or loans	Yes	Yes Yes	financial-support@lse.ac.uk www.lse.ac.uk/admin/financial_support at SSC / by post at SSC	
Courses See your teaching timetable See your class allocation Obtain form to change class Apply to change a class Ask to defer an examination	Yes (UG) Yes (UG) Yes (UG	Yes ¶ Yes ¶ Yes ¶	ug-courses-queries@lse.ac.uk www.lse.ac.uk/collections/studentServicesC entre or at the SSC	6202 (UG) 7143 (PG)
Examinations Get your candidate number See examination pass lists	Yes Yes		examinations@lse.ac.uk	7770
Your personal details Apply to change programmes Change your address Ask to replace lost LSE Card Request a registration certificate or transcript	Yes Yes	Yes¶ Yes Yes Yes	registry@lse.ac.uk In writing only with fee of £10	7152
Ceremonies View dates and arrangements Book ceremony seats	Yes	Yes	Ceremonies@lse.ac.uk Fee due	7506

LSE aims to provide

Please note that turnround times may be exceeded at peak periods.

prompt answers to counter enquiries during opening hours.

General replies to letters/emails within ten working days of receipt. Student Support a decision within four weeks of receiving a completed application with all the necessary documentation. Fund short term loan applications submitted by 1400 on any working day: a decision within two working days. Other loans and Access Fund: decision within four weeks of receiving full application and all documentation needed. · for other awards processing times and dates vary according to selection procedures. You will be given awards appropriate details and receive every practical assistance. Registration and · full information on procedures and deadlines; clear and concise instructions communicated in good time student records and prominently displayed. certificates of registration within five working days of a request. completion of other forms within five working days of receipt. · a replacement LSE card within one working day of request. · course choice and class allocations normally processed within one week. Examinations the examinations timetable by subject by the end of the Lent term. permitted special examination arrangements at least one week before examination (if submitted in time). individual seat numbers posted outside each room on the day of the examination. (undergraduate) results by post between the end of July and the middle of August.

(taught graduate) results published and sent within ten days of being agreed by the examination board.

You undertake to	 informing the office i
help Student	 observing all studen
Services by	 observing all application
	 informing the office of alternative arrangem
	 enclosing all necess
	 notifying the office a
	 repaying all loans or
	a mandana fana an tinna

- collecting grant cheques when they are available.
- showing your student card as proof of identity when asked to do so. · paying all fees due on time.

Timetables and teaching rooms

All enquiries should be made to the Student Services Centre.

LSE aims to provide

The Students' Union

ROLE AND MEMBERSHIP

The Students' Union exists 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. The Union has two roles: To represent students to the School and to outside institutions on student-related and wider issues. A social function: the Union runs three bars, a shop and a coffee bar and puts on regular entertainments. In addition there are over 120 societies catering for numerous nationalities, interests and political persuasions. The Union also runs a copy shop, a state of the art fitness centre, a weekly newspaper, a campus radio station and an Advice and Counselling Centre. Opportunities for recreational and competitive sports are available through the Athletics' Union.

All full-time students automatically become members of the LSE Students' Union and also members of the University of London Union (ULU) and the National Union of Students (NUS), ULU is in Malet Street, ten minutes walk from LSE, and has an excellent range of social and sporting facilities including a swimming pool.

Students have a statutory right not to be members of the Union. Students exercising this right will not be unfairly disadvantaged in the provision of services or otherwise, by reason of their doing so. The Union Shop, the café and the Student Travel service are open to all students of the School.

Non-members are not members of Union societies and it is not practicable for the School to offer alternatives. Non-members are allowed to book sports facilities through the Athletics Union (an umbrella society of the Union) but on each occasion have to pay such reasonable fees as the AU determines. Non-members are allowed access to the Student Union Advice and Counselling Centre if supported by a written request from an authorised member of the LSE Medical Service. Non-members do not have separate membership on School committees.

It is a licensing condition that non-members of the LSESU must be charged an entry fee to the SU bars on nights when they are "open for the purpose of Music and Dancing". On some nights entry may be restricted to SU members and their bona fide guests only.

STUDENTS UNION ADVICE AND COUNSELLING CENTRE

The Students Union Advice and Counselling Centre is open in term-time Monday to Friday from 1030-1600 and in vacations from 1030 to 1400. Information and advice gueries can be made at Reception or by telephone, if needed, an appointment will be made for you to see an Adviser. We use an ansaphone outside these hours - you will be called back as soon as possible.

The Welfare and Legal Advisers can advise on any welfare issue, including immigration, housing, benefits, financial hardship, academic difficulties, childcare, disability, Childcare Fund, Women's Right to Choose Fund, Disabled Students' Fund, etc.

The Welfare and Legal Advisers also deal with accommodation enquiries, including availability of private accommodation, to students including students with special accommodation needs, for example a disability, family etc. They can also advise students on problems with landlords, tenancy agreements, deposits and harassment, and on the Council Tax. A list of available property to rent from private landlords is available on the School website on LSEforYou.

- immediately of changes such as address or name.
- t and programme regulations
- able examination arrangements.
- of any problems about examination arrangements as soon as possible so that ments may be made in good time.
- sary documentation when applying for financial support.
- t once of any changes in financial circumstances after receiving a financial award
- n time according to set payment schedules. paying fees on time or at the start of the year to take advantage of the discount.

Subject to course choice procedures

 continuing second/third year undergraduates; access to class timetables by the first week of the Michaelmas term. all other undergraduates and diploma students: access to class timetables by the third week of the Michaelmas term. · changes to timetables and alternative arrangements communicated publicly in good time wherever possible

Membership

General

East Building

Opting out of SU membership

No rebate will be made to students who opt out.

> 020 7955 7145 Email: SU Advice-Centre@lse.ac.uk

Welfare/Legal Advisers Schimpf Carruthers, Sue Garrett Shanna Hyder

NIGHTLINE	020 7631 0101
A telephone information and counselling service for students nightly in term, 1800-0800.	
See also Student Union Advice and Counselling Centre, Supervision and assessment of progress and Help for students with disabilities.	STUDENT ADVISERS
Dea	an of Graduate Studies
The Dean has a wide range of duties concerned with relations between the School and its students. He is available to any graduate student who wishes to raise any problem, academic or otherwise. In particular he is available for the counselling of individual students who experience difficulties, and he can help in the	John Carrier, A202 ext 7849 n.dallen@lse.ac.uk
eallocation of students to supervisors. He is a supplementary source of help to the supervisor, the Departmental Research Student Tutor and the departmental Convener. The Dean will see students by appointment or during his open office hours as published outside his office (A202).	j.carrier@lse.ac.uk
Dean of I	Undergraduate Studies
The Dean has a wide range of duties concerned with relations between the School and its students. He is	Mark Hoffman, A202
vailable to any undergraduate student who wishes to raise any problem, academic or otherwise. In particular	ext 7849
e is available for the counselling of individual students who experience difficulties, and he can help in the	n.dallen@lse.ac.uk
eallocation of students to tutors. He is a source of help supplementary to the tutor, the Departmental Tutor and the departmental Convener. The Dean will see students by appointment or during his open office hours as published outside his office.	m.hoffman@lse.ac.uk
	General Course Tutor
he General Course Tutor has responsibility for all matters relating to those students attending the LSE for	Dr Celia Phillips, A203
ne year via the General Course programme. She is available to see any General Course student who wishes	ext 7849
o raise any problem, academic or otherwise - including departmental assignments, course selection, credit	n.dallen@lse.ac.uk
ransfers to home universities, and accommodation issues. In particular, she is available to counsel individual	c.Phillips@lse.ac.uk

students who may be encountering difficulty adjusting to the academic life at the LSE. She is also able to provide advice to the General Course students wishing to transfer and complete their degree at the LSE.

Adviser to Women Students The Adviser is available to discuss issues of concern to women students in the School and to offer advice

Dr Sarah Worthington, A159, ext 6389 s.worthington@lse.ac.uk

> j.jameson@lse.ac.uk disability@lse.ac.uk

ext 6034

Adviser to Students with Disabilities Ms Jean Jameson, H417,

The Adviser provides a first point of contact for students and can give advice and information about disability issues. The Dyslexia Support Tutor provides advice, advocacy and support for students with dyslexia, according to individual needs.

and support to women students with personal problems.

The Disability Consultative Forum meets once a term and provides an opportunity to discuss disability issues at LSE. It is chaired by the Dean of Undergraduate Studies and attended by staff from around the School. All students with a disability, special needs or dyslexia are welcome to attend. Contact the Adviser if you are interested in attending or would like to suggest agenda items.

See also Learning Support and Career Development Skills website at http://learning.lse.ac.uk/ For full details of School facilities please see the Information for students with disabilities booklet or website, www.lse.ac.uk/disability/

The information contained in this section is relevant to all undergraduate programmes. This section should be read in conjunction with General, which contains information relevant to all programmes and levels of study.

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Undergraduate

Contents

Your programme of study Regulations, classification scheme and code of practice **Examinations Programme regulations Course guides**

Registration means that you are a member of the School and entitled to use the School facilities. It is your responsibility to ensure that you register fully for your programme of study.

Normally, you will already have registered by the time you receive this handbook. If you have been unable to register for unavoidable reasons, you should go to the Student Services Centre and register there as soon as possible after 3 October. Records for all students who have not registered or re-registered by the deadline date of 31 October 2003 will be cancelled. Students are not normally allowed to register after this date because they will have missed a significant part of their programme of study.

Re-registration each session depends on your making satisfactory progress in the preceding year by meeting the conditions set out in the progression rules specified for your degree. You will be expected to have completed all the requirements for your year's programme of study within that year. If you have been given permission to interrupt your registration, you will normally be required to return within a year of the interruption. You would be expected to sit examinations at the next possible opportunity.

All registered students will be issued with an LSE card. This card serves as your student identity card and your library card and should be kept in a safe place. The cost of a replacement card is £10.00.

The final date by which new and returning students may register for the session is 31 October 2003. If you have not completed registration by the deadline of 31 October your record will be cancelled.

Each undergraduate student is registered on a programme either leading to a degree, eg, the BSc degree in Accounting and Finance, or involving study at the School for a set period, eq. the one year General Course. Information on the actual requirements of the programme on which you are registered is shown later in this handbook. You need to be aware of the general regulations for students as well as the specific regulations for your programme.

All academic staff and students are members of a department. If you are following a 'joint' degree, for example, the BSc degree in Government and Economics, you will be allocated to one of the two departments, normally the first mentioned in the title. Each department has a head (the Convener), who normally holds office for three years.

You will have a tutor, who will advise you on course selection and will monitor your academic achievement throughout the year. Your tutor is the first point of contact for advice on any matter - academic or personal - affecting your undergraduate experience. You are expected to see your tutor regularly. The Code of Practice on Teaching, Learning and Assessment for Undergraduates provides further information on the roles and responsibilities of your tutor.

There is a Departmental Tutor in each department, who in addition to your tutor can give you advice on more complex academic and personal issues. The Departmental Tutor plays a central role in co-ordinating undergraduate teaching and tutorial arrangements within the department. Although precise duties may vary between departments, the role will normally include the following:

- · To advise, as required, the department and the School on academic and administrative matters relating to the undergraduate experience
- · To advise tutors in their tutorial role, making them aware of School regulations and procedures, the Code of Practice on Teaching and Learning for Undergraduates, and welfare and support services
- To act as a link between the department and the Dean of Undergraduate Studies
- · To act as a link with other Departmental Tutors
- To allocate undergraduate students to tutors
- To arrange for the change of tutor for an undergraduate student, if required
- To be a point of reference in a tutor's absence or if a tutor refers a student to them
- · To arrange departmental induction meetings for students
- To organise options meetings or arrange for information on options to be circulated
- · To monitor student progress during the session and the barring from examinations of students whose work and attendance has been unsatisfactory
- · Where this is not undertaken by the Chair of the departmental Examinations Sub-Board, to chair the meeting on student progression following the Sub-Board, and to advise the Student Progress Panel on students who have not met the progression criteria

YOUR PROGRAMME OF STUDY

REGISTRATION

New students

Continuing students

LSE card

Your programme

Your department

Your tutor

The Departmental Tutor

- To consider requests for degree transfers, including General Course transfers, in consultation with the department's Admissions Tutor(s), and make recommendations to the Undergraduate Studies Subcommittee
- · To consider requests for suspensions of regulations for an individual undergraduate student or body of undergraduate students, and make recommendations to the Undergraduate Studies Subcommittee
- · To consider and, where appropriate, approve requests for changes of course where students have failed or deferred a paper and wish to follow a different course
- · To consider and approve requests for changes of classes taught in the department
- To consider and, where appropriate, approve requests for repeat teaching by students who have failed (or deferred) the examination for a course offered by the department (except where the Student Progress Panel has given permission for repeat registration)

In some departments, the role will also include the monitoring of the performance of parttime teachers and to chair departmental staff/student committees

Each department also has a Departmental Manager, who can help you with matters relating to your degree programme and the courses offered. They are always willing to give whatever advice and information they can.

Most departments have a room for use by their students for study and discussion, but because of the requirements for teaching, these rooms are often used for teaching during the normal teaching week.

The School and University Regulations relating to your programme of study are quoted in the School Calendar, as are the Rules of the Library and the Conditions of Use of the Information Technology Services. Your signature on the registration form binds you to abide by all of these and by the following Conditions of Registration:

- 1. You agree to the relationship of the School and yourself being governed by English Law and to the English Courts having exclusive jurisdiction over any matter
- 2. You agree that you will stay in London or within reasonable distance of the School during term time (for dates of terms, please see the School Calendar). If for any reason you need to leave the School in term time, you will first consult your tutor/supervisor and inform the Student Services Centre.
- 3. You agree that, if you are away from the School through illness, you will inform your tutor/supervisor and, if you are away for more than a fortnight, you will send a medical certificate to the Student Services Centre.
- 4. You agree that if you change your place of residence you will inform the Student Services Centre of your new address, in writing or by amending it on your LSEforYou webpage, at once.
- 5. You agree that you are liable for fees while you are in registration at the School, including any fees which a sponsor has agreed to pay on your behalf. You agree that, if you decide to withdraw from or interrupt your studies, no refund of fees can be made until the Student Services Centre, has received notification in writing. Fees will be charged up to and including the week during which that written notification of withdrawal/interruption is received. You agree that, if you change your registration status, fees will be charged on a pro-rata basis as appropriate according to the date that official permission for the change was given.
- 6. You agree that you will pay tuition fees in full or in three instalments by the dates that have been already communicated to you. You accept that failure to pay tuition fees by the due date will invalidate your registration. You accept also that if you are in debt to the School (through deficiencies in the payment of tuition fees or of any other charges, which include but are not limited to Library and Accommodation charges) the School may terminate your registration and/or withhold official certification attesting to your progress at the School and to any academic award made to you.
- 7. You accept that LSE, like all other UK universities, collects and processes information on its students and staff for various essential administrative, academic, health and safety reasons, in order to pursue its legitimate interests as an institution of higher education. These interests include registration, allocation to teaching, monitoring and assessment of academic progress, entry to examinations, management of health and safety, planning, maintenance of order and contacting of next of kin in emergencies. This information is treated in strict confidence, and is covered by the provision of the Data Protection Act.

Please note that your LSE email account will be used for a variety of essential communications, including information on payment of your tuition fees. You will be assumed to have opened and acted upon these communications.

Please note that on all matters connected with the School and University regulations you should consult the Student Services Centre. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing. You should always ask for written confirmation of any information relating to your tuition fees

Tutors/supervisors should not be expected to be familiar with all regulations, nor should they be expected to pass on to the Student Services Centre information about your plans. It remains your sole responsibility to do so.

You must attend the School for the period set out in the regulations for your programme.

In practice this means three academic years as a full-time student for those registered on degrees (but four years in the cases of the LLB degree with French Law), General Course students are registered at the School for one academic session.

You must live within normal commuting distance of London in the UK; not go away during term-time without first consulting the Student Services Centre and your tutor; and come to the School for tuition and attend lectures, classes, seminars, etc, as your programme and tutor require.

The School reserves the right to refuse admission at the beginning of each term to any student whose attendance or progress has been unsatisfactory.

You are not normally advised to interrupt your studies. However, if you think you need to do so you should write formally to the Student Services Centre, explaining why you wish to break your studies and seeking permission. If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off. The maximum period of interruption normally allowed is one year. If you are given permission to interrupt your registration, your fees will be adjusted and you will be charged fees when you resume your registration at the new rate in operation at the time.

Before you make a final decision to terminate your studies, discuss your position with your tutor or one of the School's Advisers or the Dean of Undergraduate Studies. If, for whatever reason, you decide you are unable to continue with your programme and wish to leave in mid-session, you should write to the Student Services Centre. Any refund due will be calculated on the basis of a 30-week year. You will be liable for fees up to and including the week the Student Services Centre receives written notification of your withdrawal.

The contract between you and the School ends on the date of the main examination board for your degree programme, unless you formally withdraw from the School before then and before taking your final examinations. You remain subject to the School's regulations until the end of the contract, but you are not expected to remain in attendance after term ends. If you have disciplinary proceedings pending after the end of the contract, the School reserves the right to withhold any award until the conclusion of the proceedings.

Teaching starts on Monday, 6 October. In general, lectures begin at five past the hour and finish five minutes to the hour. A daily timetable (listing lectures in departmental and time order for the whole week) is displayed on the School's web site. This information can be accessed from any PC connected to the School network or from any internet connected PC. In addition there are 12 timetable only web access points in main entrances to buildings around the School where information and changes can be checked. Follow the timetabling information link from the School's home page http://www.lse.ac.uk/

Copyright in lectures is vested in the lecturers. Notes taken at lectures may be used only for the purposes of private study. Lectures may not be recorded without the lecturer's permission. Any recording permitted is subject to the conditions (if any) imposed by the lecturer and may not be used for anything except the student's private study.

For first-year students, classes normally begin in week three of the Michaelmas term (however some departments begin first year classes earlier), though lectures commence in week one. Classes for continuing and General Course students normally start in week two of the Michaelmas term. Class lists, times and locations are posted on the timetabling information web site.

Your class teachers will complete reports on your progress at the end of the Michaelmas and Lent terms. These reports are collected and added to your personal file. You will discuss them with your tutor at the beginning of the Lent and Summer terms. Details of classes and class reports are set out in the Code of Practice on Teaching and Learning for Undergraduates.

Attendance at lectures is optional but strongly recommended. Attendance at classes is compulsory. For most courses there will be a lecture series and accompanying classes. Details of the teaching arrangements are set out in the Course Guide.

The Departmental Manager

Study room

CONDITIONS OF STUDY

DURATION OF STUDY

Attendance requirements

Interruption of studies

Not all the options you wish to take may be available when you resume study.

Withdrawal from the School

Duration of contract and discipline

LECTURES, CLASSES AND TIMETABLES

Copyright

Classes

SUPERVISION AND ASSESSMENT OF PROGRESS **Class** reports

Attendance

If you wish to change your degree programme you must obtain a *Change of Degree Course Application Form* from the Student Services Centre, or from most Departmental Offices. You must then seek written approval from the Departmental Tutor of the department responsible for the degree you wish to follow and from the Departmental Tutor of the department responsible for the degree you wish to leave.

The Undergraduate Studies Subcommittee will consider your completed form when you have returned it to the Student Services Centre. We will inform you in writing if approval has been given. Permission will depend on the number of students already registered for a particular degree, your own qualifications, how many of the courses that you have already taken fit into the regulations of the degree to which you wish to transfer, and the admission quota for each degree.

The choices you register will form your official examination entry and will be used to timetable your classes.

Your degree programme is made up of a number of courses. You should have selected your courses before registration. Before finalising course choices, you should consult the degree regulations for your degree programme. First year students should have completed their provisional course choices online through the LSE website. Continuing students should select the course choices for the following session at the end of the Lent term. Course choices for the current session are confirmed by your tutor at your first meeting with him/her in the Michaelmas term.

You should note that it is your responsibility to ensure that your choices are consistent with the degree regulations. The deadline for final course choice is the end of week 4 of the Michaelmas term, except for half units that commence in the Lent term, when the deadline is the end of week 2 of the Lent term.

If you wish to change courses within degree regulations you will need to seek permission and must complete a *Course Change Form* available in the Student Services Centre and Departmental Offices. This should be countersigned by your tutor and returned to the drop box in the Student Services Centre. You can also send this through the internal mail system, but it will obviously take longer to process. The office will check the requested change against the regulations and the teaching timetable, and will post confirmation of the amendment on the intranet. *Follow the timetabling information link from the School's home page* http://www.lse.ac.uk/. Any changes made to your courses must have approval from your tutor and must be made by the end of week 4 of the Michaelmas term. If you miss the deadline for changing courses, you will have to apply to the Undergraduate Studies Subcommittee to be allowed a late change of course. *This is only agreed in exceptional of Course Application Forms* are available from the Student Services Centre and most departmental offices.

If, in exceptional circumstances, you wish to take a course outside the regulations for your degree programme, you should seek permission by completing a *Suspension of Regulations Application Form*, available from the Student Services Centre and from most Departmental Offices. This form must be completed and returned to the Student Services Centre. The application will then be considered by the Undergraduate Studies Subcommittee.

You must not assume that you will be allowed suspension of regulations. You should therefore continue to follow courses specified within the regulations until a decision has been taken. We will inform you in writing if approval has been given. Applications must be submitted by week 4 of the Michaelmas term.

When you are choosing your options you are limited to courses available at the School. In some circumstances you will be allowed to take courses offered at other University of London colleges, but normally only after approval has been given by the Undergraduate Studies Subcommittee. You should complete a *Suspension of Regulations Application Form*, unless an intercollegiate course is specified within the regulations for your degree, by week 4 of the Michaelmas term.

If you wish to have repeat teaching in a course that you have failed and you are not repeating the year of study, you need to obtain permission from the Departmental Tutor in the Department that offers the course as well as from your own tutor.

If you wish to change classes, you must complete a *Course Change Form*, and obtain the permission of the Departmental Tutor. You should note that this is only approved in exceptional circumstances.

CHANGING YOUR PROGRAMME

Transfer is not automatic. You must not assume that you will be allowed to change programmes.

This permission should be sought from the Undergraduate Studies Subcommittee via the Student Services Centre.

CHOOSING YOUR COURSES

Initial course choice

It is your responsibility to ensure that your choices are consistent with your programme regulations.

Changing course within degree regulations

Changing courses outside degree regulations

Courses at other University

of London colleges

Repeating teaching in

Changing classes

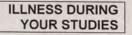
courses

See STUDENT SERVICES See ILLNESS AND EXAMINATIONS

If you are unwell during your programme of study you should inform your tutor as soon as possible. If you are ill for more than two weeks you should inform the Student Services Centre, of your non-attendance because of ill-health and of when you expect to return. If you think your illness may affect your examination performance you should obtain a medical certificate from your doctor and pass a copy with a letter of explanation to the Student Services Centre. The Student Services Centre will keep the letter on file and advise the relevant Board of Examiners for your degree.

An insurance company which specialises in student insurance is Endsleigh Insurance, 97 Southampton Row, London WC1B 4AG; tel: 020 7436 4451

If you need to study abroad as part of your programme of study, you should take out appropriate personal insurance. The School's insurance does not cover you while you are studying abroad.



STUDYING ABROAD

THE DEGREES

REGULATIONS FOR FIRST DEGREES

General

- These Regulations are made subject to the General Academic Regulations of the School. They apply to every student taking a programme leading to a first degree in the School of any course constituting part of such a degree.
- The first degrees in the School are the Bachelor of Arts (BA), the Bachelor of Science (BSc) and the Bachelor of Laws (LLB), comprising a number of programmes each leading either to the award of the degree with a particular title or to completion of the General Course.

Programme

- A programme leading to a degree normally extends over three or four consecutive academic years, as set out in the 3. programme regulations.
- A student will normally enrol for courses up to the value of four course units in each year. Courses must be chosen to comply with the programme regulations concerned.
- The School may permit a student to transfer from one programme to another within the School. Such permission will be 5 given only on the recommendation of the departmental tutors of the department responsible for the student's current degree and for the degree into which he/she wishes to transfer. A student wishing to transfer must apply for permission, by completing the appropriate form, available in the Student Services Centre.
- In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses normally to the maximum value of one full unit, listed in the programme regulations, other undergraduate courses of equivalent value. Such permission will not normally be given without the recommendation of the departmental tutor for the department responsible for the programme concerned. A student wishing to substitute a course must apply for permission, in writing, to the Departmental Tutor.
- The School may at its discretion permit a student to interrupt his or her studies on grounds of illness or other relevant 7. cause for a period normally not exceeding two years. A student wishing to interrupt shall apply in writing to the Academic Registrar.

Recognition of previous study

- 8. The School may exempt a student from part of a programme and may exempt such a student additionally from part of the examinations prescribed for the degree. A person who has obtained one of the following qualifications may be admitted direct to the second year and complete the programme in not less than two academic years:
 - a degree of a university in the United Kingdom, of the Council for National Academic Awards or of a university 8.1 outside the United Kingdom recognised by the School for the purpose;
 - 82 the Diploma in Economics of the University, obtained by external study;
 - any other qualification obtained by written examination, which is recognised by the School for the purpose; 83
 - gualifications other than those above and/or experience relevant to the programme. Such a person may be 8.4 required to sit a qualifying examination.
- The School may consider for admission direct to the second year or to an earlier point of a programme any person who will have taken part of a first degree programme or has appropriate qualifications and/or experience. Such a person may be required to sit a qualifying examination.
- 10. A student admitted under Regulation 8 or 9 may be granted exemption from courses and examinations, or may be subjected to additional requirements, in accordance with the relevant programme regulations.
- 11. When considering an application under Regulations 8, 9 or 10 the School shall consider the following:
 - 11.1 the standard and content of courses and examinations taken elsewhere, certified by the appropriate officer or officers of the relevant institution, and their relevance to the intended programme at the School;
 - 11.2 the compatibility of the study previously undertaken with the proposed programme, to allow a smooth transition into that programme
 - 11.3 the reasons given for transfer and observations made on them by the institution most recently attended. The applicant must have been eligible, on academic grounds, to continue study at that institution.

Students undertaking study elsewhere

- 12. Programme regulations may require the student to spend a period of study in a university designated by the School or in an alternative approved activity in another country.
- 13. The School may exceptionally permit a student to spend not more than one year of his/her degree programme, other than the first year, in another institution of university status and may exempt him/her from the courses that would have been taken in that year or part thereof, provided
 - 13.1 that the institution has been approved for this purpose by the School, and
 - 13.2 that the study carried out in that institution coheres with the remainder of the programme, and
 - 13.3 that any arrangements for the assessment of the student's performance in examinations in respect of the courses followed at that institution to be accepted in lieu of the examinations prescribed by course regulations have been approved for this purpose by the School, and
 - 13.4 that the standard of the course or courses attended by the student is equivalent to that of the course or courses the student would normally have followed at the School.
- 14. A student receiving permission under Regulation 13
 - 14.1 shall be exempted from the requirements of the programme by no more that a value of four course-units, from those elements of the examination which the student would have taken in the year or part thereof that he/she spent at another institution, and
 - 14.2 shall be credited with such marks or grades (if any) as the School shall think fit in respect of the assessment made in lieu of the prescribed examinations.

Examinations

- 15. A candidate will be deemed to have entered the examinations for the courses for which he/she is registered.
- 16. Candidates shall be bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.
- 17. The School will establish a board of examiners for the BA/BSc degrees, with appropriate subboards, and a board or boards of examiners for the LLB degrees. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each degree programme and who shall be involved and particularly influential in the decisions relating to the award of every degree and shall annually report to the Director, being asked specifically to comment and give judgement on the validity and integrity of the assessment process and the standard of student attainment
- 18. Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
- 19. Each board of examiners shall ensure inter alia that the application of approved classification schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each candidate to achieve a satisfactory overall standard.
- 20. A candidate will normally be examined in courses up to the value of four course units at the end of each year. A candidate will not be re-examined in any course which he or she has already passed other than under Regulation 25.
- 21. The School may at its discretion exclude from an examination a candidate who has not satisfactorily attended the course in that year of study or who has not completed the work required in that course.
- 22. No fee is payable for the first attempt at an examination.
- 23. A candidate 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 sit such an examination at the next time it is normally offered, without payment of a fee, whether or not in attendance at the School. A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time to time and must ensure that any examination fee payable must be received by the date specified by the School.
- 24. A candidate who has failed an examination and who has not been awarded a degree will normally be permitted and may be required to resit the failed paper at the first possible opportunity, but no paper shall be sat more than three times. For this purpose a student absent from an examination which she/he has entered shall be regarded as having sat it unless the board of examiners, having considered the facts of the case, shall decide otherwise.
- 25. A student registered on an LLB programme who has failed
- 25.1 in papers to the value of two or more course units in one year shall normally resit all papers taken in the year 25.2 in any paper may be required to resit any or all of the papers taken in that year.
- 26. A candidate registered on an LLB programme who is resitting examinations where the assessment includes an essay and who has passed in that course shall not resit that paper and his/her existing mark in it shall remain unchanged. A candidate who has failed in that course may resubmit the essay, and at their discretion the examiners may conduct an additional oral examination of the candidate which may concern not only the content of the essay but also its wider background.
- 27. Notwithstanding the provisions of Regulations 20 to 26, a candidate registered on the General Course is only entitled to resit a failed examination at the first possible opportunity. If such a candidate was absent or withdrew, a resit is not permitted.

Progression from one year to another

- 28. A student registered on a BA or BSc programme who has completed the first year of the programme and who has passed examinations in courses to the value of at least three course units will be eligible to progress to the second year of study in that programme. The School may consider an application to progress to the second year of the degree from a student who has not met this requirement and at its discretion the School may allow such a student to progress or to repeat the first year of the programme as appropriate.
- 29. A student registered on an LLB programme will be eligible to progress to the second year of study in that programme if he/she has completed the first year of the programme and has passed the examinations for all courses either at the first sitting or at resit. The School may consider an application to progress to the second year of the degree from a student who has not met this requirement and at its discretion the School may allow such a student to repeat the first year of the programme.
- 30. A student registered on a BA or BSc programme who has completed the second year of the programme, who has passed all examinations in courses from the first year of the programme and who has passed examinations in courses to the value of at least three course units from the second year will be eligible to progress to the final year. The School may consider an application to progress to the final year from a student who has not met this requirement and at its discretion the School may allow such a student to progress or to repeat the second year of the programme as appropriate.
- 31. A student registered on an LLB programme will be eligible to progress to the third year of the programme if he/she has completed the second year of the programme and
 - 31.1 has passed or had failure condoned in all examinations required to complete the year successfully, either at first sitting or at resit: or
 - 31.2 at the discretion of the School has been permitted to resit any failed paper concurrently with the papers of the third year.
- 32. A student registered on a programme normally completed in four years will be eligible to proceed to the fourth year of the programme if he/she has completed the second year of the programme and has passed all examinations required in that year and has passed any assessment required by the programme regulations in the third year. Nevertheless where a student has failed the assessment for the third year in circumstances certified by the examining university and regarded by the School as equivalent to those which would have entitled him/her to the offer of an Aegrotat degree of the University of London he/she may be permitted to enter the final year of the programme.

Methods of assessment

- 33. The methods(s) of assessment for each course and the weighting of each method of assessment will be specified in the Undergraduate Handbook
- 34. Where the regulations permit essays and reports on practical work or other material to count as part of the assessment for a course, such essays and reports must be submitted by the dates specified in the Calendar. Work submitted must be certified to be that of the candidate concerned and any quotation from the published or unpublished works of other persons must be acknowledged.
- 35. In addition to the methods of assessment as stated in the Calendar, examiners, at their discretion, may exceptionally test any candidate by means of an oral examination.
- 36. The School may in exceptional circumstances permit a variation of the method(s) of assessment for a course, in respect of some or all candidates.
- 37. Examinations will be held once in each year, except that there will also be a resit period for the LLB (other than the final year of the programme) during the Summer vacation. The School will post the full examinations timetable on the LSE website by the end of Lent term. Each candidate is responsible for consulting the timetable to ascertain the dates, times and places for all of her/his examinations
- 38. The conduct of candidates in assessment is governed by the Regulations on assessment offences in taught degree and diploma courses.

The award of a degree

- 39. Degrees are awarded by the University in accordance with the Regulations.
- 40. To be eligible for an award a candidate must have satisfied the requirements of all applicable Regulations and must have completed, and attempted every element of the assessment for, courses to the value of twelve course units or, for second year direct entry students, to the value of eight course units except where and to the extent that the special provisions under Regulation 47 apply.
- The classification of results will accord with the scheme of classification approved by the School for that programme. In 41 the case of second year direct entry students, the classification of results will not take into account the candidate's performance during previous studies at another institution.
- 42. A candidate awarded a degree will be awarded First Class Honours, Second Class Honours (Upper Division), Second Class Honours (Lower Division), Third Class Honours or, in the case of a candidate who does not quality for Honours, a Pass Degree
- 43. A list of successful candidates will be published by the School.

Information to students

- 44. Following each diet of examinations the School will issue to each student his/her marks or grades obtained at those examinations, for his/her personal information.
- 45. A degree certificate under the seal of the University will be despatched to each candidate who is awarded the degree. The certificate will state the title of the degree awarded.
- 46. The School will provide a transcript of marks or grades awarded to every student on completion of the programme

Special provisions

- 47. A candidate who has completed the programme and who, through illness or other cause judged sufficient by the School, has been absent from the whole or part of the examinations at the end of his or her final year, or though present at the whole 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 will receive special consideration on the basis of a medical certificate or other statement of the extenuating circumstances normally supported by records of the candidate's performance during the course and by assessments provided by the candidate's teachers, as follows:
 - 47.1 the candidate may be offered the award of either an Honours or Pass degree if absent from examinations to the value of no more than two full units but otherwise satisfying the School under Regulation 40. The candidate has the right to accept or decline the offer within a reasonable time specified by the School from time to time. In the event that the candidate has re-entered for examinations the offer will lapse.
 - 47.2 the candidate may be offered an Aegrotat degree if satisfying the School under Regulation 40 but not recommended for an Honours or Pass degree. The candidate has the right to accept or decline the offer within a reasonable time specified by the School from time to time. In the event that the candidate has re-entered for examinations, the offer will lapse. An Aegrotat degree will be unclassified.
- 48. A candidate upon whom a degree has been conferred ceases to be eligible for consideration for any further award arising from that programme.

Appeals against decisions of boards of examiners

49. Appeals against decisions of boards of examiners must be made in writing to the Academic Registrar under the Regulations for the consideration of appeals against decisions of boards of examiners for taught courses.

SCHEDULE TO THE REGULATIONS FOR FIRST DEGREES The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	All students	BA/BSc students only	LLB students only
5 - 6, 13, 36	Undergraduate Studies Subcommittee		
8 -10	Student Affairs Committee or Undergraduate Studies Subcommittee as appropriate		
14, 18, 19, 23 (resit permission), 24 - 26, 27, 31, 32, 35, 38, 47)		School Board of Examiners for BA and BSc degrees	School Board of Examiners for LLB degrees
17, 41	Academic Board on the recommendation of Teaching Learning and Assessment Committee		
21	Dean of Undergraduate Studies		
28, 30	Student Progress Panel		
15, 23 (fee date), 37, 43 - 46	Academic Registrar		

Classification Scheme for the BSc/BA Degrees

This classification scheme must be read in conjunction with the Regulations for the BA and BSc degrees, the relevant Course Guides and the Code of Practice on Teaching and Learning for Undergraduates.

1. Award of Marks

The examiners for each course will determine a	numeric
honours class or division, pass and fail grades:	
First Class Honours	70 - 10
Upper Second Class Honours	60 - 6
Lower Second Class Honours	50 - 5
Third Class Honours	40 - 4
Pass	34 - 3
Fail	0 - 3

2. Eligibility for Award of Degree

- the examiners by passing in courses to the value of at least 7 course units.

3. Treatment of Half-Units

For the purpose of determining classification marks only, the marks obtained for each pair of half-unit courses should be combined and averaged (with the resulting average mark being rounded up to the next whole mark above if necessary). Half-unit courses should be paired using the following criteria in the order set out below: 3.1 according to the appropriate degree regulations;

- 3.2 according to the stage of the degree: half-units taken in the same year should be paired;
- should be paired:
- next highest marks should be paired.

4. Classification Marks

The classification of each candidate shall be based on: 4.1 all eight marks of second and third year papers;

4.2 a ninth mark being the average (being rounded up or down if necessary to the nearest whole mark) of the best three first year marks. For second-year direct entry candidates, the ninth mark will be the average (rounded up or down if necessary to the nearest whole mark) of the best six second and third year marks. The aggregate for each candidate will be determined by adding all nine marks together. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 39 and 33. One borderline mark will be treated as falling within the class, division, pass or fail grade next above whenever doing so would improve a candidate's classification given the guidelines in paragraph 6 below. If there are two or more such borderline classification marks, no more than one will normally be treated this way.

6. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of

cal mark for each candidate based on the following scale of

- 00 9 19
- 33

2.1 In order to be considered for a degree, a candidate must have attempted and completed every element of the assessment for courses to the value of 12 course units, except that a second-year direct entry candidate must have attempted and completed every element of the assessment for courses to the value of 8 course units. 2.2 In order to be eligible for the award of a degree, a candidate must have satisfied the examiners by passing in courses to the value of at least 9 course units. In order to be eligible for the award of an honours degree, a candidate must have satisfied the examiners by passing in courses to the value of at least 10 course units. However, in order to be eligible for the award of a degree a second-year direct entry candidate must have satisfied

3.3 according to department in which the half-units are taken: half-units with the same departmental prefix (eg, MA)

3.4 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the

an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 6.1 to 6.5 below shall be classified in that class, division or pass grade, subject to the penalty rules that:

- (a) a candidate (not being a second-year direct entry candidate) who has passed in courses to the value of less than eleven course units, but would be eligible for the award of an honours degree, shall be classified in that class. division or pass grade next below that determined in accordance with sub-paragraphs 6.1 to 6.4 below.
- 6.1 For first class honours: Five first class marks; or four first class marks and an aggregate of at least 590
- 6.2 For upper second class honours: Five upper second class marks (or above); or four upper second class marks (or above) and an aggregate of at least 515
- 6.3 For lower second class honours: Five lower second class marks (or above); or four lower second class marks (or above) and an aggregate of at least 440
- 6.4 For third class honours: Five third class marks (or above)
- 6.5 For a pass degree: The minimum requirements for eligibility for the award of a degree as set out in paragraph 2 above.

7. General Proviso

While the examiners shall have regard to these guidelines, they reserve the right to depart from them if, in their judgement, this would be equitable for any individual candidate or any group of candidates.

BACHELOR OF LAWS

This degree is subject to the Regulations for First Degrees.

Classification Scheme

This classification scheme must be read in conjunction with the Regulations for the First Degrees, the Regulations for the LLB and LLB with French Law Degrees, the relevant course guides and the Code of Practice on Teaching and Learning for Undergraduates.

1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale of honours class or division, pass and fail grades:

70 - 100
60 - 69
50 - 59
45 - 49
40 - 44
30 - 39
0 - 29

2. Eligibility for Award of Degree

- 2.1 In order to be considered for a degree, a candidate must have attempted and completed every element of the assessment for Part I of the Degree and thereafter Part II of the Degree.
- 2.2 In order to be eligible for the award of a degree, a candidate must have satisfied the examiners by
- passing Part I of the Degree and thereafter have satisfied the examiners by passing Part II of the Degree. 2.3 In order to be eligible for the award of the Degree of Bachelor of Laws with French Law a candidate must, in addition to 2.1 and 2.2, have completed and passed the Diploma in Law of the University of Strasbourg.

3. Treatment of Half-units

For the purpose of determining classification marks only, the marks obtained for each pair of half-unit courses should be combined and averaged (with the resulting average mark being rounded up to the next whole mark above if necessary). Half-unit courses should be paired using the following criteria in the order set out below:

- 3.1 according to the stage of the degree: half-units taken in the same year should be paired;
- 3.2 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the next highest marks should be paired.

4. Classification Marks

The classification of each candidate shall be based on all eight marks of the full subjects taken for Parts I and II of the Degree. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 44, 39 and 29. One borderline mark in Part I and one borderline mark in Part II shall be raised so as to fall within the class, division, pass or fail grade next above whenever the candidate has shown appropriate strength elsewhere. No mark in Part I shall be raised retrospectively when the candidate's Part II marks are being considered.

6. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 6.1 to 6.5 below shall be classified in that class, division or pass grade, subject to (a) and (b) below:

- (a) a candidate whose marks include fail marks, but who has otherwise achieved the minimum requirement for the award of an honours degree, should normally be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 6.1 to 6.4.
- (b) a candidate who has marks of a higher class than that for which he is being considered shall have those higher marks regarded as some compensation in determining whether the aggregate mark is near enough to the 'normal aggregate'

6.1 For first class honours:

- 6.1.1 Four first class marks: or
- 6.1.2 Three first class marks and an aggregate mark which is near the 'normal aggregate' of 540.

6.2 For upper second class honours:

6.2.1 Four upper second marks (or above); or

6.2.2 Three upper second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 480.

6.3 For lower second class honours:

- 6.3.1 Four lower second marks (or above); or
- 6.4 For third class honours:
- 6.4.1 Four third marks (or above); or
 - 6.4.2 Three third marks (or above) and an aggregate mark which is near the 'normal aggregate' of 360.
- 6.5 For a pass degree:
 - 6.5.1 Eight pass marks (or above); or
 - 6.5.2 Six pass marks (or above), of which at least two are third class (or above) and the 'normal aggregate' of 320.

General Proviso

While the examiners shall have regard to the rules and guidelines, they reserve the right to depart from them if, in their judgement, this would be equitable for any individual candidate or any group of candidates.

SCHEME OF PASS AND REFERENCE RULES FOR PARTS I AND II OF THE LLB AND LLF DEGREES

PARTI

A. A Pass

- (1) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 35, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
- (2) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.
- (3) Any candidate with one or two condoned fail marks will be given one opportunity in September, if they wish, to resit the relevant examination(s). If the candidate fails the resit(s), the original condoned fail mark(s) will be reinstated. If they pass the resit(s) the mark(s) achieved will be entered on their official transcript, however, for the purposes of classification of the law degree after the completion of the Part II examinations the mark(s) of 40 will be considered to be the mark(s) that they attained.

B. A Reference

- (4) A candidate who fails to pass in one subject may be referred in that subject provided that she/he has at least 30 marks in that subject and at least the pass mark in the other subjects, and provided that her/his total marks exceed an aggregate of 160 by at least the amount of her/his deficiency in the subject in which she/he has failed;
- (5) A candidate who fails to pass in two subjects may be referred in one of them provided that she/he has at least 30 marks in that subject, at least 38 in the other failed subject, and that her/his total marks exceed an aggregate of 160 by at least twice the amount of her/his deficiency in the subjects in which she/he has failed.
- (6) Any candidate who is referred in one or two subjects and passes the resit(s) will have the mark(s) achieved entered on their official transcript, however, for the purposes of classification of the law degree after the completion of the Part II examinations the mark(s) of 40 will be considered to be the mark(s) that they attained.

PART II

A. A Pass

- (7) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 30, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40:
- (8) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.

SCHEME FOR THE LLB AND LLB WITH FRENCH LAW INTERMEDIATE EXAMINATION

This scheme should be read in conjunction with the Regulations for the First Degrees. The Regulations for the LLB and the LLB with French Law Degrees, the relevant Course Guides and the Code of Practice on Teaching and Learning for Undergraduates.

6.3.2 Three lower second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 400.

Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale:

First Class	70 - 100
Upper Second Class	60 - 69
Lower Second Class	50 - 59
Pass	40 - 49
Fail	30 - 39
Bad Fail	0 - 29

2. Eligibility for Passing the First Year

- 2.1 In order to be considered for the Intermediate Examination, a candidate must have attempted and completed every element of the first year of the LLB or the LLB with French Law degree.
- 2.2 In order to pass the Intermediate Examination, a candidate must have satisfied the examiners by passing all 5 examinations that make up the Intermediate Examination.

3. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 39 and 29. One borderline mark shall be raised so as to fall within the class or pass grade next above whenever the candidate has shown appropriate strength elsewhere. Where there is more than one borderline mark, the lowest mark should be raised.

4 A Reference

A candidate who fails in fewer than two subjects may be referred in those failed subjects only provided that she/he has at least 30 marks in each of them. (NB: Property 1 and Introduction to the Legal System count as half subjects for this purpose).

5 A Fail

A candidate who fails in two or more subjects fails the Intermediate Examination. (NB: Property 1 and Introduction to the Legal system count as half subjects for this purpose).

6. The September (re-sit) Intermediate Examination

6.1 Candidates who are referred are entitled to re-sit all failed subjects in the September (re-sit) Intermediate Examination. 6.2 Candidates who fail are entitled to re-sit the entire Intermediate Examination in the September (re-sit) Intermediate Examination

7. The number of attempts at the Intermediate Examination

Candidates who are eligible to sit the Intermediate Examination (see 2.1 above) are entitled, if they have been referred or failed the Intermediate Examination, to a total of 3 attempts at the Intermediate Examination or that part of it in which they have been referred.

8. General Proviso

While the examiners shall have regard to the rules and guidelines, they reserve the right to depart from them if, in their judgement, this would be equitable for any individual candidate or any group of candidates.

Regulations for the LLB and LLB with French Law Degrees

Each programme includes three parts, Intermediate (taken at the end of the first year), Part I and Part II. Each part is examined in the Summer Term; if the examiners require candidates to be re-examined for the Intermediate or Part I examinations, these will normally take place in September. The LLB with French Law also includes a year's programme of study in the Law Faculty of the Université de Strasbourg III (Robert Schuman).

At the discretion of the School, and with the permission of the other college concerned, arrangements may be made for students to take courses at other colleges of the University in legal subjects not taught at LSE.

The attention of LLB students is drawn to the section on Advantages and Concessions in Professional Training.

CODE OF PRACTICE ON TEACHING, LEARNING AND ASSESSMENT FOR UNDERGRADUATES

Introduction

This Code applies to all undergraduates and General Course students and to all teachers. It sets out general School practices which establish required minimum standards and lays down the reciprocal obligations of staff and students necessary to a framework in which teaching can take place effectively and efficiently. Within this framework each student, with guidance from his or her tutor, is expected to choose, plan and carry through the work required for each course. Each teacher must provide a fully professional service, and the School will provide support and advisory services.

Obligations and responsibilities of tutors of undergraduate and General Course students

- 1.1 On joining the School every student is allocated a member of the academic staff in his or her Department as a tutor. 1.2 The tasks of tutors are
 - · to get to know their students, to become acquainted with their background and interests, and to make them aware of the support that they can access. Tutors should make it their business to be aware of the general welfare of each tutee, for example their health and their conditions of living in London, and try to ensure that they are not getting into difficulties through want of advice where it may affect their academic work.

- programme or course concerned
- appointments with them
- of Undergraduate Studies or Academic Registrar to make enquiries.

 - · to sign tutees' course choice forms.

 - academic or other difficulties.
 - later if necessary.

 - 1.5
 - 16 tutor and tutee
 - times should not start and finish on the hour but should extend from half-past to half-past, whenever practicable
 - 1.8 Studies, and who co-ordinates tutorial and class work within the department.

Obligations and responsibilities of lecturers and class teachers Timekeeping

- Lectures and classes start at five minutes past the hour and end at five minutes to the hour. 21 2.2 Room Resources Unit.
- but should extend from half-past to half-past, whenever practicable

Lectures

- 2.5
- approved change to examination format.
- necessary information.

Classes

- they are available.
- give the class programmes to the class teachers.

· to be a channel of communication between individual students and those responsible for providing and administering the

 to consider the academic progress of tutees, and write their observations and a summary of progress on students' record cards. · to make every reasonable effort to discuss the class teachers' reports with their tutees at the beginning of the Lent and Summer terms, and to sign the record cards either to confirm that the reports have been discussed, or that the tutees have failed to keep

· to inform tutees whose attendance and progress are not satisfactory, in writing, that improvement is necessary, or ask the Dean

· in the most serious cases to decide whether to recommend that tutees be barred from examinations and/or reported to the Committee on Student Progress via the Academic Registrar.

• to advise the Director or other School officers should a tutee apply for financial or other special assistance, or get into serious

to write references for their tutees, or, where unwilling, to explain why they are not able to do so.

1.3 Tutors must see tutees individually at least twice a term and, in the first term of a student's first year, at least three times. The timing of such interviews should enable both student and tutor to meet current administrative requirements, and the first such meeting should take place early in the term. Tutors must discuss tutees' general academic progress and other matters with them, in the light of their class performance. At the end of each meeting the timing of the next meeting should be agreed, with details to be supplied

1.4 The length of tutorial meetings will as far as possible without interruption and distraction vary according to the particular needs of the tutee. Tutees should feel that they have full opportunity to outline their problems and receive help.

Tutors must have a good working knowledge of the structure and regulations of the programmes of the School. The Calendar/ Undergraduate Handbook is the authoritative source of information on all programmes and courses. Tutors needing advice on rules and regulations should consult the Departmental Tutor or the Dean of Undergraduate Studies.

Where a tutee's questions concern a particular course the tutor may advise the tutee to consult the teacher responsible (as shown in the Course Guide). Where such questions occur regularly the Department concerned should distributes guidance notes to help both

1.7 All tutors should display notices on their doors giving their Office Hour times when they will be available to see any student without prior appointment, and the names and room numbers of their secretaries or other support. Tutors may use their Office Hours to see tutees but should in any case set aside separate times for this purpose. The departmental office must have the tutor's timetable and other commitments in order that advice may be given on other times when the tutor may be available, and have the tutor's home telephone number so that he or she may be contacted in emergencies. To maximise accessibility, Office Hours and other open-door

Each department appoints a Departmental Tutor, who is the immediate link between students and the Dean of Undergraduate

1.9 It sometimes happens that the relationship between the tutor and tutee does not prosper. If this occurs, the Departmental Tutor should arrange for a change of tutor. If the Departmental Tutor is also the tutor, the Convener will make the arrangements.

Teachers must be punctual for their teaching commitments, and should only exceptionally take on commitments which would lead to a lecture or class being missed. If cancellation of a teaching commitment is unavoidable the teacher should inform the Teaching Room Resources Unit and the department as soon as possible and should promptly arrange an additional meeting to make up the loss. Teachers should note that if they are absent without warning from a teaching commitment the students will inform the Teaching

2.3 All teachers should be accessible to their students and ready to help them with problems they encounter with topics in the lectures to which the courses relate. Full-time teachers, and where possible part-time teachers, should display notices giving their Office Hour times when they will be available to see any student without prior appointment, and the names and room numbers of their secretaries or other support. Teachers may use their Office Hours to see tutees but should in any case set aside separate times for this purpose. The departmental office must have the teacher's timetable and other commitments in order that advice may be given on other times when the teacher may be available, and have the teacher's home telephone number so that he or she may be contacted in emergencies. To maximise accessibility, Office Hours and other open-door times should not start and finish on the hour

2.4 Lectures are an important part of the teaching and learning experience. The structure and content of each course is set out in the Course Guides, and lecturers should ensure that their teaching is consistent with this information. When the content of a course changes to the extent that previous examination papers may not be a reliable guide to future papers,

lecturers should warn students and should produce sample questions for the new parts of the course. When the course is new there will be no previous papers, and a full sample paper should be produced. Students must be given clear advance warning of any

2.6 Reading lists are essential guides to the material relevant to courses. Lecturers should ensure that reading lists are up-to-date and indicate the relative importance of their contents. Lecturers should help the Library to ensure that the right items, in the right numbers and at the right time, are available in the Library Course and/or Offprint Collections, by providing it in good time with all the

2.7 Lecturers are responsible for organising the class programmes for their courses, and for liaising with class teachers to ensure that everything is well-organised and properly co-ordinated not only before classes begin but also during the course. They must advise class teachers on the standards to which class work should be marked and should discuss the marking criteria for class work where

2.8 Lecturers must give class programmes to students well in advance and should indicate the written work required. Lecturers must

2.9 Class work for full-year courses should normally include at least four pieces of written work (two each in the Michaelmas and Lent terms), set either by the course lecturer or class teacher. It should be marked by the class teacher except in cases where it forms part of the overall assessment of the course, where special arrangements apply. Class work should be distributed in advance, done by students in their own time and, if marks are to be awarded, should be collected, marked by the class teacher, and returned with written comments and the marks clearly indicated, within two weeks. The class teacher must record marks in the class registers.

- 2.10 Class teachers should ensure that they record student class attendance and marks for work done. They must report to the Academic Registrar on forms provided when, without satisfactory explanation, any student is regularly absent or absent on two consecutive occasions or fails to submit class work on time.
- Class teachers must not arrange or accept additions to or deletions from their classes until such changes have been formally 2.11 recorded by the Student Service Centre, and should report to the Office any students who try to attend their classes but whose names do not appear on the official register.
- 2.12 Class reports are integral to the School's feedback system on the academic progress of students and an essential source of information for references to potential employers. Class teachers must complete reports on each of their students during and at the end of both the Michaelmas and Lent terms. They must ascertain procedures within their department for returning class registers to the Student Service Centre so as to ensure that they are returned on or before the due date.
- 2.13 Class teachers are required to give a grade for each student's class work and class participation in their end of term reports. This grade is an indication of the student's performance and of his/her ability to work under non-examination conditions
- Where written work is set by the tutor a deadline for its submission must be set at the same time. The work should be marked and 2.14 returned to the tutee, with written comments and advice, within two weeks of its submission.

Obligations and responsibilities of students

- Students must attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must 3.1 first consult their tutors and should normally apply four weeks in advance to the Student Service Centre. Students away through illness must inform their tutor and, where the absence is for more than a fortnight, also the Student Service Centre. The School is required to notify the relevant local education authority if a home student is absent for more than three weeks.
- 32 Students must see their tutors at least three times in the first term of their first year, and at least twice a term thereafter, and should keep all appointments made with them. The meetings at the beginning of the Lent and Summer terms, at which class teachers' reports are discussed, are particularly important.
- Students should decide their choice of courses after discussion with tutors; if the tutor is not available, the student can consult the 33 Departmental Tutor. Students must check with tutors that their choice of course accords with the programme regulations published in the Calendar/Undergraduate Handbook and ensure that tutors sign the course choice form. Completed and signed forms must be returned to the Student Service Centre by the date given on the forms or on covering letters. Students must report all subsequent changes to the Student Service Centre. They will not normally be able to take the examination in any course for which they are not formally registered by the Student Service Centre.
- 3.4 Students should know the timetable for their courses by consulting the publicly-displayed lecture timetables and class lists and the Timetables Alterations notice boards and/or website.
- Students may not change classes unless there is a clash with another legitimate academic requirement or a compelling non-academic 3.5 reason supported in writing by the Departmental Tutor in the department responsible for that course. Class changes must be arranged and recorded by the Student Service Centre. They will not otherwise be recognised for attendance and assessment purposes.
- Attendance at classes is compulsory and records are kept by class teachers, who are required to report to the Academic Registrar 3.6 any student absent on two consecutive occasions or regularly absent without good reason. If a teacher is absent with little or no warning from a teaching commitment, students should inform the Teaching Room Resources Unit Office.
- 3.7 Students must submit all required work on time and take note of guidance and feedback from their class teachers and tutors. Class teachers are required to report to the Academic Registrar when written work is not handed in on time. Class teachers give a grade for each student's class participation in their end of term reports, as well as a general assessment of the student's progress.
- 38 Permission to enter the examinations may be denied to students who regularly miss classes and/or do not provide required written work. Students should complete the School teaching questionnaires, whether electronic or on paper. 3.9
- 3.10 Students must communicate changes of address to the Student Service Centre as soon as they occur. Examination and some other important material is sent to term-time addresses.

The examination system

- 4.1 Most students follow four courses of study during the academic session and are examined in them at the end of the year. Exceptions are set out in the relevant regulations in the Calendar/Undergraduate Handbook.
- 4.2 No student will be admitted to an examination without having attended the appropriate course of study in accordance with the regulations. To meet this requirement the School monitors the attendance of students at classes and their submission of coursework. Tutors have to satisfy themselves, on the basis of class teachers' reports, that students have followed their courses satisfactorily. If they are not satisfied they may recommend that a student be set conditions for entry to, or be barred from, to the examination or examinations concerned.
- 4.3 Most examinations are of the traditional three-hour (or, for half-unit courses, two-hour) unseen written type. Some are either by advanced notice written examination or by one or more essays, which usually have to be submitted by May. Methods of examination are given in the Course Guides in the Calendar/Undergraduate Handbook.
- 4.4 Once the examination timetable has been produced an examinations admission form, with a unique examination number, and Notes for Candidates are sent to each candidate at the term-time address held by the Student Service Centre. Notes for Candidates is a most important document and should be read in full.
- 45 The full examinations timetable is posted on the web. All candidates should not only consult the timetable when first posted to ascertain examination dates and times, but should also look at the web at regular intervals to see if any changes have had to be made.
- 4.6 All students who require special examination arrangements must see their tutor or the Adviser to Students with Disabilities, who will pass the information to the Academic Registrar. The School will do all it can to assist students with special needs, but will not normally accept applications for special examination arrangements later than the end of the Lent term.
- 4.7 The School provides special examination rooms for candidates who for approved reasons cannot take examinations in the usual

EXAMINATIONS

If you are a registered candidate, you must sit all of your examinations at the School. The only exception is where a candidate is taking an intercollegiate course where the examination would normally be sat at the institution which delivered the teaching.

Examination Timetable

The provisional examination timetable will be published by the end of the Lent term. Your personal examination timetable will be available via LSEforYou early in the Summer term. Examinations will take place in the Summer term and students are required to be in attendance at the School throughout the exam period and available until 2 July 2004.

Examination Entry

The course choices you make at the start of the session and which are displayed on LSEforYou will constitute your examination entry.

Deferring Examinations

Deferral is only granted in exceptional circumstances.

Deferment is not a right. School regulations normally require candidates to sit all examinations in the academic session in which the courses were first studied. If you wish to defer an examination, you will need to obtain the permission of the Chair of the Sub Board of Examiners for your degree. You should note that permission to defer is only given in exceptional circumstances. You should normally obtain this before the end of the first week of the Summer term.

If you wish to defer all your examinations this session, you should first discuss your position with your tutor. You are also advised to discuss this with the Dean of Undergraduate Studies. You will need to obtain written permission from the Chair of the Sub Board. You should have good reason for not sitting examinations in the year in which you were taught.

Illness and Examinations

Evidence of medical or extenuating circumstances must be submitted within seven days of your last examination.

Before examinations

If you are ill before your examinations and you think your illness may affect your examination performance, you can ask the Board of Examiners to take this into consideration. You must get a medical certificate confirming your illness and write formally to the board via the Student Services Centre, quoting your candidate number and your programme of study. This must be received within seven days of your last examination. Any information submitted after the meeting of the Board of Examiners cannot be taken into consideration.

During examinations

If you are taken ill (or involved in an accident) just before or during your examination, you must contact the Student Services Centre Advice and Reception Team immediately to discuss your situation.

Special Exam Arrangements

Please discuss your needs as early as possible with the Adviser to Students with Disabilities & Dyslexia

Candidates with a long-term physical, medical and/or psychological condition may apply for special examination arrangements. Candidates should contact the Adviser to Students with Disabilities & Dyslexia in H417A as early as possible and no later than the end of Lent Term. Special arrangements agreed in the past have included the use of aids, extra time, rest periods, special examination accommodation, etc. To apply for special examination arrangements, you will need medical certification and/or other supporting documentation.

Late applications for special arrangements will only be considered if you experience sudden injury or illness. Such applications should be made at the Student Services Centre.

Examinations Overseas

If satisfactory arrangements cannot be made overseas examinations will have to be taken at the School.

Unregistered re-sit candidates may apply to sit examinations overseas at an approved overseas centre by writing to the Student Services Centre by 1 March 2004. Registered candidates can only sit examinations overseas if they have obtained exceptional permission from the Dean of Undergraduate Studies.

Please note, where satisfactory arrangements cannot be made at an overseas location, candidates will be required to sit their examinations at the School.

Fee: The overseas examination fee is £150, payable by all candidates allowed to take examinations overseas in addition to any re-sit fee. Late applications may be subject to an additional fee.

Assessment Offences

in Taught Degree and Diploma Courses.

Examination (including assessed course work) offences are defined by the School's Regulations on Assessment Offences

Cheating

Cheating is an attempt to deceive the examiners and is an offence. It includes but is not limited to:

- · the use of books, notes, instruments, computer files or other materials or aids in the examination room that are not expressly permitted:
- · assistance or the communication of information by one candidate to another in an examination room or where not permitted by the examiners;
- · copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners.

Plagiarism

Plagiarism is the submission of work submitted by you for assessment which does not acknowledge the words and/or ideas of another person(s), whether published or not. Any quotation from the published or unpublished works of another person(s), including another candidate(s), must be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in the proper format. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as does a single unacknowledged long quotation from a single source.

Results

Shortly after the Board of Examiners for your programme has met, a pass list will be published on the noticeboards on the Ground Floor of the Old Building. Your detailed results will be sent to your permanent home address as it appears in LSEforYou. The Student Services Centre cannot give out examination results.

Examination Re-sits

You are allowed up to three entries only for each examination paper. If you have passed an examination, you will not be allowed to re-sit it unless required by the degree regulations.

Re-sits in registration

If you are re-sitting in registration, you will be automatically re-entered for the failed paper(s).

Re-sits out of registration

If you are re-sitting out of registration, you are required to complete a request to re-enter examinations form available at the Student Services Centre by end-November of the session in which the examination(s) take place. You will also have to pay a re-sit fee of £60 per full unit paper and £35 per half unit paper.

Student Progress Panel

The Student Progress Panel considers applications from students who wish to proceed to the next year of study despite not having met the progression rules specified for their degree. It also considers applications for repeat registration as a full- or part-time student

Progression rules

Every degree programmes has rules about progression. Students who fail to meet these rules will not normally be allowed to proceed to the next year of study for their degree programme. They may, however, re-sit examinations at the first available opportunity as an unregistered student.

Procedure

Send applications and supporting statements to the Student Services Centre as early as possible.

If you have failed to meet the progression rules for your degree, you will need to complete an application form for registration in the next session. You may also submit a formal statement to the Student Progress Panel to explain the reasons for poor performance (eg health, domestic or personal difficulties encountered during the session). The Panel is unlikely to grant progression with an additional course load unless a strong case has been made, including some indication that any significant problems have been resolved. The Panel takes into account the views of your personal tutor, class reports, and, if relevant, medical or other documented evidence submitted.

Presentation Ceremonies

Ceremonies are held at which those to be awarded a degree are presented to the Director by their departments. Official photographs and videos of the ceremony are available for sale, and receptions are held for students and their guests in departmental groups.

Early in Summer term, an invitation and booking form is sent to the term address (as it appears in LSEforYou) of all students expected to be eligible to attend. Each student is allowed to purchase two quest tickets (£15 in 2003) and may request to purchase additional guest tickets. As extra guest tickets are only made available if there is room, booking forms should be returned by the advertised date. There is no guarantee that late-booking students or guests can be accommodated (NB: refunds will be issued where notice of withdrawal is received in good time or if for any reason a student becomes unable to take part in a ceremony).

Examination Appeals

If you wish to appeal against a decision of the board of examiners where the School is responsible for administering the examination in question, please refer to the relevant regulations. There is no appeal against the academic judgement of the examiners.

Undergraduate Programme Regulations

Year

10.8

Key to Undergraduate Regulations (H) means a half-unit course LT means Lent Term MT means Michaelmas Term ST means Summer Term (not 03) means not available in 2003-04 academic year **BSc Accounting and Finance** Paper Course number and title Year 1 AC100 Elements of Accounting and Finance EC102 Economics B Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST107 Ouantitative Methods (Statistics) H or ST102 Elementary Statistical Theory Either SO105 Industrial Enterprise in Contemporary Perspective or an approved paper taught outside the Department Year 2 AC211 Managerial Accounting AC212 Principles of Finance Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles One of Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics Either ID200 Organisational Theory and Behaviour or MN200 The Process of Management or OR201 Operational Research for Management or OR202 Operational Research Methods Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students) Year 3 AC330 Financial Accounting 10 & 11 Two of AC340 Auditing and Accountability, AC320 Corporate Finance and Financial Markets, AC310 Advanced Managerial Accounting 12 One of LL209 Commercial Law Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics A further paper named in 8 above Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third vear students) **BSc Accounting and Finance** For students registered in or after 2003/04.

Paper Course number and title

Year 1

Δ

- AC100 Elements of Accounting and Finance
- EC102 Economics B
- Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H or ST102 Elementary Statistical Theory
- One of MA100 Mathematical Methods (must be selected if ST102 taken under paper No 3) An approved paper taught outside the Department
- Year 2
- AC211 Managerial Accounting
- AC212 Principles of Finance
 - Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles
 - One of

Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics

Either ID200 Organisational Theory and Behaviour MN200 The Process of Management or OR201 Operational Research for Management (not available if MA107/ST107 or MA100 and ST102 taken in year 1) or OR202 Operational Research Methods

Undergraduate Programme Regulations 1

	Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third vear students)
3	,
	AC330 Financial Accounting
11	Two of AC340 Auditing and Accountability AC320 Corporate

10 0 11	the erries to reading ere deserver of the ere and
	Finance and Financial Markets, AC310 Advanced Managerial
	Accounting
12	One of
	LL209 Commercial Law
	Either EC220 Introduction to Econometrics
	or EC221 Principles of Econometrics
	A further paper named in 8 above
	Approved papers to the value of one unit taught outside the
	Department (normally papers available only to second or third
	year students)

BSc Actuarial Science

Paper	Course number and title
Year 1	
1	ST102 Elementary Statistical Theory
2	MA100 Mathematical Methods
3	AC100 Elements of Accounting and Finance
4	EC102 Economics B
Year 2	
5	ST202 Probability, Distribution Theory and Inference
6	MA201 Further Mathematical Methods (Linear Algebra) (H) and MA200 Further Mathematical Methods (Calculus) (H)
7	ST226 Actuarial Investigations – Financial H and ST227 Survival Models (H)
8	Courses to the value of one unit from:
0	SO100 Principles of Sociology, PS102 Self, Others and Society: Perspectives on Social and Applied Psychology, IS143
	Information Technology and Society (may not be selected if IS240 has previously been taken), SA103 Population, Economy
	and Society, MA103 Introduction to Abstract Mathematics,
	ST218 Project in Applied Statistics, and an approved paper
	taught outside the Department
Year 3	CTOOL CLUB'S Description (1) and CTOOL Time Carlies and
9	ST302 Stochastic Processes (H) and ST304 Time Series and Forecasting (H)
10	ST300 Regression Analysis and Generalised Linear Models (H) and ST306 Actuarial Mathematics: General (H)
11	ST305 Actuarial Mathematics: Life
12	ST330 Stochastic and Actuarial Methods in Finance
	ts can replace 10, 11 or 12 with subjects to the value of one unit
	ed by their tutor, but this will affect exemptions from examinations

set by the Institute and Faculty of Actuaries.

BA Anthropology and Law

Paper	Course number and title
Year 1	and the second
1	AN100 Introduction to Social Anthropology
2	AN101 Ethnography and Theory
3	LL106 Public Law
4	LL104 Law of Obligations
Year 2	
5	AN226 Political and Legal Anthropology
6	LL108 Criminal Law
7	LL105 Law of Property I (H) and a further paper to the value of one half-unit to be selected from either Anthropology Selection List A or from the Law Selection List
8	Courses to the value of one unit to be selected from the Anthropology Selection Lists A and B
Year 3	
9	LL232 Law and Institutions of the European Union
10	One course not already taken in the second year to be selected from Anthropology Selection List B
11 & 12	
Matori M	a more than one and a half units taken under 7 and 8 11 and 12

may be selected from Selection List A

	ppology Selection List A	BSc Business Mathematics and Statistics	* Students will not be p under these options, w
AN203	The Anthropology of Lowlands Latin America (H) (not 03) Advanced Ethnography of Melanesia	Paper Course number and title Year 1	
AN205 AN206	The Anthropology of the Mediterranean, with special reference	1 ST102 Elementary Statistical Theory	
ANZUO	to Greece and Cyprus (H) (not 03)	2 MA100 Mathematical Methods	BSc Econometrics and Ma
AN207	The Anthropology of Madagascar (H) (not 03)	3 Either EC100 Economics A* or EC102 Economics B	Paper Course number and th
AN208	Anthropological Linguistics (H) (not 03)	*The Course Tutor must approve and countersign the selection of	Year 1
AN209	Research Methods in Social Anthropology (H) (not 03)	options form for any student wishing to take EC100	1 EC102 Economics B
AN210	The Anthropology of Conflict, Revolution and War (H) (not 03)	4 AC100 Elements of Accounting and Finance	2 MA100 Mathematical
AN211	The Anthropology of Death (H) (not 03)	Year 2	3 ST102 Elementary Stat
AN212	The Anthropology of Art and Communication (H) (not 03)	5 MA200 Further Mathematical Methods (Calculus) (H) and	4 An approved paper tai
AN213	Anthropological Theories of Exchange (H) (not 03)	MA201 Further Mathematical Methods (Linear Algebra) (H)	of Economics
AN214	The Anthropology of India (not 03)	6 Either ST202 Probability, Distribution Theory and Inference or	Year 2
AN215	The Anthropology of Hunters and Gatherers of Sub-Saharan	ST218 Projects in Applied Statistics	5 Either EC201 Microeco
	Africa (H) (not 03)	7 Courses to the value of one unit from	or EC202 Microeconor
AN216	Cognition and Anthropology (H) (not 03)	MA103 Introduction to Abstract Mathematics	6 EC221 Principles of Ec
AN217	The Anthropology of East and Central Africa (H) (not 03)	OR202 Operational Research Methods	7 One from
AN219	The Anthropology of Agrarian Development and Social Change	ST202 Probability, Distribution Theory and Inference	AC100 Elements of Ac
	(H) (not 03)	ST218 Projects in Applied Statistics (if not taken under paper 6),	EC210 Macroeconomi
AN221	The Anthropology of Christianity (H) (not 03)	courses to the value of one unit from	MA200 Further Mathe
AN223	The Anthropology of South East Asia (H)	ST226 Actuarial Investigations – Financial (H)	MA201 Further Mathe
AN229	The Anthropology of Religious Nationalism and	ST227 Survival Models (H)	MA300 Game Theory
	Fundamentalism (H) (not 03)	ST205 Sample Surveys and Experiments (H)	OR201 Operational Re
AN230	The Anthropology of Industrialisation and Industrial Life (H)	8 Courses to the value of one unit from:	PH211 Philosophy of E
	(not 03)	AC212 Principles of Finance	8 Either ST202 Probabili
AN231	The Anthropology of China (H)	EC202 Microeconomic Principles II (only if EC102 has previously	or an approved paper
AN232	Film and Photography in Anthropological Practice and Theory	been taken)	Year 3
	(H) (not 03)	EC210 Macroeconomic Principles (only if EC102 has previously	9 Either EC309 Economi
AN233	The Anthropology of South-West Asian and North African	been taken)	Economics or EC333 F
-	Societies (H) (not 03)	EC221 Principles of Econometrics	10 One from the Selectio
AN235	The Anthropology of Southern Africa (H) (not 03)	IS143 Information Technology and Society (may not be selected	11 Either a further paper
AN236	The Anthropology of Governance in the Modern State (H) (may	if IS240 has previously been taken)	the Selection list below
411227	not be combined with AN239) (not 03)	PS102 Self, Others and Society: Perspectives on Social and	12 EC331 Project in Quar
AN237	The Anthropology of Development (H) (not 03)	Applied Psychology	
AN238	Anthropology and Human Rights (H)	Year 3	Econometrics and Mathema
AN239	Anthropology of Civil Society, the State and Citizenship (H)	9, 10, 11 Courses to the value of three units from:	AC100 Elements of Accountin
	(may not be combined with AN236) An approved paper taught outside the Department	ST300 Regression Analysis and Generalised Linear Models (H)	7 above)
	An approved paper laught outside the Department	ST302 Stochastic Processes (H)	AC212 Principles of Finance
Anthur		ST304 Time Series and Forecasting (H)	AC320 Corporate Finance and
	pology Selection List B	ST305 Actuarial Mathematics (Life)	second year)
AN200	Kinship, Sex and Gender	ST306 Actuarial Mathematics: General (H)	EC210 Macroeconomic Princi
AN227	The Anthropology of Economic Institutions and their Social	ST307 Aspects of Market Research (H)	EC301 Advanced Economic A
41000	Transformations	ST325 Simulation Modelling and Analysis (H) (not if OR301 also	EC303 Economic Analysis of
AN300	Advanced Theory of Social Anthropology	taken) ST227 Markot Recearch: An Integrated Approach	EC305 Comparative Economi
AN301	The Anthropology of Religion	ST327 Market Research: An Integrated Approach ST331 Decision Theory and Bayesian Statistics	EC307 Development Econom
1	and the second	MA203 Real Analysis (H)	EC311 History of Economics:
	ection List	MA208 Optimisation (H)	EC313 Industrial Economics
LL109	Introduction to the Legal System (H)	MA209 Differential Equations (H)	EC315 International Economi
LL201	Administrative Law (not 03)	MA300 Game Theory (not if MA301 also taken)	EC317 Labour Economics (no EC321 Monetary Economics
LL202	Commercial Contracts	MA301 Game Theory I (H)	MA300 Game Theory (if not t
LL203	Law of Business Associations	MA303 Chaos in Dynamical Systems (H)	OR201 Operational Research
LL204	Advanced Torts	MA305 Control Theory (H)	7 above)
LL205	Medical Law	MA310 Mathematics of Finance and Valuation (H)	PH211 Philosophy of Econom
LL207	The Law Relating to Civil Liberties	MA311 Discrete Mathematics (H)	PH211 Philosophy of Econom
LL210	Information Technology and the Law	MA312 Geometry and Convexity (H)	
LL212	Conflict of Laws (not 03)	MA313 Probability in Economics and Finance (H)	DC - Deservation and M
LL221	Domestic Relations	MA314 Theory of Algorithms (H)	BSc Econometrics and M
LL231 LL232	The Substantive Law of the European Union	MA315 Algebra and its Applications (H)	For students registered in and at
	Law and Institutions of the European Union	MN307 Aspects of Marketing Management (H)	Paper Course number and t
LL233 LL242	Law of Evidence International Protection of Human Rights	OR301 Model Building in Operational Research	Year 1
LL250	Law and the Environment	(not if ST325 is taken)	1 EC102 Economics B
LL250	Intellectual Property Law	OR303 Combinatorial Optimisation (H)	2 MA100 Mathematica
LL253	The Law of Corporate Insolvency	OR304 Decision Analysis	3 ST102 Elementary Sta 4 An approved paper ta
LL257	Labour Law	IS340 Information Systems in Business	in approved paper in
LL259	Legal and Social Change since 1750	Courses to the value of up to one unit from paper 7 and/or	Economics
LL265	Legislation (Essay)	paper 8 and/or from paper 12*	Year 2 5 Either EC201 Microeo
LL269	Civil Litigation – Processes and Functions (not 03)	* Students will not be permitted to take any first year course	5 Either EC201 Microec or EC202 Microecond
LL272	Outlines of Modern Criminology (H)	under these options, with the exception of MA103 and PS102	6 EC221 Principles of E
LL275	Property II	12 Courses to the value of one unit from:	7 One from
LL278	Public International Law	AC211 Managerial Accounting	AC100 Elements of A
LL282	Law of Restitution (not 03)	AC320 Corporate Finance and Financial Markets	EC210 Macroeconom
LL284	Sentencing and Treatment of Offenders (H)	EC313 Industrial Economics	MA200 Further Math
LL287	Social Security Law I H and LL288 Social Security Law II (H) (not 03)	EC321 Monetary Economics	MA200 Further Math
LL293	Taxation	ID200 Organisational Theory and Behaviour	MA201 Former Math
LL294	Law, Theory and Policy of Consumer Markets (not 03)	LL209 Commercial Law	OR202 Operational R
LL305	Jurisprudence	LL226 Elements of Labour Law	PH211 Philosophy of
		MN200 The Process of Management	8 Either ST202 Probabil
		SA250 Demographic Description and Analysis	an approved paper ta
		Courses to the value of up to one unit, from paper 7 and/or 8,	Year 3
		and/or papers 9,10 & 11 or from courses taught outside the	9 Either EC309 Econom
		Departments of Mathematics and Statistics subject to the	Economics or EC333
		signature of the Course Tutor*.	10 One from the Selection

1
be permitted to take any first year course s, with the exception of MA103 and PS102
Mathematical Economics
B
ical Methods Statistical Theory r taught outside the Department
peconomic Principles I pnomic Principles II
f Econometrics
f Accounting and Finance omic Principles
athematical Methods (Calculus) (H) and athematical Methods (Linear Algebra) (H) ory
l Research for Management of Economics
ability, Distribution Theory and Inference per taught outside the Department
ometric Theory or EC319 Mathematical 33 Problems of Applied Econometrics ction list below
per from 9 above or an approved paper from elow Quantitative Economics
ematical Economics Selection list inting and Finance (if not taken under
ce and Financial Markets (if AC212 taken in
inciples (if not taken under 7 above) lic Analysis of the European Union
omic Systems nomics ics: How Theories Change
omics
(not 03)
ics ot taken under 7 above) rch for Management (if not taken under
nomics (if not taken under 7 above)
Mathematical Economics d after October 2003. ad title
В
tical Methods Statistical Theory
er taught outside the Department of
roeconomic Principles I
onomic Principles II of Econometrics
of Accounting and Finance
nomic Principles Iathematical Methods (Calculus) (H) and Iathematical Methods (Linear Algebra) (H)
eory al Research Methods
of Economics bability, Distribution Theory and Inference or er taught outside the Department
nometric Theory or EC319 Mathematical

Economics or EC333 Problems of Applied Econometrics One from the Selection list below

11	<i>Either</i> a further paper from 9 above <i>or</i> an approved paper from the Selection list below
12	EC331 Project in Quantitative Economics
-	
	etrics and Mathematical Economics Selection list
AC100	Elements of Accounting and Finance (if not taken under
	7 above)
AC212	Principles of Finance
AC320	Corporate Finance and Financial Markets (if AC212 taken
EC210	in second year) Macroeconomic Principles (if not taken under 7 above)
EC301	Advanced Economic Analysis
EC303	Economic Analysis of the European Union
EC305	Comparative Economic Systems
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics (not 03)
EC321	Monetary Economics
MA300	Game Theory (if not taken under 7 above)
OR202	Operational Research Methods (if not taken under 7 above)
OR301	Model Building in Operational Research (if OR202 taken
	in 2nd year)
PH211	Philosophy of Economics (if not taken under 7 above)
-	
BSc Ecc Paper	Course number and title
Year 1	
1	EH101 The Internationalisation of Economic Growth, 1870 to
	the Present Day
2	Either EC100 Economics A or EC102 Economics B
3	An approved paper from outside the Department
4	An approved paper from outside the Department
Year 2	
5	EH245 Foundations of the Industrial Economy
6	EH220 Comparative Economic Development: Late
	Industrialisation in Russia, India and Japan
7 & 8	Two from:
	EH101 The Internationalisation of Economic Growth, 1870 to
	the Present Day (if not taken in year 1)
	EH205 Towns, Society and Economy in England and Europe,
	1450-1750
	EH210 Economic and Social History of Britain from 1830
	EH225 Latin America and the International Economy
	EH236 The Integration of Europe's Economy, 1815-1990
	EH240 Business and Economic Performance since 1945: Britain
	in International Context
	A paper from Selection List A (pre-requisites allowing)
Year 3	
9 & 10	Two from:
	EC311 History of Economics: How Theories Change
	EH301 The Origins of the World Economy, 1450-1750
	EH302 Work, Class and Organization: British Labour from
	Industrialization to General Strike
	EH310 Financial Markets, Investment and Economic
	Development in Britain, Germany and the US after 1870 (not 03)
	EH315 Africa and the World Economy
	EH320 The World Economic Crisis, 1919-1945
	EH325 Issues of Modern Japanese Economic Development: La Industrialisation, Imperialism and High Speed Growth
11	A further paper from those listed under 7 & 8 (with the
1.1	exception of those on the Selection List) or 9 & 10
12	EH390 Long Essay in Social or Economic History
Fronce	nic History Selection List A
AN227	The Anthropology of Economic Institutions and their Social
111221	Transformations
EC200	Economics of Social Policy
EC230	European Economic Policy
IR304	The Politics of International Economic Relations
LL259	Legal and Social Change since 1750
LN250	English Literature and Society
SA212	Family, Gender and Society (not 03)
	European Population History
50/51	Third World Demography
SA251 SA252	
SA252	
	Aspects of British Society An approved language course

BSc Ec	conomic History with Economics Course number and title		EC311 History of Economics: How Theories Change EH301 The Origins of the World Economy, 1450-1750
lear 1			EH302 Work, Class and Organization: British Labour from
	EC102 Economics B		Industrialization to General Strike
2	EH101 The Internationalisation of Economic Growth, 1870 to		EH310 Financial Markets, Investment and Economic
	the Present Day		Development in Britain, Germany and the US after 1870 (not 03) EH315 Africa and the World Economy
	Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative		EH315 Africa and the vvorid Economy EH320 The World Economic Crisis, 1919-1945
			EH325 Issues in Modern Japanese Economic Development: Late
	Methods (Statistics) (H) An approved paper taught outside the Departments of		Industrialisation, Imperialism and High Speed Growth
	Economics and Economic History	11	Either a further paper from 7 above or a further paper
ear 2			from 10 above
	Either EC201 Microeconomic Principles I or EC202	12	EH390 Long Essay in Social or Economic History
	Microeconomic Principles II		
	Or EC210 Macroeconomic Principles		
	EH245 Foundations of the Industrial Economy		onomic History with Population Studies
	One from: EH205 Towns, Society and Economy in England and Europe,	Paper	y 2002/3 Course number and title
	1450-1750	Year 1	Course number and the
	EH210 Economic and Social History of Britain from 1830	1	EH101 The Internationalisation of Economic Growth, 1870 to
	EH220 Comparative Economic Development: Late		the Present Day
	Industrialisation in Russia, India and Japan	2	SA103 Population, Economy and Society
	EH225 Latin America and the International Economy	3	Either ST103 Statistical Methods for Social Research
	EH236 The Integration of Europe's Economy 1815-1990		or an approved paper from outside Economic History
	EH240 Business and Economic Performance since 1945: Britain		and Population Studies
	in International Context	4	An approved paper taught outside the Department
	An approved paper taught outside the Departments of	Year 2	64250 Demographic Description and Appl.
ar 2	Economic History and Economics	5	SA250 Demographic Description and Analysis
ear 3	One from:	6	EH245 Foundations of the Industrial Economy One from
	Either EC201 Microeconomic Principles I	/	SA251 European Population History
	or EC202 Microeconomic Principles II		SA251 European Population History SA252 Third World Demography
	Or EC210 Macroeconomic Principles	8	One from:
)	One from:		EH205 Towns, Society and Economy in England and Europe,
	EC311 History of Economics: How Theories Change		1450-1750
	EH301 The Origins of the World Economy, 1450-1750		EH210 Economic and Social History of Britain from 1830
	EH302 Work, Class and Organization: British Labour from		EH220 Comparative Economic Development: Late
	Industrialization to General Strike		Industrialisation in Russia, India and Japan
	EH310 Financial Markets, Investment and Economic		EH225 Latin America and the International Economy
	Development in Britain, Germany and the US after 1870		EH236 The Integration of Europe's Economy 1815-1990
	(not 03)		EH240 Business and Economic Performance since 1945: Britain
	EH315 Africa and the World Economy		in International Context
	EH320 The World Economic Crisis, 1919-1945 EH325 Issues in Modern Japanese Economic Development: Late	Vor 2	SA212 Family, Gender and Society (not 03)
	Industrialisation, Imperialism and High Speed Growth	Year 3 9	One from:
1	Either a further paper from 7 above or a further paper	9	EH301 The Origins of the World Economy, 1450-1750
	from 10 above		EH315 Africa and the World Economy
2	EH390 Long Essay in Social or Economic History		EH325 Issues in Modern Japanese Economic Development: Late
-			Industrialisation, Imperialism and High Speed Growth
		10	A further paper from 9 above or from among the EH papers in
Sc Eco	onomic History with Economics		8 above
or stude	ents registering in or after 2003/04.	11	A further paper from 7 above
aper	Course number and title	12	Either EH390 Long Essay in Social or Economic History
ear 1			or SA399 A Special Essay in Population Studies
	EC102 Economics B		
	EH101 The Internationalisation of Economic Growth,		and the second
	1870 to the Present Day		onomics
	MA100 Mathematical Matheda	Der	Courses as makes and state
	MA100 Mathematical Methods	Paper Voor 1	Course number and title
	An approved paper taught outside the Departments	Paper Year 1	
ear 2		Year 1 1	EC102 Economics B
ear 2	An approved paper taught outside the Departments of Economics and Economic History	The second se	EC102 Economics B Either EC110 Basic Mathematics for Economists or MA100
ear 2	An approved paper taught outside the Departments of Economics and Economic History <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202	Year 1 1	EC102 Economics B Either EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods
ear 2	An approved paper taught outside the Departments of Economics and Economic History <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II	Year 1 1 2	EC102 Economics B Either EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H
ear 2	An approved paper taught outside the Departments of Economics and Economic History <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202	Year 1 1	EC102 Economics B Either EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H Either ST100 Statistics (if EC110 taken) or ST102 Elementary
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	An approved paper taught outside the Departments of Economics and Economic History Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II Or EC210 Macroeconomic Principles EH245 Foundations of the Industrial Economy One from: EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context An approved paper taught outside the Departments of Economic History and Economics	Year 1 1 2 3 4 Year 2 5 6 7 8 Year 3 9, 10, 1	EC102 Economics B Either EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) Either ST100 Statistics (if EC110 taken) or ST102 Elementary Statistical Theory (if MA100 taken) or an approved paper taught outside the Department (if MA107 and ST107 taken) An approved paper taught outside the Department EC201 Microeconomic Principles I or EC202 Microeconomic Principles II EC210 Macroeconomic Principles Either EC220 Introduction to Econometrics or EC221Principles of Econometrics An approved paper taught outside the Department 1 Three from the Selection List below One from: A further paper from the Selection List AC211 Managerial Accounting
	An approved paper taught outside the Departments of Economics and Economic History <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II <i>Or</i> EC210 Macroeconomic Principles EH245 Foundations of the Industrial Economy One from: EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context An approved paper taught outside the Departments of Economic History and Economics One from: <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202	Year 1 1 2 3 4 Year 2 5 6 7 8 Year 3 9, 10, 1	EC102 Economics B Either EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) Either ST100 Statistics (if EC110 taken) or ST102 Elementary Statistical Theory (if MA100 taken) or an approved paper taught outside the Department (if MA107 and ST107 taken) An approved paper taught outside the Department EC201 Microeconomic Principles I or EC202 Microeconomic Principles II EC210 Macroeconomic Principles Either EC220 Introduction to Econometrics or EC221Principles of Econometrics An approved paper taught outside the Department 1 Three from the Selection List below One from: A further paper from the Selection List AC211 Managerial Accounting EH210 Economic and Social History of Britain from 1830
	An approved paper taught outside the Departments of Economics and Economic History <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II <i>Or</i> EC210 Macroeconomic Principles EH245 Foundations of the Industrial Economy One from: EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context An approved paper taught outside the Departments of Economic History and Economics One from: <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II '	Year 1 1 2 3 4 Year 2 5 6 7 8 Year 3 9, 10, 1	EC102 Economics B Either EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) Either ST100 Statistics (if EC110 taken) or ST102 Elementary Statistical Theory (if MA100 taken) or an approved paper taught outside the Department (if MA107 and ST107 taken) An approved paper taught outside the Department EC201 Microeconomic Principles I or EC202 Microeconomic Principles II EC210 Macroeconomic Principles Either EC220 Introduction to Econometrics or EC221Principles of Econometrics An approved paper taught outside the Department 1 Three from the Selection List below One from: A further paper from the Selection List AC211 Managerial Accounting EH210 Economic and Social History of Britain from 1830 EH220 Comparative Economic Development: Late
ear 3	An approved paper taught outside the Departments of Economics and Economic History <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II <i>Or</i> EC210 Macroeconomic Principles EH245 Foundations of the Industrial Economy One from: EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context An approved paper taught outside the Departments of Economic History and Economics One from: <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202	Year 1 1 2 3 4 Year 2 5 6 7 8 Year 3 9, 10, 1	EC102 Economics B Either EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) Either ST100 Statistics (if EC110 taken) or ST102 Elementary Statistical Theory (if MA100 taken) or an approved paper taught outside the Department (if MA107 and ST107 taken) An approved paper taught outside the Department EC201 Microeconomic Principles I or EC202 Microeconomic Principles II EC210 Macroeconomic Principles Either EC220 Introduction to Econometrics or EC221Principles of Econometrics An approved paper taught outside the Department 1 Three from the Selection List below One from: A further paper from the Selection List AC211 Managerial Accounting EH210 Economic and Social History of Britain from 1830

in International Context GY201 Locational Change and Business Activity GY300 Europe and the Global Economy LL209 Commercial Law MA100 Mathematical Methods MA200 Further Mathematical Methods (Calculus) (H) and HMA300 Game Theory or OR202 Operational Research Methods PH211 Philosophy of Economics

SA250 Demographic Description and Analysis In exceptional circumstances a student may substitute an outside paper for one of papers 9-12. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Econom	ics Selection List
EC301	Advanced Econom
EC303	Economic Analysis
EC305	Comparative Econ
EC307	Development Ecor
EC311	History of Econom
EC313	Industrial Economi
EC315	International Econ
EC317	Labour Economics
EC319	Mathematical Eco
EC321	Monetary Econom
EC325	Public Economics
EC333	Problems of Appli
AC212	Principles of Finan
AC320	Corporate Finance
	2nd year)

BSc Economics

For studer	nts registered in an
Paper	Course number a
Year 1	
1	EC102 Economics
2	MA100 Mathema
3	ST102 Elementary
4	An approved pape
Year 2	
5	EC201 Microecon
	Principles II
6	EC210 Macroecon
7	Either EC220 Intro
	or EC221Principle
8	An approved pap
Year 3	
9, 10, 11	Three from the Se
12	One from:
	A further paper f
	AC211 Manageri
	EH210 Economic
	EH220 Comparat
	Industrialisation in
	EH225 Latin Ame
	EH236 The Integr
	EH240 Business a
	in International C
	EH310 Financial N
	in Britain, German
	EH315 Africa and
	GY201 Locationa
	GY300 Europe a
	IR304 The Politic
	LL209 Commerci
	MA200 Further M
	MA201 Further M
	MA300 Game Th
	Either OR202 Op
	Building in Opera

EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain

EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (not 03)

EH315 Africa and the World Economy

IR304 The Politics of International Economic Relations

MA201 Further Mathematical Methods (Linear Algebra)

Either OR201 Operational Research for Management

iic Analysis	
of the European union	
omic Systems	
nomics	
ics: How Theories Change	
ics	
omics	
(not 03)	
nomics	
nics	

ed Econometrics

e and Financial Markets (if AC212 taken in

d after	October	2003.
ad title		

atical Methods

y Statistical Theory

er taught outside the Department

nomic Principles I or EC202 Microeconomic

nomic Principles oduction to Econometrics

es of Econometrics er taught outside the Department

election List below

from the Selection List

ial Accounting

and Social History of Britain from 1830

tive Economic Development: Late

n Russia, India and Japan

erica and the International Economy

ration of Europe's Economy 1815-1990 and Economic Performance since 1945: Britain Context

Markets, Investment and Economic Development ny and the US after 1870 (not 03)

d the World Economy

al Change and Business Activity

nd the Global Economy s of International Economic Relations I

ial Law Mathematical Methods (Calculus) (H) and

Mathematical Methods (Linear Algebra) (H) heory

perational Research Methods or OR301 Model ational Research (if OR202 taken in 2nd year)

Undergraduate Programme Regulations 5

PH211 Philosophy of Economics

In exceptional circumstances a student may substitute an outside paper for one of papers 9-12. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Economics Selection List

- EC301 Advanced Economic Analysis
- Economic Analysis of the European union EC303 EC305 Comparative Economic Systems
- EC307 Development Economics
- EC311 History of Economics: How Theories Change
- EC313 Industrial Economics
- EC315 International Economics
- EC317 Labour Economics (not 03)
- Mathematical Economics EC319
- EC321 Monetary Economics
- EC325 Public Economics
- EC333 Problems of Applied Econometrics
- AC212 Principles of Finance
- AC320 Corporate Finance and Financial Markets (if AC212 taken in 2nd year)

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
3	Either MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
	or EC110 Basic Mathematics for Economists
4	An approved paper taught outside the Departments of Economics and Economic History
Year 2	
5	One from:
	Either EC201 Microeconomic Principles I or EC202
	Microeconomic Principles II
	Or EC210 Macroeconomic Principles
6	Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
7	EH245 Foundations of the Industrial Economy
8	One from:
	EH205 Towns, Society and Economy in England and Europe 1450-1750
	EH210 Economic and Social History of Britain from 1830
	EH220 Comparative Economic Development: Late
	Industrialisation in Russia, India and Japan
	EH225 Latin America and the International Economy
	EH236 The Integration of Europe's Economy 1815-1990
	EH240 Business and Economic Performance since 1945: Britain
	in International Context
Year 3	
9	One from:
	Either EC201 Microeconomic Principles I (if EC220 taken) or
	EC202 Microeconomic Principles II (if EC221 taken)
	Or EC210 Macroeconomic Principles
10	A paper from Selection List A or an approved paper taught
	outside the Departments of Economic History and Economics
11	One from:
	EC311 History of Economics: How Theories Change
	EH301 The Origins of the World Economy, 1450-1750
	EH302 Work, Class and Organization: British Labour from
	Industrialization to General Strike
	EH310 Financial Markets, Investment and Economic Development
	in Britain, Germany and the US after 1870 (not 03)
	EH315 Africa and the World Economy
	EH320 The World Economic Crisis, 1919-1945
	EH325 Issues of Modern Japanese Economic Development: Late
	Industrialisation, Imperialism and High Speed Growth
12	EH390 Long Essay in Social or Economic History
Econor	mics Selection List A
EC301	Advanced Economic Analysis
EC303	Economic Analysis of the European Union
EC305	Comparative Economic Systems
EC307	Development Economics

EC311 History of Economics: How Theories Change

EC313 Industrial Economics

EC325 PL EC333 Pr BSC Econo For students Paper Co Year 1 EC 2 EH 3 ML 4 ST Year 2 5 Or 6 Eitt 8 On 6 Eitt 8 On 6 EH 14 EH EH EH EH EH EH EH EH EH EH EH EH EH E	Aonetary Economics ublic Economics roblems of Applied Econometrics ourse and Economic History registered in or after October 2003. ourse number and title C102 Economics B H101 The Internationalisation of Economic Growth, 1870 to he Present Day IA100 Mathematical Methods T102 Elementary Statistical Theory ne from: ther EC201 Microeconomic Principles I or EC202 licroeconomic Principles II r EC210 Macroeconomic Principles ther EC220 Introduction to Econometrics or EC221 Principles Econometrics 1245 Foundations of the Industrial Economy ne from: 1205 Towns, Society and Economy in England and Europe 150-1750 1210 Economic and Social History of Britain from 1830 1220 Comparative Economic Development: Late dustrialisation in Russia, India and Japan 1225 Latin America and the International Economy 1236 The Integration of Europe's Economy 1815-1990 1240 Business and Economic Performance since 1945: Britain International Context ther from: ther EC201 Microeconomic Principles I (if EC220 taken) or 1202 Microeconomic Principles I (if EC220 taken) or 1203 Microeconomic Principles I (if EC221 taken) 'EC210 Macroeconomic Principles I (if EC221 taken)	Year 3 9 & 10 11 12 BSc Ec	EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context Two from: <i>Either</i> EC220 Introduction to Econometrics or EC221 Principles of Econometrics EC301 Advanced Economic Analysis EC303 Economic Analysis of the European Union EC305 Comparative Economic Systems EC307 Development Economics EC311 History of Economics: How Theories Change EC313 Industrial Economics EC315 International Economics EC316 International Economics EC317 Labour Economics (not 03) EC321 Monetary Economics EC325 Public Economics Monetary Economics EC315 International Economics EC316 International Economics EC317 Labour Economics EC317 Labour Economics EC318 International Economics EC319 Industrial Economics EC319 Fublic Economics EC325 Public Economics EC326 P	Last entry Paper Year 1 1 2 3 4 Year 2 5 6 7 8 Year 3 9 10 11 & 12	vironmental Mana y 2002/3 Course number and ti GY121 Environmental GY120 The Natural Er GY140 Methods in Sp An approved paper ta GY222 Economic Ana GY223 Environment / GY220 Environment / GY240 Research Tech GY350 Independent F GY350 Independent F GY350 Independent F GY321 Environmental Two from: GY205 Political Geogr GY302 Urban Develop GY305 Applied Locati GY305 Applied Lo
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EC. Or 10 A p	202 Microeconomic Principles II (if EC221 taken)	BSc Ec			
0r 10 A p		BSc Ec			Either EC100 Econom
10 A F	F(/1() Macroeconomic Principles		onomics with Economic History		EH101 The Internatio
	paper from Selection List A or an approved paper taught	For stud Paper	ents registered in and after October 2003. Course number and title		o the Present Day
	tside the Departments of Economic History and Economics	Year 1	course number and little		GV100 Introduction t GY103 Contemporary
11 On	ne from:	1	EC102 Economics B		IR100 The Structure of
	311 History of Economics: How Theories Change	2	EH101 The Internationalisation of Economic Growth, 1870		MA107 Quantitative
EH:	301 The Origins of the World Economy, 1450-1750		to the Present Day		Quantitative Methods
	302 Work, Class and Organization: British Labour from dustrialization to General Strike	3	MA100 Mathematical Methods ST102 Elementary Statistical Theory		PH103 Reason, Know
	310 Financial Markets, Investment and Economic Development	Year 2	Sinoz dementary statistical meory		to Philosophy SA103 Population, Ec
	Britain, Germany and the US after 1870 (not 03)	5	Either EC201 Microeconomic Principles I or EC202		SO100 Principles of S
	315 Africa and the World Economy		Microeconomic Principles II		An approved Langua
	320 The World Economic Crisis, 1919-1945 325 Issues of Modern Japanese Economic Development: Late	6 7	EC210 Macroeconomic Principles EH245 Foundations of the Industrial Economy	Year 2	
	dustrialisation, Imperialism and High Speed Growth	8	One from:	5	GY222 Economic Ana GY220 Environment:
2 EH3	390 Long Essay in Social or Economic History		EH205 Towns, Society and Economy in England and Europe,	7 & 8	Two from
			1450-1750		EC230 European Eco
	Selection List A		EH210 Economic and Social History of Britain from 1830		EH225 Latin America
	ivanced Economic Analysis pnomic Analysis of the European Union		EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan		GV220 Modern Politi GV223 Democracy ar
C305 Cor	imparative Economic Systems		EH225 Latin America and the International Economy		GV227 The Politics of
C307 Dev	velopment Economics		EH236 The Integration of Europe's Economy 1815-1990		GV242 Government,
	story of Economics: How Theories Change		EH240 Business and Economic Performance since 1945: Britain		GV243 Government,
	dustrial Economics ernational Economics	Year 3	in International Context		GV244 Government,
	pour Economics (not 03)	9 & 10	Two from:		European Union GV246 Government
C321 Mo	onetary Economics		Either EC220 Introduction to Econometrics or EC221		GY200 Economy, Soc
C325 Pub	blic Economics		Principles of Econometrics		GY201 Location and
C333 Pro	oblems of Applied Econometrics		EC301 Advanced Economic Analysis		GY202 Introduction
			EC303 Economic Analysis of the European Union EC305 Comparative Economic Systems		GY205 Political Geog GY240 Research Tech
Sc Frono	mics with Economic History		EC307 Development Economics		GY350 Independent
	urse number and title		EC311 History of Economics: How Theories Change		IR200 International P
/ear 1			EC313 Industrial Economics		LL250 Law and the e
	102 Economics B		EC315 International Economics		LL278 Public Internat
2 EH1	101 The Internationalisation of Economic Growth,		EC317 Labour Economics (not 03) EC321 Monetary Economics		PH203 Philosophy of SA213 European Soc
B Eith	70 to the Present Day her EC110 Basic Mathematics for Economists or MA107	-	EC325 Public Economics		SO201 Sociological T
Qu	antitative Methods (Mathematics) (H) and ST107	11	One from:	Year 3	o o o o o o o o o o o o o o o o o o o
Qui	antitative Methods (Statistics) (H)		EH301 The Origins of the World Economy, 1450-1750	9	GY321 Environmenta
An.	approved paper taught outside the Department		EH310 Financial Markets, Investment and Economic Development	10	GY323 Environmenta
fear 2			in Britain, Germany and the US after 1870 (not 03) EH315 Africa and the World Economy	11	One from: GY320 Environmenta
Mid	her EC201 Microeconomic Principles I or EC202 croeconomic Principles II		EH320 The World Economic Crisis, 1919-1945		GY340 Geographica
5 EC2	210 Macroeconomic Principles		EH325 Issues of Modern Japanese Economic Development:	A CONTRACTOR OF	GY350 Independent
			Late Industrialisation, Imperialism and High Speed Growth		(GY240 compulsory

er taught outside the Departments of onomic History	12
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nd title	
ntal Change and Sustainable Development al Environment n Spatial and Social Analysis er taught outside the Department	
Analysis of the Environment nt Assessment and Management nt: Science and Society echniques (Spatial, Social and Environmental) ent Research Project intal Politics and Policy eographies, Policy and Space relopment: Politics, Policy and Planning ocation and Spatial Analysis ental Risk Management ical Information Systems	BSc En Paper Year 1 1 2 3 4 Year 2 5 6
er taught in the Geography Department or ent in the School	7
licy	8
nd title	Year 3
al Environment ental Change and Sustainable Development	9 10
nomics A or EC102 Economics B ationalisation of Economic Growth, 1870 t	11, 12
on to Political Theory brary Europe re of International Society ive Methods (Mathematics) (H) and ST107 hods (Statistics) (H) howledge and Values: An Introduction h, Economy and Society	
of Sociology guage (LN) course	BSc Er
Analysis of the Environment ent: Science and Society	For stud Paper Year 1 1
Economic Policy rica and the International Economy olitical Thought ry and Democratisation	2 3 4
s of Economic Policy ent, Politics and Public Policy in Latin America ent, Politics and Public Policy in the USA ent, Politics and Public Policy in the	Year 2 5 6 7
ent and Politics in Eastern Europe Society and Space and Spatial Analysis on to Development in the South jeographies, Policy and Space	
Techniques (compulsory prerequisite for ent Research Project) al Political theory ne environment	
rnational Law y of the Social Science Social Policy cal Theory	
ental Politics and Policy ental Assessment and Management	
ental Risk Management nical Information Systems	
lent Research Project ory prerequisite)	

Undergraduate Programme Regulations 7

2	One from: (Illustrative and subject to alteration as Departments'
	Offerings change)
	GY300 Europe and the Global Economy
	GY301 The Political Geography of Development and the South
	GY302 Urban Development: Politics, Policy and Planning
	GY303 The Geography of Gender: Global Perspectives
	GY305 Applied Location and Spatial Analysis
	IR301 International Institutions
	IR305 Strategic Aspects of International Relations
	IR306 Sovereignty, Rights and Justice: Issues in International
	Political Theory
	A further option from No11

vironmental Policy with Economics and title

Paper	Course number and title
Year 1	
1	GY120 The Natural Environment

- GY121 Environmental Change and Sustainable Development EC102 Economics B *Either* EC110 Basic Mathematics for Economics or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative
- Methods (Statistics) (H)
- GY220 Environment: Science and Society GY222 Economic Analysis of the Environment Either GY323 Environmental Assessment and Management or GY240 Research Techniques (Spatial, Social and Environmental) (if GY350, Independent Research Project being taken in Year 3) or Any other Approved Geography and Environment Option Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II GY321 Environmental Politics and Policy One from EC210 Macroeconomic Principles, EC307 Development Economics, EC313 Industrial Economics, EC315 International Economics, EC325 Public Economics Two from GY323 Environmental Assessment and Management (if not already taken in Year 2) GY302 Urban Development: Politics, Policy and Planning GY320 Environmental Risk Management GY340 Geographical Information Systems GY350 Independent Research Project (GY240 compulsory prerequisite)

vironmental Policy with Economics

	ents registered in October 2003.
Paper	Course number and title
Year 1	
1	GY120 The Natural Environment
2	GY121 Environmental Change and Sustainable Development
3	EC102 Economics B
4	Either EC110 Basic Mathematics for Economics or MA100
7	Mathematical Methods
Year 2	
5	GY220 Environment: Science and Society
6	GY222 Economic Analysis of the Environment
7	One from:
·	EC230 European Economic Policy
	EH225 Latin America and the International Economy
	GV220 Modern Political Thought
	GV223 Democracy and Democratisation
	GV227 The Politics of Economic Policy
	GV242 Government, Politics and Public Policy in Latin America
	GV243 Government, Politics and Public Policy in the USA
	GV244 Government, Politics and Public Policy in the
	European Union
	GV246 Government and Politics in Eastern Europe
	GY200 Economy, Society and Space
	GY201 Location and Spatial Analysis
	GY202 Introduction to Development in the South
	GY205 Political Geographies, Policy and Space
	GY240 Research Techniques (compulsory prerequisite for
	GY350 Independent Research Project)
	IR200 International Political Theory
	LL250 Law and the Environment
	LL278 Public International Law
	PH203 Philosophy of the Social Sciences
	SA213 European Social Policy
	SO201 Sociological Theory

8	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II	1	GY205 Political Geographies, Policy GY220 Environment: Science and S
Year 3	incrocontaine / inclusion in		GY222 Economic Analysis of the Er
9	GY321 Environmental Politics and Policy		GY240 Research Techniques (Spatia
10	GY323 Environmental Assessment and Management	7	SA250 Demographic Description an
11, 12	Two from	8	One from:
	GY301 The Political Geography of Development and the South		SA251 European Population History
	GY302 Urban Development: Politics, Policy and Planning		SA252 Third World Demography
	GY303 The Geography of Gender: Global Perspectives	Year 3	e see sine riene beniegiophy
	GY305 Applied Location and Spatial Analysis	9	One from:
	GY320 Environmental Risk Management	1	GY300 Europe and the Global Ecor
	GY340 Geographical Information Systems		GY301 The Political Geography of De
	GY350 Independent Research Project		GY302 Urban Development: Politics
	(GY240 compulsory prerequisite)		GY303 The Geography of Gender:
	IR301 International Institutions		GY305 Applied Location and Spatia
	IR305 Strategic Aspects of International Relations		GY320 Environmental Risk Manage
	IR306 Sovereignty, Rights and Justice: Issues in International		GY321 Environmental Politics and P
	Political Theory		GY323 Environmental Assessment a
			GY340 Geographical Information Sy
	Salaria .	10	One unit from paper 8
BA Ge	ography	11	An approved LSE taught course (exc
Paper	Course number and title	1	Contemporary Europe)
Year 1		12	SA399 Special Essay in Population S
1	GY100 Environment, Economy and Society		-
2	GY140 Methods in Spatial and Social Analysis		Contraction of the second s
3	Either GY103 Contemporary Europe or		ography with Economics
	GY120 The Natural Environment	Paper	Course number and title
4	An approved paper taught outside the Department	Year 1	
Year 2	CV240 Personal Technicard (Constitution of the	1	EC102 Economics B
5	GY240 Research Techniques (Spatial, Social and Environmental)	2	Either EC110 Basic Mathematics or N
6,7 & 8	Two or three units from Selection List A and up to one unit		(Mathematics) (H) and ST107 Quantit
Vera 2	from Selection List B	3	GY100 Environment, Economy and
Year 3 9	CV2E0 Independent Decession Deciset	4	Either GY103 Contemporary Europe
State of the second	GY350 Independent Research Project		Spatial and Social Analysis
10, 11 0 1.	2 Three units from: GX200 Europa and the Clobal Economy	Year 2	F'41
	GY300 Europe and the Global Economy GY301 The Political Geography of Development and the South	5	Either EC201 Microeconomic Princip
	GY302 Urban Development: Politics, Policy and Planning	6	Microeconomic Principles II
	GY303 The Geography of Gender; Global Perspectives	6 7&8	GY201 Location and Spatial Analysis Two from the following:
	GY305 Applied Location and Spatial Analysis	100	
	GY320 Environmental Risk Management		GY200 Economy, Society and Space
	GY321 Environmental Politics and Policy		GY202 Introduction to Development
	GY323 Environmental Assessment and Management		GY205 Political Geographies, Policy GY220 Environment: Science and
	GY340 Geographical Information Systems		GY222 Economic Analysis of the En
	One unit from 6-8 (excluding an LSE taught Outside Option)		GY240 Research Techniques (Spatial
			Analysis) (required for GY350 under
Geogra	phy Selection List A		GY300 Europe and the Global Econe
GY200	Economy, Society and Space	Year 3	di soo curope and the clobal ccom
GY201	Location and Spatial Analysis	9	EC210 Macroeconomic Principles
GY205	Political Geographies, Policy and Space	10	GY305 Applied Location and Spatial
GY220	Environment Science and Society	11 & 12	Two from:
			GY300 Europe and the Global Econo
Geogra	phy Selection List B		GY301 The Political Geography of De
GY202	Introduction to Development in the South		GY302 Urban Development: Politics,
GY222	Economic Analysis of the Environment		GY303 The Geography of Gender: O
	An approved LSE taught option (either a GY course		GY320 Environmental Risk Managen
	or an outside option)		GY321 Environmental Politics and Po
			GY323 Environmental Assessment a
			GY340 Geographical Information Sy
BSc Ger	ography and Population Studies		GY350 Independent Research Project
Last entry	2002/3		One other Geography course not tal
Paper	Course ber and title		An approved Economics course inclu
Year 1	course oer and the		EC305 Comparative Economic System
1	GY100 Environment, Economy and Society		EC307 Development Economics
2	SA103 Population, Economy and Society		EC313 Industrial Economics
3	GY140 Methods in Spatial and Social Analysis		EC325 Public Economics
4	One from:		
	AN100 Introduction to Social Anthropology		
	EC100 Economics A	BSc Ge	ography with Economics
	EC102 Economics B	For stude	nts registered in October 2003.
	IR100 The Structure of International Society	Paper	Course number and title
	PS102 Self, Others and Society: Perspectives on Social	Year 1	
	and Applied Psychology	1	EC102 Economics B
	SA100 Foundations of Social Policy	2	Either EC110 Basic Mathematics or MA
	ST100 Basic Statistics	3	GY100 Environment, Economy and S
	ST102 Elementary Statistical Theory	4	Either GY103 Contemporary Europe
	ST103 Statistical Methods for Social Research		Spatial and Social Analysis or ST102
'ear 2	Sector and the sector social research		Theory or MA107 Quantitative Meth
& 6	Two from:		ST107 Quantitative Methods (Statisti
		Vera 2	

Year 2	
5&6	i.

Iwo from:
GY103 Contemporary Europe
GY200 Economy, Society and Space
GY201 Location and Spatial Analysis
GY202 Introduction to Development in the South

	GY205 Political Geographies, Policy and Space
	GY220 Environment: Science and Society
	GY222 Economic Analysis of the Environment
	GY240 Research Techniques (Spatial, Social and Environmental)
	SA250 Demographic Description and Analysis
	One from:
	SA251 European Population History
	SA252 Third World Demography
3	
	One from:
	GV300 Europe and the Global Economy

conomy Development and the South tics, Policy and Planning r: Global Perspectives tial Analysis gement I Policy t and Management Systems (GIS) xcluding GY103, Studies

BSc Ge	ography with Economics
Paper	Course number and title
Year 1	
1	EC102 Economics B
2	Either EC110 Basic Mathematics or MA107 Quantitative Methods
	(Mathematics) (H) and ST107 Quantitative Methods (Statistic) (H)
3	GY100 Environment, Economy and Society
4	Either GY103 Contemporary Europe or GY140 Methods in
	Spatial and Social Analysis
Year 2	
5	Either EC201 Microeconomic Principles I or EC202
	Microeconomic Principles II
6	GY201 Location and Spatial Analysis
7 & 8	Two from the following:
	GY200 Economy, Society and Space
	GY202 Introduction to Development in the South
	GY205 Political Geographies, Policy and Space
	GY220 Environment: Science and Society
	GY222 Economic Analysis of the Environment
	GY240 Research Techniques (Spatial, Social and Environmental
	Analysis) (required for GY350 under papers 11 and 12)
	GY300 Europe and the Global Economy
Year 3	d 1500 Europe and the Global Economy
9	EC210 Macroeconomic Principles
10	GY305 Applied Location and Spatial Analysis
11 & 12	Two from:
110/12	
	GY300 Europe and the Global Economy
	GY301 The Political Geography of Development and the South
	GY302 Urban Development: Politics, Policy and Planning
	GY303 The Geography of Gender: Global Perspectives
	GY320 Environmental Risk Management
	GY321 Environmental Politics and Policy
	GY323 Environmental Assessment and Management
	GY340 Geographical Information Systems
	GY350 Independent Research Project
	One other Geography course not taken under 7 & 8
	An approved Economics course including
	EC305 Comparative Economic Systems
	EC307 Development Economics
	EC313 Industrial Economics
	EC325 Public Economics
BSc Gee	ography with Economics
For stude	nts registered in October 2003.
Paper	Course number and title

DSC UC	eography with Economics
For stud	ents registered in October 2003.
Paper	Course number and title
Year 1	
1	EC102 Economics B
2	Either EC110 Basic Mathematics or MA100 Mathematical Methods
3	GY100 Environment, Economy and Society
4	Either GY103 Contemporary Europe or GY140 Methods in
	Spatial and Social Analysis or ST102 Elementary Statistical
	Theory or MA107 Quantitative Methods (Mathematics) (H) and
	ST107 Quantitative Methods (Statistics) (H)
Year 2	
5	Either EC201 Microeconomic Principles I or EC202

- Microeconomic Principles II GY201 Location and Spatial Analysis 6

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	G

		A MALE WARE AND AND A MALE TO A
7 & 8	Two from the following: GY200 Economy, Society and Space	2 GV100 Introduction to Political Theory 3 An approved paper taught outside the Department
	GY202 Introduction to Development in the South	4 An approved paper taught outside the Department
	GY205 Political Geographies, Policy and Space	Year 2
	GY220 Environment: Science and Society	5-8 Four from:
	GY222 Economic Analysis of the Environment	a. Comparative Politics
	GY240 Research Techniques (Spatial, Social and Environmental	GV265 States, Nations and Empires
	Analysis) (required for GY350 under papers 11 and 12) GY300 Europe and the Global Economy	b. European Politics
ear 3	G 1500 Ediope and the Global Economy	GV264 Politics and Institutions in Europe c. Political Theory
	EC210 Macroeconomic Principles	GV262 Concepts in Political Theory
0	GY305 Applied Location and Spatial Analysis	d. Public Policy
1 & 12		One from
	GY300 Europe and the Global Economy	GV263 Public Policy Analysis
	GY301 The Political Geography of Development and the South	GV225 Public Choice and Politics
	GY302 Urban Development: Politics, Policy and Planning	GV227 Politics of Economic Policy
	GY303 The Geography of Gender: Global Perspectives GY320 Environmental Risk Management	e. An approved paper taught outside the Department (if GV100 or GV101 not taken in year 1, this outstanding paper must be
	GY321 Environmental Politics and Policy	taken under this option in the second year)
	GY323 Environmental Assessment and Management	Year 3
	GY340 Geographical Information Systems	9 A paper not chosen under 5,6,7 or 8
	GY350 Independent Research Project	10 Either
	One other Geography course not taken under 7 & 8	A paper from the Government Selection List
	An approved Economics course including	Or
	EC305 Comparative Economic Systems	A further paper form 5,6,7,or 8 d) Public Policy
	EC307 Development Economics	11 A paper from the Government Selection List
	EC313 Industrial Economics EC325 Public Economics	12 One from:
	CORD FUDIC ECONOMICS	An approved paper taught outside the Department A paper from the Government Selection List
		A further paper from 5-8 d) Public Policy
Sc Go	vernment	GV390 Essay Option (with the permission of his or her tutor
aper	Course number and title	and the teacher responsible for this course a student may chose
ear 1		to have one of his or her third year Government courses
	GV101 Introduction to the Study of Politics	examined by means of a 10,000 word essay instead of the
	GV100 Introduction to Political Theory	normal mode of examination. Permission to submit an essay
	An approved paper taught outside the Department	must be obtained by 30th November. This essay will replace a
-	An approved paper taught outside the Department	listed 3rd year paper).
ears 2 a		Notes NB: Options in Government may require GV101 or GV100 to have been completed; Course Guides should be checked
5	GV217 Russia/The CIS: Institutions and Policies	accordingly.
	GV242 Government, Politics and Public Policy in Latin America GV243 Government, Politics and Public Policy in the USA	uccorungly.
	GV244 Government, Politics and Public Policy in the OSA	Government Selection List
	European Union	Comparative Politics
	GV246 Government and Politics in Eastern Europe	GV310 Democracy and Democratisation
i.	One from:	GV350 Theories and Problems of Nationalism
	GV218 Ancient and Early Christian Political Thought (not 03)	European Politics
	GV219 Medieval and Renaissance Political Thought	GV351 Government, Politics and Public Policy in the EU
	GV220 Modern Political Thought	GV352 Government and Politics in Eastern Europe
	GV221 Political Philosophy	Political Theory
	One from:	GV302 Key Themes in the History of Political Thoughts
	GV223 Democracy and Democratisation GV225 Public Choice and Politics	All Government third year courses GV3xx have a second year course
	GV226 Executive Government and its Modernization in	as prerequisite, which should be taken prior to, or in some cases, contemporaneously with, the third year course. No third year course can
	Selected OECD Countries	be taken in year 2.
	GV227 The Politics of Economic Policy	
3	An approved paper taught outside the Department	
-12	Four from:	BSc Government and Economics
	GV100 Introduction to Political Theory (must be taken and	Paper Course number and title
	examined at the end of the second year of the degree if not	Year 1
	taken in Year 1)	1 EC102 Economics B
	GV218 Ancient and Early Christian Political Thought (not 03)	2 Either EC110 Basic Mathematics for Economists or MA107
	GV219 Medieval and Renaissance Political Thought GV220 Modern Political Thought	Quantitative Methods (Mathematics) (H) and ST107
	GV220 Modern Political Thought GV221 Political Philosophy	Quantitative Methods (Statistics) (H)
	GV223 Democracy and Democratisation	3 & 4 Two from:
	GV225 Public Choice and Politics	GV100 Introduction to Political Theory
	GV226 Executive Government and its Modernization in	GV101 Introduction to the Study of Politics
	Selected OECD Countries	An approved paper taught outside the Department of Government and Economics
	GV227 The Politics of Economic Policy	Years 2 and 3
	Greet me romes of economic romey	5 EC201 Microeconomic Principles I
	GV231 British Political Ideas	
	GV231 British Political Ideas GV234 Theories and Problems of Nationalism	6 EC210 Macroeconomic Principles
	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above	6 EC210 Macroeconomic Principles 7 One from:
	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above A further paper from 5 above	
later	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above A further paper from 5 above An approved paper taught outside the Department	7 One from: GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken
	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above A further paper from 5 above An approved paper taught outside the Department NB: Options in Government may require GV101 or GV100 to	 One from: GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1)
	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above A further paper from 5 above An approved paper taught outside the Department	 One from: GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1) GV101 Introduction to the Study of Politics (should normally be
	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above A further paper from 5 above An approved paper taught outside the Department NB: Options in Government may require GV101 or GV100 to	 One from: GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1) GV101 Introduction to the Study of Politics (should normally be taken and examined at the end of the second year if not taken
	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above A further paper from 5 above An approved paper taught outside the Department NB: Options in Government may require GV101 or GV100 to en completed; Course Guides should be checked accordingly	 One from: GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1) GV101 Introduction to the Study of Politics (should normally be taken and examined at the end of the second year if not taken in Year 1)
ave bee	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above A further paper from 5 above An approved paper taught outside the Department NB: Options in Government may require GV101 or GV100 to en completed; Course Guides should be checked accordingly	 One from: GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1) GV101 Introduction to the Study of Politics (should normally be taken and examined at the end of the second year if not taken in Year 1) An approved paper from the Government Selection List
Sc Go or stude	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above A further paper from 5 above An approved paper taught outside the Department NB: Options in Government may require GV101 or GV100 to en completed; Course Guides should be checked accordingly	 One from: GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1) GV101 Introduction to the Study of Politics (should normally be taken and examined at the end of the second year if not taken in Year 1) An approved paper from the Government Selection List (if both GV100 and GV101 taken under 3&4 above)
ave bee	GV231 British Political Ideas GV234 Theories and Problems of Nationalism A paper from 5 above A further paper from 5 above An approved paper taught outside the Department NB: Options in Government may require GV101 or GV100 to en completed; Course Guides should be checked accordingly Evernment ents registered in and after October 2003.	 One from: GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1) GV101 Introduction to the Study of Politics (should normally be taken and examined at the end of the second year if not taken in Year 1) An approved paper from the Government Selection List

r stude	ents registered in and after October 2003.	
per	Course number and title	
ar 1		
	GV101 Introduction to Political Science	

8	One from:	10 An approved paper from the Economics Selection List	An approved paper n
	GV217 Russia/The CIS: Institutions and Policies	11 An approved paper from the Government Selection List A or B*	Selection List
	GV242 Government, Politics and Public Policy in Latin America	12 One from:	An approved paper fi
	GV243 Government, Politics and Public Policy in the USA	EC220 Introduction to Econometrics (3rd year only)	HY300 Essay Option
	GV244 Government, Politics and Public Policy in the European	An approved paper from the Economics Selection List	12 One from:
	Union GV246 Government and Politics in Eastern Europe	An approved paper from the Government Selection List A or B*	An approved paper n
9	GV225 Public Choice and Politics	An approved paper taught outside the Departments of Economics and Government	Selection List
10	An approved paper from the Economics Selection List	Notes * Students are required to choose at least one paper from each	An approved paper n Selection Lists A, B or
11	An approved paper from the Government Selection List	of the two Government Selections Lists	An approved paper ta
12	One from:		Government and Inte
	EC220 Introduction to Econometrics (3rd year only)	Government Selection List A	Notes NB: Options in Govern
	An approved paper from the Economics Selection List	Comparative Politics	been completed; Cour
	An approved paper from the Government Selection List	GV265 States, Nations and Empires	
	An approved paper taught outside the Departments of Economics and Government	GV310 Democracy and Democratisation	Government Selection List
Notes	NB: Options in Government may require GV100 or GV101	GV350 Theories and Problems of Nationalism	GV218 Ancient and Early Ch
Notes	to have been completed; Course Guides should be	European Politics	GV219 Medieval and Renaiss
	checked accordingly	GV264 Politics and Institutions of Europe GV351 Government, Politics and Public Policy in the EU	GV220 Modern Political Thou
		GV351 Government, Politics and Public Policy in the EU GV352 Government, Politics in Eastern Europe	GV221 Political Philosophy GV223 Democracy and Demo
Govern	nment Selection List	Grossz Government, rondes in Eastern Europe	GV225 Public Choice and Po
GV218	Ancient and Early Christian Political Thought (not 03)	Government Selection List B	GV226 Executive Governmen
GV219	Medieval and Renaissance Political Thought	Political Theory	OECD Countries
GV220	Modern Political Thought	GV262 Concepts in Political Theory	GV227 The Politics of Econor
GV221	Political Philosophy	GV302 Key Themes in the History of Political Thought	GV231 British Political Ideas
GV223	Democracy and Democratisation	Public Policy	GV234 Theories and Problem
GV226	Executive Government and its Modernization in Selected	GV263 Public Policy Analysis	
GV227	OECD Countries The Politics of Economic Policy	GV227 Politics of Economic Policy	History Selection List A
GV227 GV231	British Political Ideas	All Government third year courses GV3xx have a second year course as a	HY201 British History, 1760-
GV234	Theories and Problems of Nationalism	prerequisite, which should be taken prior to, or in some cases,	HY208 The History of the Un
0.001		contemporaneously with, the third year course. No third year course can be	HY209 The Spanish Civil War
Econor	nics Selection List	taken in year 2.	HY221 The History of Russia, HY223 From Reich to Nation
EC301	Advanced Economic Analysis	Economics Coloritors List	HY223 From Reich to Nation 1648-1871
EC303	Economic Analysis of the European Union	Economics Selection List	HY232 Frontiers of Nationalis
EC305	Comparative Economic Systems	EC301 Advanced Economic Analysis EC303 Economic Analysis of the European Union	History of Eastern and
EC307	Development Economics	EC305 Comparative Economic Systems	HY235 Modernity and the St
EC311	History of Economics: How Theories Change	EC307 Development Economics	since 1840 (may not l
EC313	Industrial Economics	EC311 History of Economics: How Theories Change	previously taken)
EC315	International Economics	EC313 Industrial Economics	
EC321 EC325	Monetary Economics Public Economics	EC315 International Economics	History Selection List B
	rabile economies	EC321 Monetary Economics	HY202 International History
		EC325 Public Economics	HY214 The Middle East in the
BSc Go	overnment and Economics		HY222 France in Internationa
	ents registered in and after October 2003.	PCs Courses and II's t	and East-West Conflic HY226 The Great War 1914-
Paper	Course number and title	BSc Government and History	HY230 The Early Colonial Emp
Year 1		Paper Course number and title Year 1	HY233 Empire and Nation: B
1	EC102 Economics B	1 Either GV101 Introduction to the Study of Politics or GV100	HY234 Muslims, Christians a
2	Either EC110 Basic Mathematics for Economists or MA107	Introduction to Political Theory	HY236 Race, Sex and Slavery
	Quantitative Methods (Mathematics) (H) and ST107	2 One from:	taken in Yr 1 under H
204	Quantitative Methods (Statistics) (H)	HY101 The European Civil War, 1890-1990	
3 & 4	Two from:	HY112 Race, Sex and Slavery: The Western Experience	History Selection List C
	GV101 Introduction to Political Science GV100 Introduction to Political Theory	HY113 From Empire to Independence: the Extra-European	HY302 Anglo-Spanish Relation
	An approved paper taught outside the Department	World in the Twentieth Century	HY303 Russia in Revolution,
	of Government and Economics	HY114 War and Society from the Renaissance to the	HY304 Germany's New Order
Year 2		Napoleonic Era c1500-1815	HY311 The United States and
5	EC201 Microeconomic Principles I	HY115 National Identity in the British Isles, c1707-1951	International History
6	EC210 Macroeconomic Principles	 <i>Either</i> the paper not taken under 1 or a further paper from 2 An approved paper taught outside the Departments of 	HY312 From Suez to the Six Arab Nationalism, 19
7	NB: Options in Government may require GV101 or GV100 to have	Government and International History	HY313 The International Hist
	been completed; Course Guides should be checked accordingly.	Years 2 and 3	HY315 The European Enlight
	One from:	5 One from:	HY316 The Independence an
	GV100 Introduction to Political Theory (should normally be	GV100 Introduction to Political Theory (must be taken and	HY317 Politics and Culture in
	taken and examined at the end of the second year if not taken in Year 1)	examined at the end of the second year if not taken in Year 1)	Renaissance to the Sc
	GV101 Introduction to Political Science (should normally be	GV101 Introduction to the Study of Politics (must be taken and	HY318 Leadership or Detach
	taken and examined at the end of the second year if not taken	examined at the end of the second year if not taken in Year 1)	Europe, 1947-1973
	in Year 1)	An approved paper from the Government Selection List (if both	
	An approved paper from the Government Selection List A or B*	GV100 and GV101 taken under 1 above)	
	(if both GV100 and GV101 taken under 3&4 above)	6 One from:	BSc Government and His
	An approved paper taught outside the Departments of	GV217 Russia/ The CIS: Institutions and Policies	For students registered in and at
	Economics and Government (if both GV100 and GV101 taken	GV242 Government, Politics and Public Policy in Latin America GV243 Government, Politics and Public Policy in the USA	Paper Course number and t
-	under 3&4 above)	GV243 Government, Politics and Public Policy in the USA GV244 Government, Politics and Public Policy in the	Year 1
8	Either: An approved paper from the Government Selection Lists	European Union	1 Either GV101 Introdu Introduction to Politic
	A or B*	GV246 Government and Politics in Eastern Europe	2 One from:
Vone 2	Or: GV225 Public Choice and Politics	7 An approved paper from the Government Selection List	HY101 The European
Year 3 9	Fither GV225 Public Chains and B th	8 An approved paper from the History Selection List A below	HY113 From Empire t
2	Either: GV225 Public Choice and Politics (if not taken under No 8 above)	9 An approved paper from the History Selection List C below	World in the Twentiet
	Or: An approved paper from the Government Selection	10 An approved paper not already taken from the History	HY114 War and Socie
	Lists A or B*	Selection List A below (normally to be taken in Year 3)	Napoleonic Era c1500
		11 One from:	HY115 National Ident

not already taken from the Government HY116 International History since 1890 Either the paper not taken under 1 or a further paper from 2 from the History Selection Lists A, B or C An approved paper taught outside the Departments of 4 Government and International History Year 2 not already chosen from the Government One from: GV100 Introduction to Political Theory (must be taken and not already chosen from the History examined at the end of the second year if not taken in Year 1) GV101 Introduction to Political Science (must be taken and taught outside the Departments of examined at the end of the second year if not taken in Year 1) An approved paper from the Government Selection List A or B* ternational History ernment may require GV100 or GV101 to have (if both GV100 and GV101 taken under 1 above) ourse Guides should be checked accordingly An approved paper from the Government Selection List A or B* 6 An approved paper from the History Selection List A An approved paper from the History Selection List A or B Year 3 hristian Political Thought (not 03) issance Political Thought An approved paper from the Government Selection List A or B* 9 10 An approved paper from the History Selection List C ought 11 One from: An approved paper from the Government Selection List A or B* mocratisation An approved paper from the History Selection Lists A, B or C Politics ent and its Modernization in Selected HY300 Essay Option 12 One from: An approved paper from the Government Selection List A or B * omic Policy An approved paper from the History Selection Lists A, B or C An approved paper taught outside the Departments of ems of Nationalism Government and International History * Students are required to choose at least one paper from each Notes of the Government Selections Lists 0-1914 NB: Options in Government may require GV100 or GV101 to have United States since 1783 been completed; Course Guides should be checked accordingly Var: its Causes, Course and Consequences ia, 1682-1825 (not 03) Government Selection List A on: The Contest for Hegemony in Germany, **Comparative Politics** GV265 States, Nations and Empires alism, Statehood and Independence. The ind South-Eastern Europe, 1914-1990 GV310 Democracy and Democratisation State in East Asia: China, Japan and Korea Theories Problems and Nationalism GV350 European Politics ot be selected if HY211 and/or HY229 GV264 Politics and Institutions of Europe GV351 Government, Politics and Public Policy in the EU GV352 Government, Politics in Eastern Europe y Since 1890 Government Selection List B the Twentieth Century (not 03) nal Affairs, 1940-1981: European, Colonial, Political Theory GV262 Concepts in Political Theory flict Key Themes in the History of Political Thought 4-1918 GV302 Public Policy mpires: Europe and the World 1400-1470 GV225 Public Choice and Politics Britain and India since 1750 GV227 Politics of Economic Policy and Jews in the Early Modern World GV263 Public Policy Analysis ry: The Western Experience (if not already HY112) All Government third year courses GV3xx have a second year course as a prerequisite, which should be taken prior to, or in some cases, contemporaneously with, the third year course. No third year course can be taken in year 2. tions in the Age of Elizabeth I and Philip II 1, 1914-1921 der in Europe, 1939-45 History Selection List A HY201 British History, 1760-1914 ind the Vietnam Wars, 1945-75:An HY208 The History of the United States since 1783 HY209 The Spanish Civil War: its Causes, Course and Consequences x Day War; Britain, the United States and 952-1970 HY221 The History of Russia, 1682-1825 (not 03) istory of East Asia, 1914-1945 HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871 htenment, c1680-1830 HY232 Frontiers of Nationalism, Statehood and Independence. The and Partition of India History of Eastern and South-Eastern Europe, 1914-1990 in Early Modern Europe: From the Scientific Revolution, 1500-1640 (not 03) HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (may not be selected if HY211 and/or HY229 chment? British Policy Towards Western previously taken) History Selection List B HY214 The Middle East in the Twentieth Century (not 03) listory HY222 France in International Affairs, 1940-1981: European, Colonial, after October 2003. and East-West Conflict d title HY226 The Great War 1914-1918 duction to Political Science or GV100 HY230 The Early Colonial Empires: Europe and the World 1400-1750 HY233 Empire and Nation: Britain and India since ucal meory HY234 Muslims Christians and Jews in the Early Modern World HY236 Race, Sex and Slavery: The Western Experience an Civil War, 1890-1990 e to Independence: the Extra-European ieth Century History Selection List C ciety from the Renaissance to the HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II 00-1815 HY303 Russia in Revolution, 1914-1921 entity in the British Isles, c1707-1951 HY304 Germany's New Order in Europe, 1939-45

HY311	The United States and the Vietnam Wars, 1945-75: An International History
HY312	From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
HY313	The International History of East Asia, 1914-1945
HY315	The European Enlightenment, c1680-1830
HY316	The Independence and Partition of India
HY317	Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640 (not
HY318	Leadership or Detachment? British Policy Towards Western Europe, 1947-1973

BA History

For students registering in and after October 2001. Paper Course number and title Year 1 1, 2 & 3 Three from: (including at least one from the following: HY112, HY114 and HY115) HY101 The European Civil War, 1890-1990 HY112 Race, Sex and Slavery: The Western Experience HY113 From Empire to Independence: the Extra-European World in the Twentieth Century HY114 War and Society from the Renaissance to the

Napoleonic Era c1500-1815 HY115 National Identity in the British Isles, c1707-1951 EH101 The Internationalisation of Economic Growth, 1870

to the Present Day An approved paper taught outside the Department

Year 2

4

One from: EH205 Towns, Society and Economy in England and Europe 1450-1750 HY221 The History of Russia 1682-1825 (not 03)

HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871 HY230 The Early Colonial Empires: Europe and the World

1400-1750 HY234 Muslims, Christians and Jews in the Early Modern World HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II

HY315 The European Enlightenment, c1680-1830

HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640 (not 03) One paper from the Selection List A, not taken previously (below)

- or EH210, Economic and Social History of Britain from 1830 One paper from the Selection List B, not taken previously (below) or EH225 Latin America and the International Economy or EH236 The Integration of Europe's Economy, 1815-1990 An Approved paper taught outside the Department
- 8 Year 3

6

- 9 HY314 Representing the Past: Historiography and Historical Methods
- 10 A paper from the Selection List C
- 11 A further paper from Selection Lists A,B or C or a further paper
- from paper No 5 above (not already taken) 12 HY300 Essav
- Selection List A
- HY201 British History, 1760-1914
- HY208 The History of the United States since 1783
- HY209 The Spanish Civil War: its Causes, Course and Consequences
- HY221 The History of Russia 1682-1825 (not 03)
- HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
- Frontiers of Nationalism, Statehood and Independence: HY232
- The History of Eastern and South-Eastern Europe 1914-1990 HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)

Selection List B

- HY202 International History since 1890
- The Middle East in the Twentieth Century (not 03) HY214 France in International Affairs, 1940-1981: European, Colonial, HY222
- and East-West Conflict
- HY226 The Great War 1914-1918
- HY230 The Early Colonial Empires: Europe and the World 1400-1750
- HY233 Empire and Nation: Britain and India since 1750
- HY234 Muslims, Christians and Jews in the Early Modern World
- HY236 Race, Sex and Slavery: The Western Experience (if not already taken in Yr 1 as HY112)

Selection List C

- HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
- HY303 Russia in Revolution, 1914-1921
- HY304 Germany's New Order in Europe, 1939-45 HY311
- The United States and the Vietnam Wars, 1945-75: An International History
- HY312 From Suez to the Six Day War: Britain, the United States
- and Arab Nationalism, 1952-1970 HY313 The International History of East Asia, 1914-1945
- HY315 The European Enlightenment, c1680-1830
- HY316 The Independence and Partition of India
- HY317 Politics and Culture in Early Modern Europe: From the
- Renaissance to the Scientific Revolution, 1500-1640 (not 03) Leadership or Detachment? British Policy towards Western HY318 Europe, 1947-1973

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BA His	tory
	ents registering in and after October 2003.
Paper	Course number and title
Year 1	
1,2&3	Three from: (including at least one from the following: (HY114 and HY115)
	HY101 The European Civil War, 1890-1990
	HY113 From Empire to Independence: the Extra-European
	World in the 20th Century
	HY114 War and Society from the Renaissance to the
	Napoleonic Era c1500-1815
	HY115 National Identity in the British Isles, c1707-1951
	HY116 International History since 1890
	EH101 The Internationalisation of Economic Growth, 1870
	to the Present Day
4	An approved paper taught outside the Department
Year 2	
5	One from:
	EH205 Towns, Society and Economy in England and Europe
	1450-1750
	HY221 The History of Russia 1682-1825 (not 03)
	HY223 From Reich to Nation: The Contest for Hegemony
	in Germany, 1648-1871
	HY230 The Early Colonial Empires: Europe and the World
	1400-1750
	HY234 Muslims, Christians and Jews in the Early Modern World
	HY302 Anglo-Spanish Relations in the Age of Elizabeth I
	and Philip II
	HY315 The European Enlightenment, c1680-1830
	HY317 Politics and Culture in Early Modern Europe: From the
	Renaissance to the Scientific Revolution, 1500-1640 (not 03)
5	One paper from the Selection List A, not taken previously (belo
	or EH210, Economic and Social History of Britain from 1830
7	One paper from the Selection List B, not taken previously (below
	or EH225 Latin America and the International Economy or EH2.
	The Integration of Europe's Economy, 1815-1990
3	An Approved paper taught outside the Department
Year 3	An Approved paper taught outside the Department
)	UV214 Proprocessing the Dest Uliveria and
2	HY314 Representing the Past: Historiography and
0	Historical Methods
10	A paper from the Selection List C
1	A further paper from Selection Lists A, B or C or a further
	paper from paper No 5 above (not already taken)
12	HY300 Essay
History S	election List A
	British History, 1760-1914
	The History of the United States since 1783
1Y209	The Spanish Civil War: its Causes, Course and Consequences
Y221	The History of Russia, 1682-1825 (not 03)
Y223	From Beich to Nation The Contract for Use
11225	From Reich to Nation: The Contest for Hegemony in German
14222	1648-1871
HY232	Frontiers of Nationalism, Statehood and Independence. The
	History of Eastern and South-Eastern Europe, 1914-1990
IY235	Modernity and the State in East Asia: China, Japan and Korea
	since 1840 (may not be selected if HY211 and/or HY229
	previously taken)
listory S	election List B
Y214	The Middle East in the Twentieth Century (not 03)
1214	Free in late to the intervention (not 03)

- HY222 France in International Affairs, 1940-1981: European, Colonial,
- and East-West Conflict
- HY226 The Great War 1914-1918
- HY230 The Early Colonial Empires: Europe and the World 1400-1750
- HY233 Empire and Nation: Britain and India since 1750

Y234 Y236	ALL MARKET A
Y236	Muslims Christians and Jews in the Early Mode
	Race, Sex and Slavery: The Western Experience
	, and the providence of the second
istory	Selection List C
Y302	Anglo-Spanish Relations in the Age of Elizabeth
Y303	Russia in Revolution, 1914-1921
Y304	Germany's New Order in Europe, 1939-45
Y311	The United States and the Vietnam Wars, 1945
1311	An International History
Y312	From Suez to the Six Day War; Britain, the Unit
1512	and Arab Nationalism, 1952-1970
Y313	The International History of East Asia, 1914-19
Y315	The European Enlightenment, c1680-1830
Y316	The Independence and Partition of India
Y317	Politics and Culture in Early Modern Europe: Fro
	Renaissance to the Scientific Revolution, 1500-
Y318	Leadership or Detachment? British Policy Towar
	Europe, 1947-1973
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HY234 HY236	Muslims Christians and Jews in the Early Modern World Race, Sex and Slavery: The Western Experience	MN201 Economics for Management OR201 Operational Research for Management
		SO208 Gender and Society
	Selection List C	Two approved papers taught outside the Department (2nd and
HY302	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	3rd year papers only, any 1st year paper requires the permission
HY303 HY304	Russia in Revolution, 1914-1921	of the Departmental Tutor)
HY311	Germany's New Order in Europe, 1939-45 The United States and the Vietnam Wars, 1945-75:	
111311	An International History	BSc Industrial Relations and
HY312	From Suez to the Six Day War; Britain, the United States	Human Resource Management
	and Arab Nationalism, 1952-1970	Paper Course number and title
HY313	The International History of East Asia, 1914-1945	Year 1
HY315	The European Enlightenment, c1680-1830	1 ID100 Employment Relations
HY316 HY317	The Independence and Partition of India Politics and Culture in Early Modern Europe: From the	2,3 & 4 Three from:
11517	Renaissance to the Scientific Revolution, 1500-1640 (not 03)	AN100 Introduction to Social Anthropology
HY318	Leadership or Detachment? British Policy Towards Western	EC100 Economics A or EC102 Economics B Either GV101 Introduction to the Study of Politics or
	Europe, 1947-1973	GV100 Introduction to Political Theory
-		IS143 Information Technology and Society
		Either LN130 French Language and Society 1 or
	man Resources Management and Employment	LN110 German Language and Society 1
Relatio		PS102 Self, Others and Society: Perspectives on Social and
	nts registered in or after October 2003.	Applied Psychology
Paper lear 1	Course number and title	SO100 Principles of Sociology Either ST103 Statistical Methods for Social Research or
	ID100 Employment Relations	MA107 Quantitative Methods (Mathematics) H and ST107
2,3 & 4	Three from:	Quantitative Methods (Statistics) H
	AN100 Introduction to Social Anthropology	An approved paper taught outside the Department
	EC100 Economics A or EC102 Economics B	Year 2
	Either GV101 Introduction to the Study of Politics or	5 ID290 Human Resource Management
	GV100 Introduction to Political Theory IS143 Information Technology and Society	6, 7 & 8 Three from Groups A and B below Year 3
	Either LN130 French Language and Society 1 or	9 ID300 Selected Topics in Employment Relations
	LN110 German Language and Society 1	10, 11 & 12 Three from Groups A and B below (must include at least one
	PS102 Self, Others and Society: Perspectives on Social and	of the 3rd year options)
	Applied Psychology	
	SO100 Principles of Sociology	Group A
	Either ST103 Statistical Methods for Social Research or MA107	At least two and up to a maximum of six units.
	Quantitative Methods (Mathematics) H and ST107 Quantitative	ID200 Organisational Theory and Behaviour
	Methods (Statistics) H	ID202 Economics of the Labour Market: Economic Analysis of Unions (H)
/ear 2	An approved paper taught outside the Department	ID203 Economics of the Labour Market: Pay (H) ID314 Industrial Psychology (H)
5	ID290 Human Resource Management	ID315 Trade Unions and Social Movements (H)
5,788	Three from Groups A and B below	ID399 Employment Relations Project (3rd year only)
lear 3		EC317 Labour Economics (3rd year only and only if ID202/ ID203
9	ID300 Selected Topics in Employment Relations	previously taken) (not 03)
0, 11812	Three from Groups A and B below (must include at least one of	MN307 Aspects of Marketing Management (H)
	the 3rd year options)	LL226 Elements of Labour Law SO212 Work, Management and Globalisation
Group A		SO212 Work, Management and Globalisation
	wo and up to a maximum of six units)	Group B
D200	Organisational Theory and Behaviour	Up to four units.
D202	Economics of the Labour Market: Economic Analysis of Unions (H)	AC100 Elements of Accounting and Finance
D203	Economics of the Labour Market: Pay (H)	AC211 Managerial Accounting
D314	Industrial Psychology (H)	AN227 The Anthropology of Economic Institutions
D315	Trade Unions and Social Movements (H)	and Social Transformations
D399 C317	Employment Relations Project (3rd year only) Labour Economics (3rd year only and only if ID202/ID203	AN230 The Anthropology of Industrialisation and Industrial Life (H)
2011	previously taken) (not 03)	EH210 Economic and Social History of Britain from 1830 EH220 Comparative Economic Development: Late Industrialisation
MN307	Aspects of Marketing Management (H)	in Russia, India and Japan
L226	Elements of Labour Law	EH240 Business and Economic Performance since 1945: Britain
0212	Work, Management and Globalisation	in International Context
		EH302 Work, Class and Organisation: British Labour History from
Group B		Industrialisation to General Strike
up to fou		EH325 Issues in Modern Japanese Economic Development: Late
AC100	Elements of Accounting and Finance	Industrialisation, Imperialism and High Speed Growth
AC211 N227	Managerial Accounting The Anthropology of Economic Institutions and Social	(may only be selected if EH220 previously taken) IS340 Information Systems in Business
	Transformations	LL209 Commercial Law
N230	The Anthropology of Industrialisation and Industrial Life (H)	MN201 Economics for Management
H210	Economic and Social History of Britain from 1830	OR201 Operational Research for Management
H220	Comparative Economic Development: Late Industrialisation	SO208 Gender and Society
	in Russia, India and Japan	Two approved papers taught outside the Department (2nd and
H240	Business and Economic Performance since 1945: Britain	3rd year papers only, any 1st year paper requires the permission
1202	in International Context	of the Departmental Tutor)
H302	Work, Class and Organisation: British Labour History from	
H325	Industrialisation to General Strike Issues in Modern Japanese Economic Development: Late	BSc International Relations
	Industrialisation, Imperialism and High Speed Growth	For students registered in or before October 2002.
	(may only be selected if EH220 previously taken)	Paper Course number and title
IS340	Information Systems in Business Commercial Law	Year 1

Worl HY11 Napc 3 One HY11 GV10 PH10 to Ph SO10 4 An ap Year 2 5 IR200 6 HY20 7 One f GV23 IR201 IR305 LL278 A pap by the 8 An ap Year 3	 34 Theories and Problems of Nationalism 1 Europe's Institutional Order 5 Strategic Aspects of International Relations 1 8 Public International Law ber relevant to the study of International Relations approved e candidate's teachers from the Selection List below beroved paper taught outside the Department c) Foreign Policy Analysis 1 c) International Institutions 1 d) Politics of International Economic Relations 1 from: 34 Theories and Problems of Nationalism t taken under paper 7) c) Regional Integration in Western Europe 1 		ternational Relations ents registered in and after October 2003. <i>Course number and title</i> IR100 The Structure of International Society HY 116 International History since 1890 One from: GV100 Introduction to Political Theory PH103 Reason, Knowledge and Values: An Introduction to Philosophy SO100 Principles of Sociology An approved paper taught outside the Department IR200 International Political Theory IR301 International Institutions IR300 Foreign Policy Analysis One from: EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	LN200 LN210 LN220 LN230 PH203 SA213 SO201 SO202 SO204 BSc Int <i>Paper</i> Year 1 1 2 3 & 4	Philosophy of the S European Social Po Sociological Theory The Social Analysis Political Processes a Any other paper, no Departmental Tutor ternational Relat <i>Course number and</i> IR100 The Structur One from: HY101 The Europe HY113 From Empir World in the 20th HY114 War and So Napoleonic Era c. 1 HY115 National Ide Two from:
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4 An ap Year 2 5 IR200 6 HY20 7 One f GV23 IR201 IR305 LL278 A pap by the 8 An ap Year 3	 approved paper taught outside the Department b) International Political Theory b) International History since 1890 from: 34 Theories and Problems of Nationalism 1 Europe's Institutional Order 5 Strategic Aspects of International Relations 1 8 Public International Law b) per relevant to the study of International Relations approved e candidate's teachers from the Selection List below b) proved paper taught outside the Department b) Foreign Policy Analysis I 1 International Institutions I b) Politics of International Economic Relations I from: 34 Theories and Problems of Nationalism t taken under paper 7) c) Regional Integration in Western Europe I 	Year 2 5 6 7	PH103 Reason, Knowledge and Values: An Introduction to Philosophy SO100 Principles of Sociology An approved paper taught outside the Department IR200 International Political Theory IR301 International Institutions IR300 Foreign Policy Analysis One from: EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	Paper Year 1 1 2	Departmental Tutor ternational Relat Course number and IR100 The Structure One from: HY101 The Europe HY113 From Empir World in the 20th of HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
Year 2 5 IR200 6 HY20 7 One f GV23 IR201 IR305 LL278 A pap by the 8 An ap Year 3	 0 International Political Theory 02 International History since 1890 from: 34 Theories and Problems of Nationalism 1 Europe's Institutional Order 5 Strategic Aspects of International Relations 1 8 Public International Law ber relevant to the study of International Relations approved e candidate's teachers from the Selection List below poroved paper taught outside the Department 0 Foreign Policy Analysis 1 1 International Institutions 1 9 Politics of International Economic Relations 1 6 Politics of International Economic Relations 1 6 Politics and Problems of Nationalism t taken under paper 7) 8 Regional Integration in Western Europe 1 	Year 2 5 6 7	to Philosophy SO100 Principles of Sociology An approved paper taught outside the Department IR200 International Political Theory IR301 International Institutions IR300 Foreign Policy Analysis One from: EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	Paper Year 1 1 2	ternational Relat Course number and IR100 The Structure One from: HY101 The Europe HY113 From Empir World in the 20th of HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
6 HY20 7 One f GV23 IR201 IR305 LL278 A pap by the 8 An ap Year 3	 D2 International History since 1890 from: 34 Theories and Problems of Nationalism 1 Europe's Institutional Order 5 Strategic Aspects of International Relations 1 8 Public International Law ber relevant to the study of International Relations approved e candidate's teachers from the Selection List below beroved paper taught outside the Department b) Foreign Policy Analysis I 1 International Institutions I 4 Politics of International Economic Relations I 64 Theories and Problems of Nationalism t taken under paper 7) 84 Regional Integration in Western Europe I 	Year 2 5 6 7	SO100 Principles of Sociology An approved paper taught outside the Department IR200 International Political Theory IR301 International Institutions IR300 Foreign Policy Analysis One from: EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	Paper Year 1 1 2	Course number and IR100 The Structure One from: HY101 The Europe HY113 From Empir World in the 20th of HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
7 One f GV23 IR201 IR305 LL278 A pap by the 8 An ap Year 3	from: 34 Theories and Problems of Nationalism 1 Europe's Institutional Order 5 Strategic Aspects of International Relations 1 8 Public International Law per relevant to the study of International Relations approved e candidate's teachers from the Selection List below pproved paper taught outside the Department 0 Foreign Policy Analysis I 1 International Institutions I 9 Politics of International Economic Relations I from: 34 Theories and Problems of Nationalism t taken under paper 7) 8 Regional Integration in Western Europe I	Year 2 5 6 7	An approved paper taught outside the Department IR200 International Political Theory IR301 International Institutions IR300 Foreign Policy Analysis One from: EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	Paper Year 1 1 2	Course number and IR100 The Structure One from: HY101 The Europe HY113 From Empir World in the 20th of HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
GV23 IR201 IR305 LL278 A pap by the 8 An ap Year 3	 34 Theories and Problems of Nationalism 1 Europe's Institutional Order 5 Strategic Aspects of International Relations 1 8 Public International Law ber relevant to the study of International Relations approved e candidate's teachers from the Selection List below beroved paper taught outside the Department c) Foreign Policy Analysis 1 c) International Institutions 1 d) Politics of International Economic Relations 1 from: 34 Theories and Problems of Nationalism t taken under paper 7) c) Regional Integration in Western Europe 1 	5 6 7	IR301 International Institutions IR300 Foreign Policy Analysis One from: EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	Year 1 1 2	IR100 The Structure One from: HY101 The Europe HY113 From Empir World in the 20th of HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
IR201 IR305 LL278 A pap by the 8 An ap Year 3	 1 Europe's Institutional Order 5 Strategic Aspects of International Relations 1 8 Public International Law ber relevant to the study of International Relations approved e candidate's teachers from the Selection List below beroved paper taught outside the Department b) Foreign Policy Analysis I c) International Institutions I d) Politics of International Economic Relations I from: 34 Theories and Problems of Nationalism t taken under paper 7) c) Regional Integration in Western Europe I 	6 7	IR301 International Institutions IR300 Foreign Policy Analysis One from: EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	1 2	One from: HY101 The Europe HY113 From Empir World in the 20th of HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
LL278 A pap by the 8 An ap Year 3	 8 Public International Law ber relevant to the study of International Relations approved e candidate's teachers from the Selection List below pproved paper taught outside the Department b) Foreign Policy Analysis I c) International Institutions I d) Politics of International Economic Relations I from: 34 Theories and Problems of Nationalism t taken under paper 7) g) Regional Integration in Western Europe I 	7 8	IR300 Foreign Policy Analysis One from: EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,		One from: HY101 The Europe HY113 From Empir World in the 20th of HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
A pap by the 8 An ap Year 3	per relevant to the study of International Relations approved e candidate's teachers from the Selection List below pproved paper taught outside the Department D Foreign Policy Analysis I I International Institutions I Politics of International Economic Relations I from: B4 Theories and Problems of Nationalism t taken under paper 7) B Regional Integration in Western Europe I	8	EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	3 & 4	HY113 From Empir World in the 20th of HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
by the 8 An ap Year 3	e candidate's teachers from the Selection List below oproved paper taught outside the Department 0 Foreign Policy Analysis I 1 International Institutions I 2 Politics of International Economic Relations I from: 34 Theories and Problems of Nationalism t taken under paper 7) 3 Regional Integration in Western Europe I		EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	3 & 4	World in the 20th (HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
8 An ap Year 3	 pproved paper taught outside the Department porceign Policy Analysis I International Institutions I Politics of International Economic Relations I from: Provide the Problems of Nationalism t taken under paper 7) Regional Integration in Western Europe I 		to the Present Day HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	3 & 4	HY114 War and Sc Napoleonic Era c. 1 HY115 National Ide Two from:
	I International Institutions I Politics of International Economic Relations I from: 34 Theories and Problems of Nationalism t taken under paper 7) 3 Regional Integration in Western Europe I		HY209 The Spanish Civil War: its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	3 & 4	Napoleonic Era c. 1 HY115 National Ide Two from:
9 18300	I International Institutions I Politics of International Economic Relations I from: 34 Theories and Problems of Nationalism t taken under paper 7) 3 Regional Integration in Western Europe I		and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY222 France in International Affairs, 1940-1981: European,	3 & 4	Two from:
	Politics of International Economic Relations I from: 44 Theories and Problems of Nationalism t taken under paper 7) 8 Regional Integration in Western Europe I		HY222 France in International Affairs, 1940-1981: European,	3 & 4	
	from: 34 Theories and Problems of Nationalism t taken under paper 7) 8 Regional Integration in Western Europe I				EH101 The Internation
12 One fi	t taken under paper 7) 8 Regional Integration in Western Europe I		Colonial and East-West Conflict		to the Present Day
	Regional Integration in Western Europe I		HY223 From Reich to Nation: The Contest for Hegemony		LL278 Public Intern
			in Germany, 1648-1871		An approved langu
	Strategic Aspects of International Relations I		HY226 The Great War, 1914-1918	Year 2	An approved paper
(if not	t taken under paper 7)		HY230 The Early Colonial Empires: Europe and the World 1400-1750	5	IR200 International
IR306	Sovereignty, Rights and Justice: Issues in International		HY232 Frontiers of Nationalism, Statehood and Independence.	6	HY202 Internationa
	al Theory Essay Option		The History of Eastern and South-Eastern Europe 1914-1990	7	Either IR300 Foreig
	International Protection of Human Rights		IR201 Europe's Institutional Order	8	Institutions I One from:
A pap	per relevant to the study of International Relations approved	Year 3	LL278 Public International Law	0	HY209 The Spanish
by the	e candidate's teachers from the Selection List below	9 & 10	Two from:		Consequences
	Second year students should attend IR300.1, Foreign		GV234 Theories and Problems of Nationalism		HY214 The Middle
	es of the Powers in preparation for IR300, Foreign Policy sis, a compulsory paper in year 3.		IR303 Regional Integration in Western Europe		HY221 The History HY222 France in In
	so, a company poper in year of		IR304 Politics of International Economic Relations * IR305 Strategic Aspects of International Relations I		Colonial, and East-
Selection List (of Papers Approved by the Department as		IR306 Sovereighty, Rights and Justice: Issues in International		HY223 From Reich
Relevant to the	e Study of International Relations		Political Theory		Germany, 1648-18
EC230 Europe	ean Economic Policy		IR308 Systemic Change in the Twentieth Century: Theories		HY226 The Great V HY230 The Early C
EH220 Compa in Russ	arative Economic Development: Late Industrialisation isia, India and Japan		of the Cold War LL242 International Protection of Human Rights **		1400-1750
	America and the International Economy	11	A paper relevant to the study of International Relations approved		HY232 Frontiers of
GV100 Introdu	uction to Political Theory		by the candidate's teachers from the Selection List below		The History of Easte
	/ The CIS: Institutions and Policies	12	IR399 Long Essay		HY233 Empire and
	rn Political Thought al Philosophy	Notes	* Prerequisites for this course are normally EH101 or EC100 ** Prerequisite for this course is LL278		HY234 Muslims, Ch HY235 Modernity a
	cracy and Democratisation		Prerequisite for this course is LL278		Korea since 1840
	tive Government and its Modernization in Selected	Selectio	n List of Papers Approved by the Department	Year 3	
OECD	Countries		ant to the Study of International Relations	9 10	The paper not take One from:
GV227 The Po GV234 Theorie	olitics of Economic Policy es and Problems of Nationalism	EC230	European Economic Policy	10	GV234 Theories an
GV242 Govern	nment, Politics and Public Policy in Latin America	EH220	Comparative Economic Development: Late Industrialisation		IR303 Regional Inte
GV243 Govern	nment, Politics and Public Policy in the USA	EH225	in Russia, India and Japan Latin America and the International Economy		IR304 The Politics of
GV244 Govern	nment, Politics and Public Policy in the European Union	GV100	Introduction to Political Theory	1 A. A.	IR305 Strategic Asp
5V246 Govern	nment and Politics in Eastern Europe	GV217	Russia/The CIS: Institutions and Policies		IR306 Sovereignty, Political Theory
	nment: Science and Society olitical Geography of Development and the South	GV220	Modern Political Thought	11	One from:
	panish Civil War: its Causes, Course and Consequences	GV221	Political Philosophy		HY302 Anglo-Span
TY214 The Mi	iddle East in the Twentieth Century (not 03)	GV223 GV226	Democracy and Democratisation Executive Government and its Modernization in Selected		and Philip II
The Int	ternational History of East Asia, 1917-1950	GVLLO	OECD Countries		HY303 Russia in Re HY304 Germany's
HY222 France	in International Affairs, 1940-1981: European, Colonial, ast-West Conflict	GV227	The Politics of Economic Policy		HY311 The United
	reat War, 1914-1918	GV234	Theories and Problems of Nationalism		International Histor
HY304 German	ny's New Order in Europe, 1939-1945	GV242 GV243	Government, Politics and Public Policy in Latin America		HY312 From Suez
L242 The Inte	ternational Protection of Human Rights	GV243 GV244	Government, Politics and Public Policy in the USA Government, Politics and Public Policy in the European Union		and Arab Nationali
	nd the Environment	GV246	Government and Politics in Eastern Europe		HY313 The Interna HY314 Representir
	n Language and Society 2 In Language and Society 2	GY220	Environment: Science and Society		and Historical Meth
	h Language and Society 2	GY301	The Political Geography of Development and the South		HY316 The Indepe
N230 French	Language and Society 2	HY209 HY214	The Spanish Civil War: its Causes, Course and Consequences The Middle East in the Twentieth Century (not 03)		HY317 Politics and
H203 Philoso	ophy of the Social Sciences	HY220	The International History of East Asia, 1917-1950		Renaissance to the HY318 Leadership
A213 Europe O201 Sociolo	ean Social Policy ogical Theory	HY222	France in International Affairs, 1940-1981: European, Colonial,		Western Europe 19
5001010	sical metry		and East-West Conflict		

Undergraduate Programme Regulations 15

14-1918 12 One from: der in Europe, 1939-1945 A further paper from 10 or 11 above Protection of Human Rights nment and Society 2 and Society 2 and Society 2 nd Society 2 Social Sciences blicy Year 1 of Russia and the CIS and Social Change (not 03) ot on the exclusion lists, approved by the 3&4 of the Department of International Relations tions and History e of International Society an Civil War 1890-1990 e to Independence: The Extra European Century ociety from the Renaissance to the Year 2 500-1815 entity in the British Isles, c1707-1951 7 & 8 ationalisation of Economic Growth, 1870 ational Law age (LN) course taught outside the Department Political Theory al History since 1890 n Policy Analysis I or IR301 International Civil War: its Causes, Course and East in the Twentieth Century (not 03) of Russia 1682-1825 (not 03) ternational Affairs 1940-1981: European, West Conflict to Nation: The Contest for Hegemony in War 1914-1918 Year 3 Colonial Empires: Europe and the World 10 Nationalism, Statehood and Independence. ern and South-Eastern Europe, 1914-1990 Nation: Britain and India since 1750 ristians and Jews in the Early Modern World and the State in East Asia: China, Japan and 11 n under 7 above d Problems of Nationalism egration in Western Europe f International Economic Relations pects of International Relations Rights and Justice: Issues in International hish Relations in the Age of Elizabeth I evolution, 1914-21 New Order in Europe, 1939-45 States and the Vietnam Wars, 1945-75: An to the Six Day War; Britain, the United States ism, 1952-1970 12 tional History of East Asia, 1914-1945 ng the Past: Historiography nods endence and Partition of India Culture in Early Modern Europe: From the Scientific Revolution, 1500-1640 (not 03) or Detachment? British Policy Towards 947-1973

HY300 History Essay An approved paper taught outside the Department of International Relations and International History **BSc International Relations and History** For students registered in and after October 2003. Paper Course number and title IR100 The Structure of International Society HY116 International History since 1890 Two from: HY101 The European Civil War 1890-1990 HY113 From Empire to Independence: The Extra European World in the 20th Century HY114 War and Society from the Renaissance to the Napoleonic Era c1500-1815 HY115 National Identity in the British Isles c1707-1951 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day LL278 Public International Law An approved language (LN) course An approved paper taught outside the Department IR200 International Political Theory Either IR300 Foreign Policy Analysis I or IR301 International Institutions I Two from: HY209 The Spanish Civil War: Its Causes, Course and Consequences HY214 The Middle East in the Twentieth Century (not 03) HY221 The History of Russia 1682-1825 (not 03) HY222 France in International Affairs 1940-1981: European, Colonial, and East-West Conflict HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871 HY226 The Great War 1914-1918 HY230 The Early Colonial Empires: Europe and the World 1400-1750 HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 HY233 Empire and Nation: Britain and India since 1750 HY234 Muslims, Christians and Jews in the Early Modern World HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 HY236 Race, Sex and Slavery: The Western Experience The paper not taken under 6 above One from: GV234 Theories and Problems of Nationalism IR303 Regional Integration in Western Europe I IR304 The Politics of International Economic Relations I IR305 Strategic Aspects of International Relations I IR306 Sovereignty, Rights and Justice: Issues in International Political Theory One from: HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II HY303 Russia in Revolution, 1914-21 HY304 Germany's New Order in Europe, 1939-45 HY311 The United States and the Vietnam Wars, 1945-75: An International History HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970 HY313 The International History of East Asia, 1914-1945 HY314 Representing the Past: Historiography and Historical Methods HY316 The Independence and Partition of India HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640 (not 03) HY318 Leadership or Detachment? British Policy Towards Western Europe 1947-1973 One from: A further paper from 10 or 11 above HY300 History Essay An approved paper taught outside the Department of International Relations and International History

LLB Paper			Diploma
	Course number and title		To qualify to proceed to Part II of the LLB with French Law, a
Year 1	course manuser and and		candidate must pass the examination for the Diplôme d'études
1	LL104 Law of Obligations		juridiques de Strasbourg. Further details of the course and
	LL105 Property I H and LL109 Introduction to The Legal System (H)		examination for the Diplôme, as supplied by the Université
2	LL106 Public Law		
3			de Strasbourg III (Robert Schuman), are available from the
4	LL108 Criminal Law		Law department.
Year 2			A candidate who does not take or fails to pass the examination
5, 6, 7 & 8	8 At least two courses from Selection List A, and not more than		for the Diploma in circumstances certified by the authorities of the
	four half-subjects from Selection List B to the value of four		Université de Strasbourg III (Robert Schuman) and regarded by the
	whole subjects		School as being equivalent to those which would have qualified
Year 3			him or her for the award of an Aegrotat in a degree in the
9	LL305 Jurisprudence		University of London may be permitted by the School to continue
10, 11 & 1	12 At least one subject from Selection List A, and not more than		his/her course for the LLB with French Law. Any other candidate
	four half subjects from Selection List B to the value of three		who does not take or fails his/her examination will not be allowed
	whole subjects		to continue his/her course but may be permitted to transfer to the
			LLB degree, entering the third and final year of the LLB in the
Soloctio	on List A		following session.
		Year 4	
AN226		9	LL305 Jurisprudence
LL201	Administrative Law (not 03)		
LL202	Commercial Contracts	10, 11 & 1.	2 At least one subject from Selection List A, and not more than
L203	Law of Business Associations		four half subjects from Selection List B to the value of three
LL204	Advanced Torts		whole subjects
LL205	Medical Law		
LL207	The Law Relating to Civil Liberties in England and Wales	Selectio	on List A
LL210	Information Technology and the Law	AN226	Political and Legal Anthropology
L212	Conflict of Laws (not 03)	LL201	Administrative Law (not 03)
L221	Law of Domestic Relations	LL202	Commercial Contracts
L231	The Substantive Law of the European Union	LL203	Law of Business Associations
LL232	Law and Institutions of the European Union	LL204	Advanced Torts
LL233	Law of Evidence	LL205	Medical Law
LL241	Introduction to Civil Law	LL203	
LL241		and the second se	The Law Relating to Civil Liberties in England and Wales
	International Protection of Human Rights	LL210	Information Technology and the Law
L250	Law and the Environment	LL212	Conflict of Laws (not 03)
L251	Intellectual Property Law	LL221	Law of Domestic Relations
LL253	Law of Corporate Insolvency	LL231	The Substantive Law of the European Union
L257	Labour Law	LL232	Law and Institutions of the European Union
L259	Legal and Social Change Since 1750	LL233	Law of Evidence
L265	Legislation	LL241	Introduction to Civil Law
L269	Civil Litigation – Processes and Functions (not 03)	LL242	International Protection of Human Rights
L275	Property II	LL250	Law and the Environment
L278	Public International Law	LL251	Intellectual Property Law
L293	Taxation	LL253	Law of Corporate Insolvency
L294	Law, Theory and Policy of Consumer Markets (not 03)	LL257	Labour Law
L299	Full Unit Essay Option (cannot be taken in the same year	LL259	
-2-55	as LL298)	LL259	Legal and Social Change Since 1750
			Legislation
	A course taught outside the Law Department, other than those	LL269	Civil Litigation – Processes and Functions (not 03)
	on the exclusion list on page 81 (only one can be selected over	LL275	Property II
	years 2 and 3)	LL278	Public International Law
		LL293	Taxation
election	n List B	LL294	Law, Theory and Policy of Consumer Markets (not 03)
1272	Outlines of Modern Criminology (H)	LL299	Full Unit Essay Option (cannot be taken in the same year as LL298)
L284	Sentencing and Treatment of Offenders (H)		A course taught outside the Law Department, other than those
L287	Social Security Law I (H) (not 03)		on the exclusion list on page 81 (only one can be selected over
1/0/			years 2 and 3)
	Social Security Law II (H) (may only be taken in combined		
L287	Social Security Law II (H) (may only be taken in combination		years 2 and 5/
	Social Security Law II (H) (may only be taken in combination with LL287) (not 03) Essay on an Approved Topic (H) (cannot be taken in the same	Selection	

LL298 Essay on an Approved Topic (H) (cannot be taken in the same year as LL299)

LLB with French Law

- Paper Course number and title
- Year 1
- LL104 Law of Obligations
- LL105 Property I (H) and LL109 Introduction to The Legal System (H) LL106 Public Law
- 4 LL108 Criminal Law
- Year 2 5
- LL241 Introduction to Civil Law (by special exemption, papers to the value of one subject from Selections Lists A and B may be permitted in lieu)
- 6, 7 & 8 At least two courses from Selection List A, and not more than four half-subjects from Selection List B to the value of three whole subjects.

Candidates are also required to follow the second year of the approved French Language course and to achieve a satisfactory standard in the related examination. A candidate who fails to achieve a satisfactory standard in the French Language examination, but who passes the Part I examination, may be

permitted by the School to transfer to the LLB degree, entering the third and final year of the LLB in the following session.

L298	with LL287) (not 03) Essay on an Approved Topic (H) (cannot be taken in the same year as LL299)
	year as LL299)

BSc Management

For students registered in October 2001

LL272 Outlines of Modern Criminology (H) LL284 Sentencing and Treatment of Offenders (H)

Social Security Law I (H) (not 03)

Paper Course number and title

Year 1

LL287

LL288

Either EC100 Economics A or EC102 Economics B Either MA106 Introductory Quantitative Methods (Mathematics) (H) and ST106 Introductory Quantitative Methods (Statistics) (H) or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)

Social Security Law II (H) (may only be taken in combination

- MN101 Introduction to Psychology and Behavioural Science for Management
- 4 An approved paper taught outside the Department
- Year 2 5 6

3

- MN200 The Process of Management AC100 Elements of Accounting and Finance One from:MN201 Economics for Management, EC200 Economics of Social Policy, EC210 Macroeconomic Principles,

8	MN203 Social Science Research Methods of Mar
Year 3 9	MN303 International Context of Management (H
-	Introduction to Strategy (H)
10	MN302 Marketing Management: A Strategic Ap
11,12	Two from Groups A-F
Group	A, Accounting and Finance
AC211	Managerial Accounting
AC212	Principles of Finance
AC320	Corporate Finance and Financial Markets
AC330 AC340	Financial Accounting Auditing and Accountability
	, and the second s
	B, Economics
MN201 EC230	Either Economics for Management or European Economic Policy
EC210	Macroeconomic Principles
EC313	Industrial Economics
EC317	Labour Economics (may not be combined with ID2
ID202	Economics of the Labour Market: Economic Anal
ID203	(H) (may not be combined with EC317)
10205	Economics of the Labour Market: Pay (H) (may n combined with EC317)
-	
	C, Management Science
IS143	Information Technology and Society (may not be if IS240 has previously been taken)
IS340	Information Systems in Business
MA207	Further Quantitative Methods (Mathematics) (H)
ST201	Statistical Models and Data Analysis or
MA207	Further Quantitative Methods (Mathematics) (H)
MA301	Game Theory I (H)
OR201	Operational Research for Management (may not be combined with OR202)
OR202	Operational Research Methods (may not be combined
OR301	Model Building in Operational Research
OR304	Decision Analysis
ST102	Elementary Statistical Theory
ST205	Sample Surveys and Experiments (H) Aspects of Market Research (H)
ST307	Aspects of Market Research (H)
	D, The International Context of Managem
IR301	International Institutions I
IR303 IR304	Regional Integration in Western Europe I The Politics of International Economic Relations
GY300	Europe and the Global Economy
SO202	The Social Analysis of Russia and the CIS
Creation	
GV225	E, Public and Voluntary Sector Manageme Public Choice and Politics
	F, Human and Organisational Aspects of N
EH210	British Business and Contemporary Economic Pe
ID290 LL209	Human Resource Management Either Commercial Law or
LL209	Law and Institutions of the European Union
SO212	Work, Management and Globalisation
In excep	tional circumstances a student may substitute a c
paper fo	r one of the papers 11 and 12. This outside paper
	n advanced nature or a 100 level foreign langu
	d in their native language), and be coherent with noice of papers. Permission to take such a paper
	I from the student's tutor and then confirmed by th
Tutor, w	ho must countersign the Selection of Papers for Ne
and any	subsequent course change form.
BSc Ma	anagement
For stud	ents registered in and after October 2002
Paper Year 1	Course number and title
Year 1	Either EC100 Economics A or EC102 Economics
2	Either MA106 Introductory Quantitative Method
	(H) and ST106 Introductory Quantitative Method

- or MA107 Quantitative Methods (Mathematics) Quantitative Methods (Statistics) (H) MN101 Introduction to Psychology and Behaviou 3
- for Management Either AC100 Elements of Accounting and Finan 4
- an approved paper taught outside the Departme

agement	Year 2	
and MN304	5 MN200 The Process of Management 6 One from:MN201 Economics for Management, EC200	
	Economics of Social Policy, EC210 Macroeconomic Principles	
roach	 MN203 Social Science Research Methods for Management Either AC100 Elements of Accounting and Finance (if not tak 	0.0
	in Yr 1) or one from Groups A-F	en
	Year 3	
	9 MN303 International Context of Management (H) and MN30	4
	Introduction to Strategy (H) MN302 Marketing Management: A Strategic Approach	
	10 MN302 Marketing Management: A Strategic Approach 11,12 Two from Groups A-F	
	Group A, Accounting and Finance	
	AC211 Managerial Accounting	
	AC212 Principles of Finance	
	AC320 Corporate Finance and Financial Markets AC330 Financial Accounting	
	AC340 Auditing and Accountability	
2/3) (not 03)		
sis of Unions	Group B, Economics and Economic History	
1	MN201 Economics for Management	
be	EC210 Macroeconomic Principles EC313 Industrial Economics	
	EH240 Business and Economic Performance since 1945: Britain	
	in International Context	
elected	EH310 Financial Markets, Investment and Economic Development in	
	Britain, Germany and the United States after 1870 (not 03)	21
ad	EC317 Labour Economics (may not be combined with ID202/3) (not 0. EH220 Comparative Economic Development: Late Industrialisation in	
nd	Russia, India and Japan	
nd	EH236 The Integration of Europe's Economy, 1815-1990	
	ID202 Economics of the Labour Market: Economic Analysis of Unio	ns
	(H) (may not be combined with EC317)	
d with OP201	ID203 Economics of the Labour Market: Pay (H) (may not be combined with EC317)	
d with OR201)		
	Group C, Management Science	
	IS143 Information Technology and Society (may not be selected	
	if IS240 has previously been taken)	
	IS340 Information Systems in Business MA207 Further Quantitative Methods (Mathematics) (H) and	
nt	ST201 Statistical Models and Data Analysis (H) or	
in.	MA207 Further Quantitative Methods (Mathematics) (H) and	
	MA301 Game Theory I (H)	
	OR201 Operational Research for Management (may not be combine	d
	OR202 Operational Research Methods (may not be combined with OR2	01)
	OR301 Model Building in Operational Research	0.17
t	OR304 Decision Analysis	
	ST102 Elementary Statistical Theory	
	ST205 Sample Surveys and Experiments (H)	
inagement	ST307 Aspects of Market Research (H)	
ormance	Group D, The International Context of Management	
	IR201 Europe's Institutional Order	
	IR301 International Institutions I	
	IR303 Regional Integration in Western Europe I	
ferent outside	IR304 The Politics of International Economic Relations I	
ould normally	GY300 Europe and the Global Economy SO202 The Social Analysis of Russia and the CIS	
ge paper (not	Source The Social Analysis of Russia and the CIS	
the student's hould first be	Group E, Public Policy and Legal Context of Management	
Departmental	EC230 European Economic Performance	
t Session form	GV225 Public Choice and Politics	
	GV227 The Politics of Economic Policy	
	LL209 Either LL209Commercial Law or LL232 Law and Institutions of the European Union	
	LEDZ Law and institutions of the European Union	
	Group F, Human Aspects of Organizations and Manageme	nt
	ID200 Organizational Theory and Behaviour	
	ID290 Human Resource Management	
a tea constante	SO212 Work, Management and Globalisation	
(Mathematics)	In exceptional circumstances a student may substitute a different outside p for one of the papers 8, 11 and 12. This outside paper would pormally b	
s (Statistics) (H) H) and ST107	for one of the papers 8, 11 and 12. This outside paper would normally be an advanced nature or a 100 level foreign language paper (not permitte	
and ST107	their native language), and be coherent with the student's other choice	
al Science	papers. Permission to take such a paper should first be obtained from	the
	student's tutor and then confirmed by the Departmental Tutor, who	
e or	countersign the Selection of Papers for Next Session form and any subseq	uent
nt	course change form.	

BSc Management

For students registered in and after October 2003

Paper Course number and title Year 1 EC102 Economics B Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) (H) or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) MN101 Introduction to Psychology and Behavioural Science 3 for Management Either AC100 Elements of Accounting and Finance or an 4 approved paper taught outside the Department Year 2 MN200 The Process of Management BSc MN201 Economics for Management Pape MN203 Social Science Research Methods for Management Year Either AC100 Elements of Accounting and Finance (if not taken 8 1 in Yr 1) or one from Groups A-F Year 3 2 MN303 International Context of Management (H) and MN304 9 3 Introduction to Strategy (H) 4 10 MN302 Marketing Management: A Strategic Approach Year 11, 12 Two from Groups A-F 5 6 Group A, Accounting and Finance 7 & AC211 Managerial Accounting AC212 Principles of Finance Corporate Finance and Financial Markets AC320 AC330 Financial Accounting AC340 Auditing and Accountability 9 Group B, Economics and Economic History MN201 Economics for Management EC210 Macroeconomic Principles EC313 Industrial Economics EC317 Labour Economics (may not be combined with ID202/3) (not 03) Comparative Economic Development: Late Industrialisation EH220 in Russia, India and Japan EH236 The Integration of Europe's Economy, 1815-1990 Business and Economic Performance since 1945: Britain in EH240 10 8 International Context EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the United States after 1870 (not 03) ID202 Economics of the Labour Market: Economic Analysis of Unions (H) (may not be combined with EC317) ID203 Economics of the Labour Market: Pay (H) (may not be combined with EC317) Group C, Management Science IS143 Information Technology and Society (may not be selected if IS240 has previously been taken) 15340 Information Systems in Business MA207 Further Quantitative Methods (Mathematics) (H) and ST201 Statistical Models and Data Analysis (H) or MA207 Further Quantitative Methods (Mathematics) (H) and MA301 Game Theory I (H) OR201 Operational Research for Management (may not be combined with OR202) OR202 Operational Research Methods (may not be combined with OR201) OR301 Model Building in Operational Research 12 OR304 Decision Analysis Elementary Statistical Theory ST102 ST205 ST307 Group IR201 IR301 IR303 IR304 GY300 SO202

ST205 ST307	Sample Surveys and Experiments (H) Aspects of Market Research (H)	
Group	D, The International Context of Management Europe's Institutional Order	-
IR301	International Institutions I	B
IR303 IR304	Regional Integration in Western Europe I The Politics of International Economic Relations I	Pa
GY300	Europe and the Global Economy	Ye 1
SO202	The Social Analysis of Russia and the CIS	2
Group	E, Public Policy and Legal Context of Management	3
EC230 GV225	European Economic Performance Public Choice and Politics	
GV/227	The Deliver of F	Ye

- GV225 GV227 The Politics of Economic Policy
- LL209 Commercial Law or

- LL232 Law and Institutions of the European Union

- Group F, Human Aspects of Organizations and Management ID200 Organizational Theory and Behaviour
- ID290 Human Resource Management
- SO212 Work, Management and Globalisation

In exceptional circumstances a student may substitute a different outside paper for one of the papers 8,11 and 12. This outside paper would normally be of an advanced nature or a 100 level foreign language paper (not permitted in their native language), and be coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the student's tutor and then confirmed by the Departmental Tutor, who must countersign the Selection of Papers for Next Session form and any subsequent course change form.

Pr	course number and title
1	
	MA107 Quantitative Methods (Mathematics) (H) and ST107
	Quantitative Methods (Statistics) (H)
	Either EC100 Economics A or EC102 Economics B
	AC100 Elements of Accounting and Finance
	IS143 Information Technology and Society
28	
	OR202 Operational Research Methods
	ST203 Statistics for Management Sciences
3	Two from:
	OR301 Model Building in Operational Research (third year only)
	OR304 Decision Analysis
	Either ST327 Market Research: An Integrated Approach (third year
	only) or MN302 International Marketing: A Strategic Approach
	Papers to the value of one unit from:
	AC211 Managerial Accounting
	AC212 Principles of Finance
	AC212 Findpies of Finance AC320 Corporate Finance and Financial Markets (only if AC212
	taken in second year)
	EC201 Microeconomic Principles I or EC202 Microeconomic
	Principles II or MN201 Economics for Management
	EC210 Macroeconomic Principles
	EC210 Introduction to Econometrics
	ID200 Organisational Theory and Behaviour
11	Either LL226 Elements of Labour Law or LL209 Commercial Law
11	Papers to the value of two units from:
	A further paper under 9 above
	The papers not taken under 7 and 8 above
	IS340 Information Systems in Business
	MA207 Further Quantitative Methods (Mathematics) (H)
	MA301 Game Theory I (H)
	MN307 Aspects of Marketing Management (H)
	(may not be combined with MN302 or ST307)
	OR302 Applied Management Sciences
	OR303 Combinatorial Optimisation (H) (third year only)
	OR306 Models in Mathematical Programming (H)
	(may not be combined with OR301 or ST325)
	SA250 Demographic Description and Analysis
	ST226 Actuarial Investigations – Financial (H)
	ST307 Aspects of Market Research (H) (may not be combined
	with MN307 or ST327)
	ST325 Simulation Modelling and Analysis (H) (may not be
	combined with OR301 or OR306)
	ST331 Decision Theory and Bayesian Statistics (H)
	(may not be combined with OR304)
	Papers to the value of one unit from 10 and 11 above or
	(subject to approval by the Departmental Tutor) any other
	paper which is normally available only to second or third-year
	students taught within the School or at other colleges of the

Sc Mathematics and Economics

University where practicable

For stud	lents registered in or after October 2001.
Paper	Course number and title
Year 1	
1	EC102 Economics B
2	MA100 Mathematical Methods
3	ST102 Elementary Statistical Theory
4	Either a) MA103 Introduction to Abstract Mathematics
	Or b) Any other paper approved by the Course Tutor
Vaar 2	

EC202 Microeconomic Principles II

MA200 Further Mathematical Methods (Calculus) (H) and
MA201 Further Mathematical Methods (Linear Algebra) (H)

Either EC210 Macroeconomic Principles or EC221 Principles of

	Econometrics or AC212 Principles of Finance If 4 (b) was taken		ilosophy and Economics
		Paper	Course number and title
	(a) MA103 Introduction to Abstract Mathematics If 4 (a) was taken	Year 1	
	Either (b) MA203 Real Analysis (H) and MA208 Optimisation		EC102 Economics B
	Theory (H) or MA209 Differential Equations (H)	2	Either MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) H (if Mathematics at
	Or (c) Any other paper approved by the Course Tutor		level) or EC110 Basic Mathematics for Economists (if
3	and the set of the set of the set of the set of		Mathematics not taken at 'A' level)
	EC319 Mathematical Economics	3	PH101 Logic
	Courses to the value of one unit from:	4	PH103 Reason, Knowledge and Values: An Introduction
	MA208 Optimisation Theory (H) (if not taken under 8 above		to Philosophy
	or 12 below)	Year 2	
	MA209 Differential Equations (H) (if not taken under 8 above	5,6	Two from:
	or 12 below)		Either (i) PH201 Scientific Method or (ii) PH203 Philosophy of
	MA301 Game Theory I (H) (not to be taken with MA300		the Social Sciences
	under 11 below) MA303 Chaos in Dynamical Systems (H)		PH214 Morality and Values
	MA305 Control Theory (H)	7	An approved paper from the Philosophy Selection List below
	MA310 Mathematics of Finance and Valuation (H)	7	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
	MA311 Discrete Mathematics (H)	8	EC210 Macroeconomic Principles
	MA312 Geometry and Convexity (H)	Year 3	EC2 to Macioeconomic rimeipies
	MA313 Probability for Finance and Economics (H)	9	Either PH201 Scientific Method or PH203 Philosophy of the Soc
	MA314 Theory of Algorithms (H)		Sciences (one must be chosen if neither was taken in year 2)
	MA315 Algebra and its Applications (H)		or PH214 Morality and Values (must be chosen if not taken
	ST202 Probability, Distribution Theory and Inference		in year 2)
	If AC212 was taken as paper No 7 then:		Or (and only if both PH201 or PH203 and PH214 have alread
	Either EC210 Macroeconomic Principles or EC221 Principles		been taken)
	of Econometrics		An approved paper from the Philosophy Selection List or PH2
	If EC210 or EC221 was taken under paper No 7 then one from:		Essay on an approved subject in Philosophy
	EC210 Macroeconomic Principles	10	Either an approved paper taught outside the Departments of
	EC221 Principles of Econometrics EC301 Advanced Economic Analysis		Philosophy and Economics or an approved paper from the
	EC301 Advanced Economic Analysis EC309 Econometric Theory	11	Economics Selection List below
	EC321 Monetary Economics	11 12	An approved paper from the Economics Selection List below
	MA300 Game Theory (not to be taken with MA301 under	12	PH211 Philosophy of Economics
	10 above)	Dhiloso	nhu Coloction List
	AC212 Principles of Finance	PHILOSO PH200	phy Selection List Mathematical Logic (not 03)
	AC320 Corporate Finance and Financial Markets	PH200 PH203	Philosophy of the Social Sciences
	Another paper in Economics with the approval of the Course Tutor	PH205 PH206	Nineteenth Century Continental Philosophy (not 04)
	If option (a) or (c) was taken under paper No 8 then:	PH209	Philosophical Logic and Metaphysics
	MA203 Real Analysis (H) and MA208 Optimisation Theory (H)		
		PH213	Scientific Revolutions: Philosophical and Historical Issues (not 03
	or MA209 Differential Equations (H)	PH213 PH215	
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then:	PH213 PH215 PH216	Scientific Revolutions: Philosophical and Historical Issues (not 03 History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04)
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11	PH215 PH216 PH217	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04)
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then:	PH215 PH216	History of Modern Philosophy B (not 04)
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor	PH215 PH216 PH217 PH300	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04)
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor	PH215 PH216 PH217 PH300	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor	PH215 PH216 PH217 PH300 Econor	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC221 EC301	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics <i>or</i> Principles of Econometrics Advanced Economic Analysis
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC201 EC301 EC303	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC201 EC301 EC303 EC305	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department Either PH215 History of Modern Philosophy A (not 03) or	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03)
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04)	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from:	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics
35	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics
ss	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics Labour Economics (not 03) Mathematical Economics Public Economics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSc PH	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics Labour Economics (not 03) Mathematical Economics Public Economics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economics Systems Development Economics History of Economics: How Theories Change Industrial Economics Labour Economics (not 03) Mathematical Economics Public Economics Public Economics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSc PH	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics Labour Economics (not 03) Mathematical Economics Public Economics
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above Phree from:	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economics Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Public Economics
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	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics Labour Economics (not 03) Mathematical Economics Public Economics Public Economics Public Economics Ents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above Three from: PH214 Morality and Values (must be taken if not taken under 7 & 8 above)	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Public Economics Public Economics Public Economics Ents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1 2	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economics Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Public Economics Public Economics Public Economics Economics Monetary Economics Public Economics Monetary Economics Monetary Economics Public Economics Monetary Economics Monetary Economics Public Economics Monetary Economics Public Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 5 above An approved paper taught outside the Department The paper not taken under 5 above PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC301 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1 2 3	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science nics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Public Economics Public Economics Public Economics Economics Monetary Economics Public Economics Monetary Economics Public Economics Monetary Economics Public Economics Mathematical Economics Public Economics Public Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic
	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above	PH215 PH216 PH217 PH300 Econor AC212 EC200 EC211 EC303 EC305 EC307 EC311 EC315 EC317 EC321 EC321 EC317 EC3218 BSc PH For stude Paper Year 1 1 2 3 4 Year 2	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science mics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economics Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Public Economics Public Economics Public Economics Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy
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& 1 50 55	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 5 above Ph214 Morality and Values (must be taken if not taken under 7 & 8 above) PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above Ph214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department Solvy Selection List Mathematical Logic (not 03) Nineteenth Century Continental Philosophy (not 04)	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stuc <i>Paper</i> Year 1 1 2 3 4 Year 2 5,6	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science mics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economics Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Monetary Economics Public Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from: <i>Either</i> (i) PH201 Scientific Method or (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values An approved paper from the Philosophy Selection List below
& 1 & 1 50 6 9	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above PH211 Philosophy of Economics PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above PH219 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department Department Century Continental Philosophy (not 04) Philosophical Logic (not 03) Nineteenth Century Continental Philosophy (not 04) Philosophical Logic and Metaphysics	PH215 PH216 PH217 PH300 Econor AC212 EC200 EC211 EC303 EC305 EC307 EC311 EC315 EC317 EC321 EC321 EC317 EC3218 BSc PH For stude Paper Year 1 1 2 3 4 Year 2	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science mics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Economic Analysis Economic Analysis of the European Community Comparative Economics Systems Development Economics History of Economics: How Theories Change Industrial Economics Labour Economics (not 03) Mathematical Economics Public Economics Public Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from: <i>Either</i> (i) PH201 Scientific Method or (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values An approved paper from the Philosophy Selection List below <i>Either</i> EC201 Microeconomic Principles 1 or EC202
2 3 & 1 0 5 0 6 9 3	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy Course number and title PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department Shy Selection List Mathematical Logic (not 03) Nineteenth Century Continental Philosophy (not 04) Philosophical Logic and Metaphysics Scientific Revolutions: Philosophical and Historical Issues (not 03)	PH215 PH216 PH217 PH300 Econor AC212 EC200 EC211 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC321 EC325 BSc PH For stude Paper Year 1 1 2 3 4 Year 2 5,6 7	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social science mics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Econometrics Advanced Economic Analysis Economic Analysis of the European Community Comparative Economics Systems Development Economics History of Economics: How Theories Change Industrial Economics Habour Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from: <i>Either</i> (i) PH201 Scientific Method or (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values An approved paper from the Philosophy Selection List below <i>Either</i> EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
2 2 8 3 1&1	or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor Philosophy PH103 Reason, Knowledge and Values: An Introduction to Philosophy PH101 Logic An approved paper taught outside the Department An approved paper taught outside the Department An approved paper taught outside the Department <i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above PH211 Philosophy of Economics PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above PH219 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department Department Century Continental Philosophy (not 04) Philosophical Logic (not 03) Nineteenth Century Continental Philosophy (not 04) Philosophical Logic and Metaphysics	PH215 PH216 PH217 PH300 Econor AC212 EC220 EC221 EC303 EC305 EC307 EC311 EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stuc <i>Paper</i> Year 1 1 2 3 4 Year 2 5,6	History of Modern Philosophy A (not 03) History of Modern Philosophy B (not 04) Set Theory and Further Logic (not 04) Special Topics in the Philosophy of Natural and Social scien mics Selection List Principles of Finance <i>Either</i> Introduction to Econometrics or Principles of Economic Analysis Economic Analysis of the European Community Comparative Economic Systems Development Economics History of Economics: How Theories Change Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Public Economics Public Economics Public Economics B MA107 Quantitative Methods (Mathematics) (H) and ST10 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from: <i>Either</i> (i) PH201 Scientific Method or (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values An approved paper from the Philosophy Selection List belog <i>Either</i> EC201 Microeconomic Principles I or EC202

	Economotrics or AC212 Dringiples of Figure -		
	Econometrics or AC212 Principles of Finance If 4 (b) was taken		ilosophy and Economics
	(a) MA103 Introduction to Abstract Mathematics	Paper Year 1	Course number and title
	If 4 (a) was taken	rear i	EC102 Economics P
	Either (b) MA203 Real Analysis (H) and MA208 Optimisation	2	EC102 Economics B Either MA107 Quantitative Methods (Mathematics) (H) and
	Theory (H) or MA209 Differential Equations (H)	2	ST107 Quantitative Methods (Statistics) H (if Mathematics at
	Or (c) Any other paper approved by the Course Tutor		level) or EC110 Basic Mathematics for Economists (if
3			Mathematics not taken at 'A' level)
	EC319 Mathematical Economics	3	PH101 Logic
	Courses to the value of one unit from:	4	PH103 Reason, Knowledge and Values: An Introduction
	MA208 Optimisation Theory (H) (if not taken under 8 above		to Philosophy
	or 12 below)	Year 2	
	MA209 Differential Equations (H) (if not taken under 8 above	5,6	Two from:
	or 12 below)		Either (i) PH201 Scientific Method or (ii) PH203 Philosophy of
	MA301 Game Theory I (H) (not to be taken with MA300		the Social Sciences
	under 11 below)		PH214 Morality and Values
	MA303 Chaos in Dynamical Systems (H)		An approved paper from the Philosophy Selection List below
	MA305 Control Theory (H) MA310 Mathematics of Finance and Valuation (H)	7	Either EC201 Microeconomic Principles I or EC202
	MA311 Discrete Mathematics (H)		Microeconomic Principles II
	MA312 Geometry and Convexity (H)	8	EC210 Macroeconomic Principles
	MA313 Probability for Finance and Economics (H)	Year 3 9	Fither DU201 Scientific Mathed or DU202 Dhileconhy of the Sa
	MA314 Theory of Algorithms (H)	9	Either PH201 Scientific Method or PH203 Philosophy of the Soc Sciences (one must be chosen if neither was taken in year 2)
	MA315 Algebra and its Applications (H)		or PH214 Morality and Values (must be chosen if not taken
	ST202 Probability, Distribution Theory and Inference		in year 2)
	If AC212 was taken as paper No 7 then:		Or (and only if both PH201 or PH203 and PH214 have alread
	Either EC210 Macroeconomic Principles or EC221 Principles		been taken)
	of Econometrics		An approved paper from the Philosophy Selection List or PH2
	If EC210 or EC221 was taken under paper No 7 then one from:		Essay on an approved subject in Philosophy
	EC210 Macroeconomic Principles	10	Either an approved paper taught outside the Departments of
	EC221 Principles of Econometrics		Philosophy and Economics or an approved paper from the
	EC301 Advanced Economic Analysis		Economics Selection List below
	EC309 Econometric Theory	11	An approved paper from the Economics Selection List below
	EC321 Monetary Economics	12	PH211 Philosophy of Economics
	MA300 Game Theory (not to be taken with MA301 under		
	10 above)	Philoso	phy Selection List
	AC212 Principles of Finance	PH200	Mathematical Logic (not 03)
	AC320 Corporate Finance and Financial Markets	PH203	Philosophy of the Social Sciences
	Another paper in Economics with the approval of the Course Tutor	PH206	Nineteenth Century Continental Philosophy (not 04)
	If option (a) or (c) was taken under paper No 8 then:	PH209	Philosophical Logic and Metaphysics
	MA203 Real Analysis (H) and MA208 Optimisation Theory (H)	PH213	Scientific Revolutions: Philosophical and Historical Issues (not 03
	or MA209 Differential Equations (H)	PH215	History of Modern Philosophy A (not 03)
	If option (b) was taken under paper No 8 then:	PH216	History of Modern Philosophy B (not 04)
	A further paper to the value of one unit from papers 10 and 11	PH217	Set Theory and Further Logic (not 04)
	Any other paper approved by the Course Tutor	PH300	Special Topics in the Philosophy of Natural and Social science
		Econor	nics Selection List
BS	Sc Philosophy	AC212	Principles of Finance
er	Course number and title	EC220	Either Introduction to Econometrics or
1		EC221	Principles of Econometrics
	PH103 Reason, Knowledge and Values: An Introduction	EC301	Advanced Economic Analysis
	to Philosophy	EC303	Economic Analysis of the European Community
	PH101 Logic	EC305	Comparative Economic Systems
	An approved paper taught outside the Department	EC307	Development Economics
	An approved paper taught outside the Department	and the second se	
	An approved paper taught outside the Department	EC311	History of Economics: How Theories Change
2		EC311 EC313	History of Economics: How Theories Change Industrial Economics
2	Either PH215 History of Modern Philosophy A (not 03) or		
2	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04)	EC313	Industrial Economics
2	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the	EC313 EC315 EC317 EC319	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics
	<i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences	EC313 EC315 EC317 EC319 EC321	Industrial Economics International Economics Labour Economics (not 03)
	<i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from:	EC313 EC315 EC317 EC319	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics
	<i>Either</i> PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) <i>Either</i> PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values	EC313 EC315 EC317 EC319 EC321	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics
	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below	EC313 EC315 EC317 EC319 EC321	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics
	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above	EC313 EC315 EC317 EC319 EC321 EC325	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below	EC313 EC315 EC317 EC319 EC321 EC325 BSc Pt	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	EC313 EC315 EC317 EC319 EC321 EC325 BSc Pt	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from:	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud Paper	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics
3	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud Paper Year 1	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud Paper Year 1 1	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above)	EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1 2 3	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy	EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1 2	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below	EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1 2 3	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above	EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1 2 3	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy
8	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud Paper Year 1 1 2 3 4	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from:
3	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud Paper Year 1 1 2 3 4 Year 2	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy
8 3 1 & 1	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud Paper Year 1 1 2 3 4 Year 2	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from:
8 3 1 & 1	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud Paper Year 1 1 2 3 4 Year 2	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Itents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from: <i>Either</i> (i) PH201 Scientific Method <i>or</i> (ii) PH203 Philosophy
8 3 1 & 1 0 SC 00 06	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud Paper Year 1 1 2 3 4 Year 2	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC 102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from: <i>Either</i> (i) PH201 Scientific Method <i>or</i> (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values
8 1 & 1 0 SC 00 06 09	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	EC313 EC315 EC317 EC319 EC321 EC325 BSc PH For stud Paper Year 1 1 2 3 4 Year 2	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from: <i>Either</i> (i) PH201 Scientific Method <i>or</i> (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values An approved paper from the Philosophy Selection List below <i>Either</i> EC201 Microeconomic Principles 1 <i>or</i> EC202
8 1 & 1 00 00 06 09 13	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1 2 3 4 Year 2 5,6 7	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Itents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from: <i>Either</i> (i) PH201 Scientific Method <i>or</i> (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values An approved paper from the Philosophy Selection List below <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II
	Either PH215 History of Modern Philosophy A (not 03) or PH216 History of Modern Philosophy B (not 04) Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department The paper not taken under 5 above 12 Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department	EC313 EC315 EC317 EC319 EC321 EC325 BSC PH For stud Paper Year 1 1 2 3 4 Year 2 5,6	Industrial Economics International Economics Labour Economics (not 03) Mathematical Economics Monetary Economics Public Economics Public Economics Idents registering in and after 2003/4 <i>Course number and title</i> EC102 Economics B MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) PH101 Logic PH103 Reason, Knowledge and Values: An Introduction to Philosophy Two from: <i>Either</i> (i) PH201 Scientific Method <i>or</i> (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values An approved paper from the Philosophy Selection List below <i>Either</i> EC201 Microeconomic Principles 1 <i>or</i> EC202

EC321

EC325

Year 3		7 & 8	Papers to the value of two units from:
9	Either PH201 Scientific Method or PH203 Philosophy of the	-	MA200 Further Mathematical Methods (Calculus) (H)
	Social Sciences (one must be chosen if neither was taken in		MA201 Further Mathematical Methods (Linear Algebra) (H)
	year 2) or PH214 Morality and Values (must be chosen if not		MA203 Real Analysis (H)
	taken in year 2)		MA209 Differential Equations H
	Or (and only if both PH201 or PH203 and PH214 have already		MA303 Chaos in Dynamical Systems (H)
	been taken) An approved paper from the Philosophy Selection List		MA311 Discrete Mathematics (H)
10	or PH299 Essay on an approved subject in Philosophy		MA312 Geometry and Convexity (H)
10	Either an approved paper taught outside the Departments of	Var 2	ST102 Elementary Statistical Theory
	Philosophy and Economics or an approved paper from the Economics Selection List below	Year 3 9	RU200 Mathematical Lasis (ant 02)
11	An approved paper from the Economics Selection List below	10	PH200 Mathematical Logic (not 03)
12	PH211 Philosophy of Economics	11	An approved paper from the Philosophy Selection List below
12	PHZ I I Philosophy of Economics		A half-unit from the Mathematics Selection List below and
Dhilese	who Calenting List	12	MA314 Theory of Algorithms (H)
	pphy Selection List	12	Papers to the value of one unit from the Mathematics Select List below
PH200	Mathematical Logic (not 03)		USL DEIOW
PH203	Philosophy of the Social Sciences	Distance	also following the
PH206	Nineteenth Century Continental Philosophy (not 04)		phy Selection List
PH209	Philosophical Logic and Metaphysics	PH201	Scientific Method (not 03)
PH213	Scientific Revolutions: Philosophical and Historical Issues (not 03)	PH203	Philosophy of the Social Sciences (not 03)
PH215	History of Modern Philosophy A (not 03)	PH206	Nineteenth Century Continental Philosophy (not 04)
PH216	History of Modern Philosophy B (not 04)	PH209	Philosophical Logic and Metaphysics
PH217	Set Theory and Further Logic (not 04)	PH211	Philosophy of Economics
PH300	Special Topics in the Philosophy of Natural and Social sciences	PH213	Scientific Revolutions: Philosophical and Historical Issues (not 03
-	and the second se	PH214	Morality and Values
	nics Selection List	PH215	History of Modern Philosophy A (not 03)
AC212	Principles of Finance	PH216	History of Modern Philosophy B (not 04)
EC220	either Introduction to Econometrics or	PH217	Set Theory and Further Logic (not 04)
EC221	Principles of Econometrics	PH300	Special Topics in the Philosophy of Natural and Social Science
EC301	Advanced Economic Analysis		
EC303	Economic Analysis of the European Community	Mather	natics Selection List
EC305	Comparative Economic Systems	MA208	Optimisation Theory
EC307	Development Economics	MA209	Differential Equations (H)
EC311	History of Economics: How Theories Change	MA301	Game Theory I (H)
EC313	Industrial Economics	MA305	Control Theory (H)
EC315	International Economics	MA313	Probability for Finance and Economics
EC317	Labour Economics (not 03)	MA315	Algebra and its Applications (H)
EC319	Mathematical Economics	OR303	Combinatorial Optimisation (H)

Monetary Economics

Public Economics

BSc Philosophy, Logic and Scientific Method

For stud	lents registered in and after October 2003.	Pap
Paper	Course number and title	Yea
Year 1		1
1	PH103 Reason Knowledge and Values: An Introduction to Philosophy	2
2	PH101 Logic	
3 & 4	Two approved papers taught outside the Department	
Years 2	and 3	
5	(a) PH201 Scientific Method or	3
	(b) PH203 Philosophy of the Social Sciences	3 4
6-12	Seven from:	Yea
	Up to seven papers from the Philosophy Selection List below The paper not taken under 5 above	5
	Up to two approved papers taught outside the Department	7&
Philosor	by Option List	1
	marked with an asterisk (*) are offered in alternate years.	
PH200	Mathematical Logic* (not 03)	
PH217	Set Theory & Further Logic* (not 04)	
PH211	Philosophy of Economics	
PH213	Scientific Revolutions: Philosophical and Historical Issues* (not 03)	
PH214	Morality and Value	
PH209	Philosophical Logic & Metaphysics	
PH300	Special Topics in the Philosophy of Natural and Social Science	
	(PH201 or PH203 a prerequisite)	
PH299	Essay on an approved subject in Philosophy (3rd year only)	
BSc Ph	ilosophy and Mathematics	
Paper	Course number and title	
Year 1		Year
1	PH103 Reason, Knowledge and Values: An Introduction	9,10
	to Philosophy	1 6100
2	MA100 Mathematical Methods	
3	MA103 Introduction to Abstract Mathematics	
4	PH101 Logic	
1		

Year 2

5	PH215 History of Modern Philosophy A (not 03) or PH216
	History of Modern Philosophy B (not 04)

An approved paper from the Philosophy Selection List below

An approved paper from the Philosophy Selection List below A half-unit from the Mathematics Selection List below and	An approved first-year paper (excluding LN papers) Year 2
MA314 Theory of Algorithms (H)	
Papers to the value of one unit from the Mathematics Selection	5, 6, 7 & 8 Four from two of the subject groups A, B, C and D below: Year 3
List below	9 LN200 Russian Language and Society 2*
	10 EU300 A Report on an Approved Topic in the Field of Russian
bhy Selection List	Studies
Scientific Method (not 03)	11 & 12 Two from:
Philosophy of the Social Sciences (not 03)	GV217 Russia/The CIS: Institutions and Policies
Nineteenth Century Continental Philosophy (not 04)	HY303 Russia in Revolution 1914-1921
Philosophical Logic and Metaphysics	SO202 The Social Analysis of Russia and the CIS
Philosophy of Economics	Notes Papers marked with an asterisk are taught during years 2 and 3
Scientific Revolutions: Philosophical and Historical Issues (not 03)	and examined in year 3. Papers 10, 11 and 12 are subject
Morality and Values	to availability.
History of Modern Philosophy A (not 03)	Exceptionally, an approved outside option may be substituted for one of
History of Modern Philosophy B (not 04)	the following: an approved paper in Government, an approved paper in
Set Theory and Further Logic (not 04)	History, IR200 or IR300 or GV234 or SO203.
Special Topics in the Philosophy of Natural and Social Sciences	
	Group A Government
natics Selection List	GV100 Either Introduction to the Study of Politics (if not taken in Year 1)
Optimisation Theory	or
Differential Equations (H)	GV101 Introduction to Political Theory (if not taken in Year 1)
Game Theory I (H)	An approved paper in Government
Control Theory (H)	
Probability for Finance and Economics	Group B History
Algebra and its Applications (H)	HY202 International History Since 1890
Combinatorial Optimisation (H)	HY221 The History of Russia 1682-1825 (not 03)
Probability, Distribution Theory and Inference	Another approved paper in History
Any papers from 7& 8 above not already taken	
	Group C International Relations
Constant Constants	IR200 Either International Political Theory or
oulation Studies	IR301 International Institutions I
Course number and title	IR300 Foreign Policy Analysis I
SA103 Population, Economy and Society	Group D Sociology
One from:	GV234 Either Theories and Problems of Nationalism or
MA106 Introductory Quantitative Methods (Mathematics) (H)	SO203 Political Sociology
and ST106 Introductory Quantitative Methods (Statistics) (H)	SO204 Political Processes and Social Change (not 03)
or ST102 Elementary Statistical Theory or ST103 Statistical	
Methods for Social Research	
An approved paper taught outside the Department	BA/ BSc Social Anthropology

Social Anthropology Paper Course number and title Year 1 AN100 Introduction to Social Anthropology AN101 Ethnography and Theory AN102 Reading Other Cultures: The Anthropological Interpretation of Text and Film An approved paper taught outside the Department Year 2 AN200 Kinship, Sex and Gender AN226 Political and Legal Anthropology AN227 The Anthropology of Economic Institutions and their Social Transformations Papers to the value of one unit from Selection List A below Year 3 AN300 Advanced Theory of Social Anthropology AN301 Anthropology of Religion Papers to the value of one unit from Selection List A below Either papers to the value of one unit from Selection List A below or AN399 Special Essay Paper in Social Anthropology Anthropology Selection List A AN203 The Anthropology of Lowlands Latin America (H) (not 03) AN205 Advanced Ethnography of Melanesia The Anthropology of the Mediterranean, with special refer AN206 to Greece and Cyprus (H) (not 03) AN207 The Anthropological Linguistics (H) (not 03) AN208 Anthropological Linguistics (H) (not 03)

- Research Methods in Social Anthropology (H) (not 03) AN209
- AN210 The Anthropology of Conflict, Revolution and War (H) (not

BSc Russian Studies

Two from:

Course number and title

LN100 Russian Language and Society 1 HY101 The European Civil War, 1890-1990

Introduction to the Study of Politics IR100 The Structure of International Society

4

8

10

11

12

SO100 Principles of Sociology

Either GV100 Introduction to Political Theory or GV101

Last entry 2001/2.

Paper

Year 1

3&4

- PS203 Societal Psychology: Theory and Applications SA212 Family, Gender and Society (not 03)
- SO222 Aspects of British Society

if IS240 has previously been taken)

OR202 Operational Research Methods*

An approved paper taught outside the Department

Two (subject to pre-requisites for courses marked*) from:

Either EC110 Basic Mathematics for Economists or MA100

EH210 Economic and Social History of Britain from 1830

EH225 Latin America and the International Economy IS143 Information Technology and Society (may not be selected

EH220 Comparative Economic Development: Late

Industrialisation in Russia, India and Japan

SA250 Demographic Description and Analysis An approved paper in Population Studies

AN100 Introduction to Social Anthropology

Mathematical Methods

EC200 Economics of Social Policy*

EC201 Microeconomic Principles I*

EC202 Microeconomic Principles II*

,10 & 11	Three from:
	EH220 Comparative Economic Development: Late
	Industrialisation in Russia, India and Japan
	EH225 Latin America and the International Econom
	SA251 European Population History
	SA252 Third World Demography
	SA399 Special Essay in Population Studies
2	An approved paper taught outside the Department

BSc Population Studies Course number and title

ST202

AN213	Anthropological Theories of Exchange (H) (not 03)
AN214	The Anthropology of India (not 03)
AN215	The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (not 03)
AN216	Cognition and Anthropology (H) (not 03)
AN217	The Anthropology of East and Central Africa (H) (not 03)
AN219	The Anthropology of Agrarian Development and Social Change (H) (not 03)
AN221	The Anthropology of Christianity (H) (not 03)
AN223	The Anthropology of South East Asia (H)
AN229	The Anthropology of Religious Nationalism and
	Fundamentalism (H) (not 03)
AN230	The Anthropology of Industrialisation and Industrial Life (H) (not 03)
AN231	The Anthropology of China (H)
AN232	Film and Photography in Anthropological Practice and Theory (H) (not 03)
AN233	The Anthropology of South-West Asian and North African Societies (H) (not 03)
AN235	The Anthropology of Southern Africa (H) (not 03)
AN236	The Anthropology of Governance in the Modern State (H) (may not be combined with AN239) (not 03)
AN237	The Anthropology of Development (H) (not 03)
AN238	Anthropology and Human Rights (H)
AN239	Anthropology of Civil Society, the State and Citizenship (H)
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AN211 The Anthropology of Death (H) (not 03)

AN212 The Anthropology of Art and Communication (H) (not 03)

Undergraduate Programme Regulations 21

BSc Social Policy

DOU	JOCIAL FOILCY
For	tudents registered in or after October 2003.
Pape	er Course number and title
Year	1
1	SA100 Foundations of Social Policy
2	SA101 Sociology and Social Policy
3	SA104 Social Economics and Policy
4	An approved paper taught outside the Department
Year	
5	SA222 Principles of Social Policy
6	SA201 Research Methods for Social Policy
7	One from the Selection List below
8	An approved paper taught outside the Department
Year	
9	SA320 Comparative and International Social Policy
10	SA349 A Long Essay on an approved topic
11	One from the Selection List below
12	Either one from the Selection List below or an approved paper taught outside the Department

An approved paper taught outside the Department

(may not be combined with AN236)

Selection List

SA103	Population, Economy and Society	
SA204	Educational Policy and Administration	
SA212	Family, Gender and Society (not 03)	
SA213	European Social Policy	
SA217	Psychology of Crime and Criminal Justice	
SA220	Health and Social Care	
SA221	Poverty, Social Exclusion and Social Change	
SA250	Demographic Description and Analysis	
SA252	Third World Demography	
SA309	Criminal Justice Policy	
	and the second	

BSc Social Policy, Criminal Justice and Psychology Paper Course number and title Year 1

		SA100 Foundations of Social Policy
	2	PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
N	3	One from:
A		SA101 Sociology and Social Policy
gy		SA103 Population, Economy and Society
		SA104 Social Economics and Policy
	4	An approved paper taught outside the Department
	Year 2	
	5	SA217 Psychology of Crime and Criminal Justice
rence	6	PS203 Societal Psychology: Theory and Applications
	7	SA201 Research Methods for Social Policy
	8	A paper from the Social Policy Selection List
	Year 3	
	9	SA320 Comparative and International Social Policy
ot 03)	10	Either SA309 Criminal Justice Policy (if not taken in year 2

	or a paper from the Social Policy Selection List
11	A paper from the Social Policy Selection List
12	An approved paper taught outside the Departme
Selectio	on List
SA101	Sociology and Social Policy
SA103	Population, Economy and Society
SA104	Social Economics and Policy
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (not 03)
SA213	European Social Policy
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA222	Principles of Social Policy
SA250	Demographic Description and Analysis
SA252	Third World Demography
SA253	The Population of Developed Societies
SA349	A Long Essay on an Approved Topic

BSc Social Policy and Administration

Year 1	Course number and title
1	SA100 Foundations of Social Policy
2	SA101 Sociology and Social Policy
3	SA102 Social Economics
4	An approved paper taught outside the Department
Year 2	and the peper way it datable the bepartment
5	SA222 Principles of Social Policy
6	SA201 Research Methods for Social Policy
7	One from the Selection List below
8	An approved paper taught outside the Department
Year 3	
9	SA320 Comparative and International Social Policy
10	SA349 A Long Essay on an approved topic
11	One from the Selection List below
12	Either one from the Selection List below or an approved pape taught outside the Department
Selectio	on List
SA103	Population, Economy and Society
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (not 03)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography
SA309	Criminal Justice Policy
SA320	Comparative and International Social Policy

BSc Social Policy and Economics

Paper Year 1	Course number and title
1	SA100 Foundations of Social Policy
2	EC102 Economics B
3	MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
4	An approved paper taught outside the Departments of Socia Policy and Economics
Year 2	
5	SA222 Principles of Social Policy
6	EC201 Microeconomic Principles
7	Either EC210 Macroeconomic Principles or EC220 Introduction to Econometrics
8	SA201 Research Methods for Social Policy
Year 3	a second for social folicy
9	SA320 Comparative and International Social Policy
10	EC325 Public Economics
11	Either The paper not taken under No 7 or a paper from the Social Policy or Economics Selection Lists
12	Either a paper from the Social Policy or Economics Selection Lists or an approved paper taught outside the Departments of Social Policy and Economics

1	· · · · · ·	
L	Social	Policy Selection List
L	SA101	Sociology and Social Policy
Е	SA103	
L		
L	SA104	
L	SA204	Educational Policy and Administration
L	SA212	Family, Gender and Society (not 03)
L	SA213	
E	SA217	
L		i j i i i i i i i i i i i i i i i i i i
L	SA220	Health and Social Care
L	SA221	Poverty, Social Exclusion and Social Change
L	SA250	Demographic Description and Analysis
L	SA252	Third World Demography
	SA253	The Devulation of Devaluation of Control of Control
L		
L	SA309	annihit robuce roucy
Ľ	SA349	A Long Essay on an Approved Topic
	Econo	mics Selection List
	EC301	Advanced Economic Analysis
	EC303	Economic Analysis of the European Union
	EC305	Comparative Economic Systems
	EC307	Development Economics
	EC311	History of Economics University Characteristics
		History of Economics: How Theories Change
	EC313	Industrial Economics
	EC315	International Economics
	EC317	Labour Economics (not 03)
	EC319	Mathematical Economics
	EC321	Monetary Economics
	EC333	
		Problems of Applied Econometrics
	AC212	Principles of Finance
	BSc Sc	ocial Policy and Government
	Paper	Course number and title
		course number and title
	Year 1	
	1	Either GV100 Introduction to Political Theory or GV101
		Introduction to the Study of Politics
	2	SA100 Foundations of Social Policy
	3	One from:
	-	
		The paper not taken under 1
		SA102 Social Economics
		An approved paper taught outside the Departments of
		Government and Social Policy
	4	An approved paper taught outside the Departments of
		Government and Social Policy
	Varan 2	
	Years 2 a	
	5	One from:
		GV100 Introduction to Political Theory (must be taken and
		examined at the end of the second year of the degree if not
		taken in Year 1)
		GV101 Introduction to the Study of Politics (must be taken an
		examined at the end of the second year of the degree if not
		taken in Year 1)
		An approved paper from the Government Selection List (if bot
		GV100 and GV101 taken under 1 above)
	6	Gv roo and Gv ror taken under Tabove)
	0	Courses to the value of one unit from:
		GV217 Russia/The CIS: Institutions and Politics
		GV242 Government, Politics and Public Policy in Latin America,
		GV243 Government, Politics and Public Policy in the USA
		GV244 Government, Politics and Public Policy in the
		GV244 Government, Politics and Public Policy in the
		European Union
		GV246 Government and Politics of Eastern Europe
	7	One from the Government Selection List below
4	8	SA222 Principles of Social Policy
1	9	SA201 Research Methods for Social Policy
	10	CA220 Comparative and laterative local Policy
	1.7	SA320 Comparative and International Social Policy
	11	One from the Government or Social Policy Selection Lists below
	12	Either one from the Government or Social Policy Selection Lists
		below or an approved paper taught outside the Departments of
		Government and Social Policy
1	Votes	NB: Options in Government may require CV/100 CV/101
	10100	NB: Options in Government may require GV100 or GV101 to have
		been completed; Course Guides should be checked accordingly
(Governm	nent Selection List
	GV218	
		Ancient and Early Christian Political Thought (not 03)
	GV219	Medieval and Renaissance Political Thought
C	GV220	Modern Political Thought
0	GV221	Political Philosophy
	SV223	Democracy and Democratisation
	SV225	
		Public Choice and Politics
	SV227	The Politics of Economic Policy
0	5V231	British Political Ideas

ocial I	Policy Selection List
A101	Sociology and Social Policy
A103	Population, Economy and Society
A204	Educational Policy and Administration
A212	Family, Gender and Society (not 03)
A213	European Social Policy
A217	Psychology of Crime and Criminal Justice
A220	Health and Social Care
A221	Poverty, Social Exclusion and Social Change
A250	Demographic Description and Analysis
A252	Third World Demography
A309	Criminal Justice Policy

- SA320 Comparative and International Social Policy
- SA349 A Long Essay on an Approved Topic

BSc Social Policy and Population Studies

Last entry 2002/3.

- Paper Course number and title Year 1
- SA100 Foundations of Social Policy
- SA102 Social Economics
- SA103 Population, Economy and Society
- An approved paper taught outside the Department 4 Year 2
- SA222 Principles of Social Policy
- SA201 Research Methods for Social Policy
 - SA250 Demographic Description and Analysis
 - One from:

 - SA251 European Population History SA252 Third World Demography
- Year 3 SA320 Comparative and International Social Policy 9 One from the Selection List below
- 10
- 11 A further paper from 8
- *Either* A further paper from 10 and 11 or an approved taught outside the Department 12

Selection List

SI SI SA SI

A101	Sociology and Social Policy
4204	Educational Policy and Administration
4212	Family, Gender and Society (not 03)
A213	European Social Policy
A217	Psychology of Crime and Criminal Justice
A220	Health and Social Care
A221	Poverty, Social Exclusion and Social Change
A309	Criminal Justice Policy
0000	Comparative and International Cocial Policy

Comparative and International Social Policy SA399 Special Essay in Population Studies

BSc Social Policy and Sociology

bsc social Policy and sociology		
Paper	Course number and title	
Year 1		
1	SO100 Principles of Sociology	
2	SA100 Foundations of Social Policy	
3	SA102 Social Economics	
4	ST103 Statistical Methods for Social Research	
Year 2		
5	SO201 Sociological Theory	
E	CO101 louis and Mathada of Casial Desearch	

- SO101 Issues and Methods of Social Research 6
 - SA222 Principles of Social Policy Either an approved paper in Social Policy and Admin
- 8 an approved paper in Sociology
- Year 3
- SA320 Comparative and International Social Policy 9 10
- 11
- An approved paper in Social Policy and Administratio An approved paper in Social Policy and Administratio An approved paper taught outside the Departments Sociology and Social Policy 12

BSc Social Policy and Sociology

For students registered in and after October 2003. Paper Course number and title

- Year 1
- SO100 Principles of Sociology SA100 Foundations of Social Policy
 - SA101 Sociology and Social Policy
- An approved paper taught outside the Departments
- of Sociology and Social Policy

Year 2 5	SO201 Sociological Theory
6	A paper from the Sociology Selection List below
7.	SA222 Principles of Social Policy
8	SA201 Research Methods for Social Policy
Year 3 9	SA320 Comparative and International Social Policy
10	A paper from the Sociology Selection List below
11	A paper from the Social Policy Selection List below
12	An approved paper taught outside the Departments
	of Sociology and Social Policy
	gy Selection List
GV234	Theories and Problems of Nationalism
SO202	The Social Analysis of Russia and the CIS
SO203 SO204	Political Sociology Political Processes and Social Change (not 03)
SO208	Gender and Society
50210	
SO211	Sociology of Health and Medicine
SO212	Work, Management and Globalisation
50215	Evolution and Social Behaviour
SO219 SO220	Culture and Economy (not 03) Citizenship and Migration
SO220	Issues and Methods of Social Research
SO222	Aspects of British Society
50223	Sociology of Religion
Social F	Policy Selection List
SA103	
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (not 03)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220 SA221	Health and Social Care Poverty, Social Exclusion and Social Change
SA221	Demographic Description and Analysis
SA250	Third World Demography
SA309	Criminal Justice Policy
SA320	
SA349	Comparative and International Social Policy A Long Essay on an Approved Topic
BSc Sc For stud	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003.
BSc Sc For stud Paper	A Long Essay on an Approved Topic
SA349 BSc Sc For stud Paper Year 1	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. Course number and title
SA349 BSc Sc For stud Paper Year 1 1	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003.
SA349 BSc Sc For stud Paper Year 1	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory
SA349 BSc Sc For stud Paper Year 1 1 2	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of
SA349 BSc Sc For stud Paper Year 1 1 2 3 4	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 Year 2	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 4 Year 2 5	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 4 Year 2 5	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6 7	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6 7	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6 7	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA221 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352)
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6 7	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6 7	A Long Essay on an Approved Topic ocial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350)
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6 7	A Long Essay on an Approved Topic ocial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6 7	A Long Essay on an Approved Topic ocial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6 7	A Long Essay on an Approved Topic ocial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics
SA349 BSC SC For stud Paper Year 1 1 2 3 4 Year 2 5 6 7	A Long Essay on an Approved Topic Decial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one
SA349 BSC SC For stud Paper Year 1 1 2 3 4 4 Year 2 5 6 7 8	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264,
SA349 BSC SC For stud Paper Year 1 1 2 3 4 4 Year 2 5 6 7 8 8	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV277 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 Year 2 5 6 7 8 8 Year 3 9	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 4 Year 2 5 6 7 8 8 Year 3 9 10	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA221 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy One from the Social Policy Selection list below
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 Year 2 5 6 7 8 8 Year 3 9	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA221 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy One from the Social Policy Selection list below One from:
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 4 Year 2 5 6 7 8 8 Year 3 9 10	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV355 states, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy One from: GV225 Public Choice and Politics
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 Year 2 5 6 7 8 8 Year 3 9 10	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy One from: GV225 Public Choice and Politics GV225 Public Choice and Politics GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy One from: GV225 Public Choice and Politics GV225 Public Choice and Politics GV227 Politics of Economic Policy
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 Year 2 5 6 7 8 8 Year 3 9 10	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV355 states, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy One from: GV225 Public Choice and Politics
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 Year 2 5 6 7 8 8 Year 3 9 10	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy One from: GV225 Public Choice and Politics GV225 Public Choice and Politics
SA349 BSc Sc For stud Paper Year 1 1 2 3 4 Year 2 5 6 7 8 8 Year 3 9 10	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV265 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy One from: GV225 Public Choice and Politics GV227 Politics of Economic Policy SA320 Comparative and International Social Policy One from the Social Policy Selection list below One from: GV225 Public Choice and Politics GV277 Politics of Economic Policy GV264 Politics and Institutions of Europe GV265 States, Nations and Empires GV264 Politics and Institutions of Europe GV265 States, Nations and Empires GV264 Politics and Institutions of Europe GV265 States, Nations and Empires
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SA349 BSc Sc For stud Paper Year 1 1 2 3 4 Year 2 5 6 7 8 8 Year 3 9 10	A Long Essay on an Approved Topic cial Policy with Government lents registered in and after October 2003. <i>Course number and title</i> SA100 Foundations of Social Policy GV101 Introduction to Political Science GV100 Introduction to Political Theory An approved paper taught outside the Departments of Government and Social Policy SA222 Principles of Social Policy SA222 Principles of Social Policy SA201 Research Methods for Social Policy One from the Social Policy Selection List Below One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV265 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302 SA320 Comparative and International Social Policy One from: GV225 Public Choice and Politics GV227 Politics of Economic Policy SA320 Comparative and International Social Policy One from the Social Policy Selection list below One from: GV225 Public Choice and Politics GV277 Politics of Economic Policy GV264 Politics and Institutions of Europe GV265 States, Nations and Empires GV264 Politics and Institutions of Europe GV265 States, Nations and Empires GV264 Politics and Institutions of Europe GV265 States, Nations and Empires

	GV350 Theories and Problems of Nationalism (prerequisite
	GV265 required) GV351 Government, Politics and Public Policy in the EU
	(prerequisite GV264 required)
	GV352 Government, Politics in Eastern Europe (prerequisite
	GV264 required)
12	One from:
	A paper from the Social Policy Selection List below
	GV225 Public Choice and Politics
	GV227 Politics of Economic Policy
	GV262 Concepts in Political Theory
	GV264 Politics and Institutions of Europe
	GV265 States, Nations and Empires
	GV263 Public Policy Analysis
	GV302 Key Themes in the History of Political Thought
	(prerequisite GV262 required)
	GV310 Democracy and Democratisation (prerequisite
	GV265 required)
	GV350 Theories and Problems of Nationalism (prerequisite
	GV265 required)
	GV351 Government, Politics and Public Policy in the EU (prerequisite GV264 required)
	GV352 Government, Politics in Eastern Europe (prerequisite
	GV264 required)
	An approved paper taught outside the Departments of
	Government and Social Policy
Notes	Students are required to select at least one paper from GV264,
	GV265, GV310, GV350, GV351 and GV352 and at least one
	paper from GV225, GV227, GV262, GV263, and GV302
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Social	Policy Selection List
A101	Sociology and Social Policy
A103	Population, Economy and Society
A104	Social Economics and Policy
A204	Educational Policy and Administration
A212	Family, Gender and Society (not 03)
A213	European Social Policy
A217	Psychology of Crime and Criminal Justice
A220	Health and Social Care
A221	Poverty, Social Exclusion and Social Thange
A250	Demographic Description and Analysis
A252	Third World Demography
A253	The Population of Developed Societies
A309	Criminal Justice Policy

SA309 Criminal Justice Policy

SA349 A Long Essay on an Approved Topic

BSc Social Policy with Social Prychola

Paper	try 2002/3
Year 1	Course number and title
1	PS102 Self, Others and Society: Perspectives on Social
	and Applied Psychology
2	SA100 Foundations of Social Policy
3	Either IS143 Information Technology and Society or an
	approved paper taught outside the Departments of Social
	Psychology and Social Policy
4	An approved paper taught outside the Departments of Social
	Psychology and Social Policy
Year 2	
5	SA222 Principles of Social Policy
6	SA201 Research Methods for Social Policy
7	SA101 Sociology and Social Policy
8	PS203 Societal Psychology: Theory and Applications
Year 3	
9 & 10	Two from the Social Policy Selection List
11	Papers to the value of one unit from Social Psychology
	Selection List
12	One from:
	Papers to the value of one unit from the Social Policy Selection List
	Papers to the value of one unit from Social Psychology
	Selection List
	An approved paper taught outside the Departments of Social
	Psychology and Social Policy
Social F	Policy Selection List
SA103	Population, Economy and Society
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (not 03)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care

SA221	Poverty, Social Exclusion and Social Char
SA250	Demographic Description and Analysis
SA252	Third World Demography
SA309	Criminal Justice Policy
SA320	Comparative and International Social Po
SA349	A Long Essay on an Approved Topic
Social	Psychology Selection List
PS303	Social Psychology and Society

aper	course number and title
Year 1	
1	SO100 Principles of Sociology
2	ST103 Statistical Methods for Social Research
3	An approved paper from the Sociology Selection List below
1	An approved paper taught outside the Department
fear 2	strating and a second second
5	SO201 Sociological Theory
5	SO221 Issues and Methods of Social Research
	An approved paper from the Sociology Selection List below
2	Fither an approved paper from the Socialery Selection List

ed paper from the Sociology Selection List below or an approved paper taught outside the Department

- Year 3 SO302 Sociological Project
- 10 An approved paper from the Sociology Selection List below
- 11 12 An approved paper from the Sociology Selection List below
- Either an approved paper taught outside the Department or an approved paper from the Sociology Selection List below

Sociology Solaction List

2001010	gy selection List
GV234	Theories and Problems of Nationalism
SO110	Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology
SO202	The Social Analysis of Russia and the CIS
SO203	Political Sociology
SO204	Political Processes and Social Change (not 03)
50208	Gender and Society
SO210	Crime, Deviance and Control
SO211	Sociology of Health and Medicine
SO212	Work, Management and Globalisation
SO215	Evolution and Social Behaviour
SO219	Culture and Economy (not 03)
SO220	Citizenship and Migration
SO222	Aspects of British Society

SO223 Sociology of Religion

Key to Undergraduate Regulations (H) means a half-unit course LT means Lent Term MT means Michaelmas Term ST means Summer Term (not 03) means not available in 2003-04 academic year

Outside options

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Outside options for first year students

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Where the	regulations refer to an approved paper
lepartment	t, this means that you may take any cours
han the pr	incipal subject(s) of your degree, subject to
n the Cour	se Guides. If your degree is for joint honour
conomics) or is a major/minor combination (e
conomics)	, a course outside the department means a
lepartmen	t other than the two named in the title
nome depa	rtment of each course is indicated by the le
ourses ava	ailable for this purpose in your first year are
AC100	Elements of Accounting and Finance
AN100	Introduction to Social Anthropology
AN101	Ethnography and Theory: Selected Texts
AN102	Reading Other Cultures: Anthropologic
	Text and Film
C100	Economics A
C102	Economics B
C110	Basic Mathematics for Economists
EH101	The Internationalisation of Economic G
	Present Day
GY100	Environment, Economy and Society
GY103	Contemporary Europe
GY120	The Natural Environment
GY121	Environmental Change and sustainable I
GV100	Introduction to Political Theory
GV101	Introduction to Political Science
D100	Employment Relations
IS143	Information Technology and Society
HY101	The European Civil War, 1890-1990
HY113	Empire to Independence: the Extra-Eur
	Twentieth Century
HY114	War and Society from the Renaissance to
	c1500-1815
HY115	National Identity in the British Isles c170
HY116	International History since 1890
IR100	The Structure of International Society
LN100	Russian Language and Society I
LN101	Russian Language and Society 001: Ab-
LN102	Russian Language and Society 01: Post
LN110	Intensive German Language and Society
LN111	German Language and Society 001: Ab-
LN112	German Language and Society 01: Post
LN120	Spanish Language and Society I Spanish Language and Society 01: Post
LN122	French Language and Society 1
LN130	French Language and Society 1 French Language and Society 01: Post (
LN132	Russian Language and Society 2
LN200 LN210	German Language and Society 2
LN220	Spanish Language and Society 2
LN230	French Language and Society 2
LL101	English Legal Institutions
LL278	Public International Law
MA100	Mathematical Methods
MA103	Introduction to Abstract Mathematics
MA106	introduction to Abstract Matternates
& ST106	MA106 Introductory Quantitative Meth
a 31100	and ST106 Introductory Quantitative M
MA107	and stroo introductory quantitative in
& ST107	MA107 Quantitative Methods (Mathem
a silo/	Quantitative Methods (Statistics) (H)
PH101	Logic
PH103	Reason, Knowledge and Values: an Intro
SA100	Foundations of Social Policy
SA101	Sociology and Social Policy
SA101	Population, Economy and Society
PS102	Self, Others and Society: Perspectives
10102	Psychology
SO100	Principles of Sociology
SO110	Key Issues in Contemporary Societie
50110	Contemporary Sociology
SO215	Evolution and Social Behaviour
SO222	Aspects of British Society
50223	Sociology of Religion
ST102	Elementary Statistical Theory

taught outside the se in a subject other any restrictions listed rs (eq Philosophy and g Geography with course taught in any of your degree. The etters in its code. The

cal Interpretation Of

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GCSE intensive

GCSE intensive

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natics) (H) and ST107

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Outside options for second and third year students list of exclusions

Where the degree regulations refer to an approved paper taught outside the department this will be a paper in a subject other than the principal subject(s) of your degree, subject to timetabling constraints and any restrictions listed in the Course Guides. An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions: · Certain first-year courses are not available to students in the second or third year of their degree. • Some courses are not available as an outside option. · Some papers are mutually exclusive and may therefore not be combined. First-year courses not available to students in the second or third year Structure of International Society* IR100 Information Technology and Society (without special 15143 permission) * Students in the 2nd or 3rd year of study in degrees other than BSc/IR may nevertheless be admitted with the written approval of their tutors and the principal teacher of IR100. Not available as an outside option AC330 Financial Accounting Auditing and Accountability AC340 Special Essay in Social Anthropology AN399 Foundations of the Industrial Economy FH245 The Origins of the World Economy, 1450-1750 EH301 Financial Markets, Investment and Economic Development in EH310 Britain, Germany and the United States after 1870 EH315 Africa and the World Economy

The World Economic Crisis, 1919-1945 EH320 Issues in Modern Japanese Economic Development: Late EH325 Industrialisation, Imperialism and High Speed Growth EH390 Long Essay in Social or Economic History Independent Geographical Project GY350 Selected Topics in Industrial Relations and Human Resource ID300 Management ID399 Industrial Relations Project International History Essay HY300 IR399 International Relations Essay LL102 English Legal System LL104 Obligations I Public Law: Elements of Government LL106 LL108 Criminal Law Introduction to the Legal System LL109 Law of Business Associations 11203 The Law Relating to Civil Liberties LL207 LL212 Conflict of Laws The Substantive Law of the European Union LL231 LL235 Housing Law International Protection of Human Rights LL242 LL247 Land Development and Planning Law LL251 Intellectual Property Law The Law of Corporate Insolvency LL253 LL257 Labour Law Civil Litigation - Processes and Functions LL269 Law of Restitution LL282 LL293 Taxation Essay on an approved Legal Topic (H) LL298 LL299 Full unit Essay Option LL305 Jurisprudence Introduction to Psychology and Behavioural Science for MN101 Management Economics of Management MN200 International Marketing: A Strategic Approach MN302 International Context of Management (H) MN303 Introduction to Strategy (H) MN304 Applied Management Sciences OR302 Mathematical Logic PH200 PH206 Nineteenth Century Philosophy PH209 Philosophical Logic and Metaphysics PH299 Philosophy Essay A Long Essay on an Approved Topic SA349 SA399 Special Essay in Population Studies Sociological Project 50302

Mutually exclusive options (may not be combined)

EC100 Economics A	with	EC102 Economics B
EC201 Microeconomic Principles I	with	EC202 Microeconomic Principles II
EC220 Introduction to Econometrics	with	EC221 Principles of Econometrics
MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)	with	MA100 Mathematical Methods or EC110 Basic Mathematics for Economists or ST102 Elementary Statistical Theory or ST103 Statistical Methods for Social Research
LL104 Obligations I	with	LL226 Elements of Labour Law
MN302 International Marketing: A Strategic Approach	with	ST327 Market Research: An Integrated Approach
MN201 Economics for Management Principles II	with	EC201 Microeconomic Principles I or EC202 Microeconomic
ST102 Elementary Statistical Theory	with	ST103 Statistical Methods for Social Research
MA100 Mathematical Methods Quantitative Methods (Mathematics)	with	EC110 Basic Mathematics for Economists or MA107
MA300 Game Theory	with	MA301 Game Theory I (H)
MN101 Introduction to Psychology and Behavioural Science for Management	with	PS102 Self, Others and Society: Perspectives On Social and Applied Psychology
MN201 Economics for Management	with	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
OR201 Operational Research for Management Operational Research for Management	with	OR202 Operational Research Methods
OR201 Operational Research for Management Operational Research for Management	with	ST102 Elementary Statistical Theory
DR301 Model Building in Operational Research	with	ST325 Simulation Modelling and Analysis (H)
T201 Statistical Models and Data Analysis (H) or ST205 Sample surveys and Experiments (H)	with	ST203 Statistics for Management Sciences
T316 Sample Theory and Methods (H)	with	ST327 Market Research: An Integrated Approach
T307 Aspects of Market Research (H)	with	ST327 Market Research: An Integrated Approach
T331 Decision Theory and Bayesian Statistics (H)	with	OR304 Decision Analysis
S143 Information Technology and Society	with	IS240 Advanced Information Technology for the Social Scientist
143 Information Technology and Society	with	IS240 Advanced Information Technology for the Social Scientist

(H) denotes a half-unit course

not 03 means not available in the academic year 2003/2004.

Undergraduate Course Guides

AC100

Elements of Accounting and Finance Teachers responsible: Ms J F S Day, E307 and Dr T Ahrens, A451 Pre-requisites: None.

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 decisions.

Content: Balance sheets, cash flow statements, income statements, other accounting statements relating to past events and planned activities: construction, use and interpretation.

Accounting conventions: their nature, purpose and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation. Accounting for changing price levels. Introduction to managerial accounting. Costing, budgeting, long-term decisions. Techniques of financial mathematics: their use in investment and financing decisions.

Reading list: Illustrative texts include M W E Glautier & B Underdown, Accounting Theory and Practice (7th edn, Financial Times Prentice Hall, 2001); C T Horngren, A Bhimani, S M Datar & G Foster, Management and Cost Accounting (Financial Times Prentice Hall, 2002); R Brealey & S Myers, Principles of Corporate Finance (6th revised edn, McGraw-Hill, 2001). Detailed reading lists will be made available at the beginning of the course. Teaching: Lectures: AC100 40, twice weekly, ML, Classes: AC100, A/B/C 22. weekly MLS.

Written work: Written answers to numerical problems and discussion questions will be expected weekly; some will be collected during classes for marking.

Assessment: Three and a quarter hour written examination in the ST.

AC211

Managerial Accounting

Teachers responsible: Dr A Bhimani, A307 and others Pre-requisites: Available for Bachelor's degree and for Diplomas where listed in the regulations. Students must have completed AC100. Core syllabus: Two main themes are developed in the course comprising Traditional and Emerging concepts in Management Accounting and Economic Perspectives on Management Accounting. Content: Management Accounting Concepts: Management accounting and its organizational roles; cost-volume-profit relationships; relevant costs for decision making; activity-based management; target costing; international approaches to cost management; quality costing; benchmarking; life cycle costing; the balanced scorecard and new performance measures; business strategy and competitor analysis; strategic cost analysis; management accounting in digitised enterprise contexts. Economic Perspectives on Management Accounting: The general decision model under uncertainty, elements of theory of games, sensitivity analysis, decision making under uncertainty - risk attitudes and decision criteria; information economics, moral hazard and adverse selection leading on to Agency theory, agency and top management pay, errors in the design of costing systems.

Reading list: A detailed reading list will be given out at the start of the course. Illustrative texts include: A Bhimani, Strategic Finance and Cost Management (Management Press, 2003); C Horngren, A Bhimani, S Datar & G Foster, Management and Cost Accounting (Prentice Hall, 2002). Teaching: 22 lectures of two hours and 20 classes of one hour. Written work: Students will be expected to complete written assignments for classes and to make presentations of their work. Class discussions of course material, many of which will feature case study analyses, are essential.

Assessment: Three-hour unseen examination will take place in the ST.

AC212

Principles of Finance Teacher responsible: Dr J L G Board, E309

Pre-requisites: Elementary economics and quantitative methods. Core syllabus: The course examines the theory of financial decision making by firms and examines the behaviour of the capital markets in which these decisions are taken.

Content: The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions. Reading lists: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman,

Financial Markets and Corporate Strategy (Irwin, McGraw-Hill) or Brealey & Myers, Principles of Corporate Finance (McGraw-Hill)

Teaching: 40 lectures (AC212) of one hour MT and LT and 20 classes (AC212.A/B/C) of one hour MT and LT.

Written work: Students are expected to produce written work for classes and to make positive contributions to class discussion Assessment: Three-hour written examination in the ST.

AC310

Advanced Managerial Accounting

Teachers responsible: Dr A Bhimani A307 and others

Pre-requisites: Available for Bachelor's degrees and Diplomas where listed in the regulations or with Dr Bhimani's special permission. Students must have completed AC211.

Core syllabus: The actual composition of the course will vary from year to year, but will generally comprise issues concerning management accounting in the digital economy, incentive systems, performance measurement and public sector accounting

Content: Management Accounting in the Digital Economy: Modern cost management; e-business costing; cybermarketing and financial controls; e-business pricing strategies; internet company structures and management accounting implications.

Economic Aspects on Management Accounting: Information economics, agency theory applications in management accounting (eg incentive pay, responsibility accounting, budgeting, transfer pricing, teamwork contracts, multi-tasking), the role of information and agency issues in a supply chain management context.

Management Accounting in its Organisational Context: The uses of management accounting information; management accounting and contingency theory; accountability and performance measurement systems; cultural issues.

Accounting in the New Public Sector: NHS reforms as part of 'New Public Management'; experiences of health system reforms outside the UK; performance measurement - private sector financial controls; cost accounting, cost management and pricing in hospitals; accounting in the New Public Sector - whose task?

Reading list: Detailed reading lists will be given out at the start of each part of the course.

Illustrative references include: A Bhimani, Management Accounting in the Digital Economy: (OUP, 2003);R Cooper & R S Kaplan, The Design of Cost Management Systems (Prentice Hall, 1999); O Olson, J Guthrie & C Humphrey (Eds), Global Warning: Debating International Developments in New Public Financial Management (Cappelan Akademisk Forlag As, Oslo, 1998)

Teaching: 20 Lectures of two hours and 20 classes of one hour given in MT and LT.

Written work: Students will be expected to present cases and produce written work for classes. Some of this work may be done in groups. Case studies will be used extensively. All students will be expected to contribute to class discussion

Assessment: Three hour unseen examination will take place in the ST.

AC320

Corporate Finance and Financial Markets

Teachers responsible: Dr J Danielsson, A454b and others

Pre-requisites: Students must have taken Principles of Finance, Microeconomic Principles I or Microeconomic Principles II. Additional courses in statistics are recommended. General Course students may only take this course with the approval of the course leader.

Core syllabus: Examination of a range of topics and issues in the theory of corporate finance and the workings of asset markets.

Content: The course builds on Principles of Finance to cover further issues in financial markets.

The topics to be discussed include advanced asset and derivative pricing theory; empirical issues in finance, market microstructure; financial risk analysis; investment theory and additional special topics in finance. The course focuses on technical aspects of finance, and builds heavily on students knowledge of mathematics and statistics. The precise contents may alter from year to year.

Teaching: 40 lectures (AC320) of one hour and 20 classes (AC320.A) of one hour over the MT, LT and ST. Classes start in week three of MT.

Written work: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Reading lists: Detailed course programmes and reading lists will be distributed at the first lecture of each section of the course. Illustrative texts include: Grinblatt & Titman, Financial Markets and Corporate Strategy,

Invin McGraw Hill (1998); Hull, Options Futures and Other Derivative Securities (3rd edn, Prentice Hall). Much of the course will be based on journal articles and lecture handouts.

Assessment: Three-hour unseen examination will take place in the ST

AC330

Financial Accounting

Teachers responsible: Mr C Noke, A311 and others

Pre-requisites: Background required equivalent to Elements of Accounting and Finance. Not available as outside option nor to General Course students

Core syllabus: The theory and practice of financial reporting. Accounting practices are examined in the light of historical development, regulatory requirements, theories of income and capital and other approaches to accounting theory.

Content: Financial accounting with particular reference to company accounts. Standardisation of accounting practice. The Statement of Principles for Financial Reporting. The measurement of income, costs and depreciation. The valuation of assets. Accounting for changing prices. Issues in financial accounting. Empirical research in accounting. Business analysis and valuation. Further details will be given at the start of the COUISE

Reading list: Detailed reading lists of books and journal articles will be provided during the course. No one book covers the entire course Recommended books include G Whittington, Inflation Accounting: an introduction to the debate (CUP, 1983).

Teaching: 30 Lectures (AC330), two each week MT, one each week LT. 20 Classes (AC330.A, AC330.B), weekly MLS.

Written work: Students should prepare weekly written work for class discussion. At least two pieces per term will be collected for marking.

Assessment: Formal examination of three and a quarter hours (the first 15 minutes of which will be reading time) in ST.

AC340

Auditing and Accountability

Teachers responsible: Dr Liisa Kurunmaki, A503 and others

Pre-requisites: This course is available for Bachelor's degrees and Diplomas where listed in the regulations. Students must have a background in accounting equivalent to Elements of Accounting and Finance

Core syllabus: The course provides a critical analysis of the audit function in its many forms. Auditing is understood in a broad sense to exist wherever a need to monitor relations of accountability arises. As private and public sector organisations become increasingly complex this monitoring function is both more important and more difficult.

Content: The course addresses the theoretical basis of auditing, its practical methodologies and its legal, professional and social environment. While the primary focus is upon the UK, international comparisons, particularly with Europe, will be made. In addition to the consideration of the statutory audit of companies, forms of the audit function in environmental management, public sector and other contexts will be covered. Further details will be provided at the start of the session.

Reading list: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following: M Sherer & M Turley (Eds), Current Issues in Auditing (Paul Chapman, 1997); A Carey & R Macve (Eds), Business, Accountancy and the Environment: A Policy and Research Agenda (ICAEW 1992) and refer to M Power The Audit Society (OUP, 1999). Students will also be provided with relevant examples of corporate and other reports and referred to relevant websites. Detailed course programmes and reading lists will be distributed at the first lecture of the course

Teaching: 20 lectures (AC340) and 18 classes (AC340.A) in the MT. LT and

Written work: Students will be expected to produce a minimum of four written essays per year and one class presentation. All students will be expected to contribute to class discussion.

Assessment: Three hour formal examination will take place in the ST.

AN100

Introduction to Social Anthropology

Teachers responsible: Professor M Bloch, A608 and Professor J Parry, A615 Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.

Core syllabus: The course provides a general introduction to Social Anthropology as the comparative study of traditional and changing Third World societies.

Content: The culture and social organization of pre-industrial societies: hunter-gatherers, pastoralists, agriculturalists. Gender, kinship and descent. Production and exchange. Property, power and ideology. Birth, childhood, initiation, personhood, sexuality, marriage, money, violence, death in crosscultural perspective. The scope, theory and methods of Social Anthropology. Its focus on Third World societies.

Teaching: Lectures AN100 Weekly ML, Classes AN100.A - specialists, weekly ML, AN100.B - non-specialists, weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: R M Keesing & Strathern, Cultural Anthropology: A Contemporary Perspective (1998); T H Erikson, Small Places, Large Issues: An Introduction to Social and Cultural Anthropology (1995); M Carrithers, Why Humans Have Cultures: Explaining Anthropology and Social Diversity (1992); A Kuper, The Invention of Primitive Society (1988); M Bloch, Prey into Hunter (1996); M Sahlins, Stone Age Economics (1979).

Detailed reading lists are provided at the beginning of the course. Assessment: Three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN101

Ethnography and Theory: Selected Texts

Teachers responsible: Dr M Mundy, A507 and to be announced Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.

Core syllabus: The course is intended to give an introduction to anthropological theory through the study of selected ethnographic texts. Content: This course discusses important aspects of anthropological and sociological theory in relation to modern ethnographic texts. It ranges from the classical social theory by Marx, Durkheim and Weber to the most recent theoretical advances in the discipline. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.

Teaching: Lectures AN101 weekly ML, Classes AN101. A weekly ML. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: R Aron, Main Currents in Sociological Thought: A Giddens. Capitalism and Social Theory; R Nisbet, The Sociological Tradition; L Coser & B Rosenberg, Sociological Theory: a Book of Readings; K Morrison, Marx, Durkheim, Weber; R Borofsky (Ed), Assessing Cultural Anthropology; C Geertz, The Interpretation of Cultures; A Kuper, Anthropology and Anthropologists; G Stocking, Observers Observed; E E Evans-Pritchard, Witchcraft oracles and magic among the Azande; V Turner, The Forest of Symbols; W Roseberry, Anthropologies and Histories; R Rosaldo, Culture and Truth. Detailed reading lists are provided at the beginning of the course.

Assessment: Three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN102

Anthropological Interpretation of Text and Film Teachers responsible: Dr M Scott, A 614 and to be announced

Availability: This course is compulsory for BA/BSc Social Anthropology. It is ailable to students from other degrees as permitted by the regulations. Core syllabus: This course aims to provide training in the reading and interpretation of visual and textual anthropology for first-year students, and to develop analytic skills. The course introduces students to detailed, holistic study of a culture in its context, and develops skills in bringing together the various elements of cultural and social life analysed by anthropologists. By the end of each term, successful students will both have a detailed knowledge of three important texts, and also have a rounded view of the three cultures studied. They will also have developed the capacity to think critically about ethnographic writing and film-making. Great emphasis will

be placed in this course on student presentation and participation. Content: Students will usually read three book-length ethnographic accounts of other cultures (or the equivalent) per term, and will study a film (or pictorial, architectural or other visual material) associated with each text. Teaching will normally be arranged in cycles of three weeks; in the first two hour session, students will be given a background lecture, with a one-hour class. In the second week, they will study a relevant ethnographic, documentary or fiction film (eg a significant film from the country under study), followed by a class. In the third week, they will have a two-hour seminar which brings together an overview of the significance of the text studied and its relationship to the visual material with which it is paired. There may be a final integrative session in the final week of each term.

Teaching: MT and LT. Three lectures per term plus an introductory lecture; three films/visual material presentations per term/six discussion classes per term/three two-hour seminars per term

Written work: Students will be required to read the three set texts per term, approximately 1/3 text (2-4 chapters) each week, and it will be essential to do this in order to pass this course. Students will be asked to give informal and formal presentations in the classes and seminars, and to present an assessment essay after each term's work. Emphasis will be on developing students' abilities to read and analyse texts as a whole, and to relate them to the other material offered on the course. Supplementary readings may be provided during the term.

Reading list: Texts may be chosen from among the following and other works; Michael Stewart, The Time of the Gypsies; Jonathan Parry, Death in Banaras; Janice Boddy, Wombs and Alien Spirits; Lila Abu-Lughod, Veiled Sentiments: Honor and Poetry in a Bedouin Society; Sherry Ortner, Sherpas through their Rituals; David Lan, Guns and Rain: Guerrillas and Spirit Mediums in Zimbabwe; David Coplan, In the Time of Cannibals: the word music of South Africa's Basotho Migrants; Anna Grimshaw, Servants of the Buddha: winter in a Himalayan convent; Janet Siskind, To Hunt in the morning; Don Kulick, Sex, gender and culture among Brazilian transgendered prostitutes; Deborah James, Songs of the Women Migrants; Deborah Bird Rose, Dingo Makes Us Human: Life and Land in an Aboriginal Australian Culture; Ann Fienup-Riordan, Boundaries and Passages: Rule and Ritual in Yup'ik Eskimo Oral Tradition; Marshall Sahlins, Anahulu: The Anthropology of History in the Kingdom of Hawai, Vol 1.Detailed reading lists are provided at the beginning of the course. Assessment: Three-hour examination in the ST worth 80%. The remaining

20% is based on classwork assessment primarily the assessment essays mentioned above

AN200

Kinship, Sex and Gender

Teachers responsible: Dr C Allerton, A615 and Dr B Rossi, A611 Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates should have completed an introductory course in Social Anthropology unless granted exemption by the course teacher. Core syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality, analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female', and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles. Content: The history of anthropological debate on kinship. The analysis of the content of kinship relationships. Critique of the notion of 'kinship' Variety in idioms of kinship in different societies. Concepts of substance and the body. Kinship and morality. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Procreation theories. Kinship and cognition

Teaching: Lectures AN200 weekly ML, Classes AN200. A weekly ML. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: Readings required will include: D Lan, Guns and Rain; L Abu-Lughod, Veiled Sentiments; E Leach, Rethinking Anthropology; C MacCormack & M Strathern, Nature, culture and gender; C Levi-Strauss, The Elementary Structure of Kinship; D Schneider, A Critique of the Study of Kinship; M Godelier,T Trautmann & F Tjon Sie Fat, Transformations of Kinship; F Myers, Pintupi Country, Pintupi Self. Detailed reading lists are provided at the beginning of the course.

Assessment: Three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN203 Half unit Not available in 2003/04 The Anthropology of Lowlands Latin America Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology, and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. Core syllabus: The course covers selected indigenous societies of Lowland South America, focusing on the inter-relationships between politicoeconomic systems, social structures, cosmologies and historical relations to colonial and national societies.

Content: The course will address the history and current state of anthropological analyses of the indigenous peoples of Lowland South America, with a concentration on recent developments in the ethnography of the region. The course will focus on these recent attempts to integrate the study of politico-economic systems, social structure, cosmology and external relations, with particular emphasis on the implications of how indigenous peoples of the region conceive of their own social lives and of the world in which they live.

Teaching: Lectures AN203 weekly, Classes AN203.A weekly. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: E Viveiros de Castro, From the Enemy's Point of View; C Levi-Strauss, The Raw and the Cooked; The Story of the Lynx; J Overing Kaplan, The Piaroa; C Crocker, Vital Souls; P Gow, Of Mixed Blood; P Descola, In the Society of Nature; The Spears of Twilight; E Basso, The Last Cannibals. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN205 Half unit

Advanced Ethnography of Melanesia Teacher responsible: Dr M Scott, A614

Availability: Proposed half unit value optional course for students pursuing bachelor's degrees and for MSc students in anthropology.

Core syllabus: This course provides an introduction to the culture area known as Melanesia through critical examination of classic and contemporary ethnographic representations of the peoples of Papua New Guinea, Solomon Islands, and Vanuatu.

Content: The course explores both the ethnographic past and the ethnography of socio-cultural transformation in Melanesia. Questions and topics considered include: what is Melanesia? is this still a useful concept? the place of Melanesia in the history of anthropological theory; cosmologies, mythologies and religious practices; spatiality and emplacement; leadership and polity formation; feuding and warfare; knowledge and secrecy; exchange; gender, personhood, and sociality; colonial histories, 'cargo' movements and custom politics: indigenous Christianities: and Melanesian modernities Teaching: Lectures AN205 weekly L. classes AN205 weekly L.

Written work: Students are expected to prepare discussion material for presentation in classes. Undergraduates are required to write assessment

Reading list: D Akin & J Robbins (Eds), Money and Modernity; J Bonnemaison, The Tree and the Canoe; J G Carrier (Ed), History and Tradition in Melanesian Anthropology; R Eves, The Magical Body; R J Foster, Social Reproduction and History in Melanesia; R J Foster (Ed), Nation Making; A Gell, The Art of Anthropology; M Godelier, The Making of Great Men; M Godelier & M Strathern, Big Men and Great Men; L R Goldman & C Ballard (Eds), Fluid Ontologies; S Harrison, Stealing People's Names; R M Keesing, Custom and Confrontation; B M Knauft, From Primitive to Postcolonial in Melanesia and Anthropology; A Lattas, Cultures of Secrecy; E LiPuma, Encompassing Others; S Mallett, Conceiving Cultures; F Merlan & A Rumsey, Ku Waru; N D Munn, The Fame of Gawa; M Strathern, The Gender of the Gift; G Stüzenhofecker, Times Enmeshed: J F Weiner, The Empty Place; G M White, Identity Through History. Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST.

AN206 Half unit Not available in 2003/04 Anthropology of the Mediterranean: Greece & Cyprus

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference will be made to ethnographies of other circum-Mediterranean societies, eg Turkey, Macedonia, Bulgaria, Yugoslavia, Bosnia. Some attention will be paid to studies of refugees, and the incorporation of ethnic minorities into Greek State and society.

Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. The importance of orthodoxy in Greek cultural identity will be featured. 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. Nationalism, and the politics of the treatment of cultural minorities will be considered. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and classes.

Teaching: Lectures AN206 weekly, Classes AN206.A weekly,

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays Reading list: Detailed reading lists are provided at the beginning of the course

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN207 Half unit Not available in 2003/04 The Anthropology of Madagascar Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core svilabus: A comparative study of a number of Malagasy peoples. Content: The course will examine the available ethnography on a number

of peoples in Madagascar selected so as to give the students some knowledge of the anthropological variety of the island. Particular attention will be paid to kinship, gender, notions of the person, identity/ethnicity, religion and politics. All required reading will be in English.

Teaching: Lectures AN207 weekly, Classes AN207.A weekly. Written work: Students are expected to prepare discussion material for

presentation in the classes and are required to write assessment essays. Reading list: R Astuti, People of the Sea; M Bloch, Placing the Dead; M Bloch, From Blessing to Violence; M Covell, Madagascar: Politics, Economics and Society; G Feeley-Harnik, A Green Estate; M Lambek, Human Spirits; M Lambek, Knowledge and Practice in Mayotte; J Mack, Madagascar, Island of the Ancestors. Detailed reading lists are provided at the beginning of the course.

Students will also be asked to read a number of recent, still unpublished PhD dissertations.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN208 Half unit Not available in 2003/04 Anthropological Linguistics

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The relation of social anthropology to the study of language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.

Content: This course concerns the relation of language to culture and society. It looks at the history of the subject. It examines theories which see a relation between the way we think and the way we see the world. It looks at the anthropological and sociological implications of various types of theories of meaning. The course considers such issues as the hierarchy. The significance of forms of politeness is studied. The issue of the significance of literacy is examined.

Teaching: Lectures AN208 weekly, Classes AN208.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: Detailed reading lists are provided at the beginning of the course

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN209 Half unit Not available in 2003/04 Research Methods in Social Anthropology Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

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.

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, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts. Teaching: Lectures AN209 weekly, Classes AN209.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. There is the option of a training research project.

Reading list: Detailed reading lists are provided at the beginning of the

Assessment: Either by a two-hour examination in the ST, worth 80% and classwork assessment, worth 20%, or by a two-hour examination in the ST. worth 50%, and by a small project worth 50%.

AN210 Half unit Not available in 2003/04 The Anthropology of Conflict, Revolution and War Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The aim of this course is to present an anthropological perspective on the socio-economic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

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.

Teaching: Lectures AN210 weekly, Classes AN210.A weekly. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: Napoleon A Chagnon, Yanomamo: The Fierce People; C Von Clausewitz, On War; 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. Detailed reading lists are provided at the beginning of the course Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN211 Half unit Not available in 2003/04 The Anthropology of Death

Teacher responsible: Dr R Astuti

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The course examines the relationship between practices and beliefs surrounding death and notions of the person and of the body in different parts of the world, including Euro-America. Special attention will be paid to the disposal of the dead, beliefs in the afterlife, tombs and funerary monuments, beliefs in pollution and in the regeneration of life through death.

Content: The definition of death and dying; death and emotions; remembering and forgetting the dead; death and the person in Africa and Melanesia; death and the transformation of the body; tombs and funerary monuments; death and rebirth; euthanasia and the definition of death in the West

Teaching: Lectures AN211 weekly, Classes AN211.A weekly,

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: R Astuti, People of the Sea; M Bloch, Prey into Hunter; M Bloch & J Parry (Eds), Death and the Regeneration of Life; S Cederroth, C Corlin & J Lindstrom (Eds), On the Meaning of Death; F H Damon & R Wagner, Death Rituals and Life in the Societies of the Kula Ring; J Parry, Death in Banaras; N Scheper-Hughes, Death without Weeping; J Watson & E S Rawski (Eds), Death Ritual in Later Imperial and Modern China. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN212 Half unit Not available in 2003/04 The Anthropology of Art and Communication Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The study of visual art forms as social action. The problems raised by an anthropology of art, and its relation to disciplines such as art history and aesthetics. Specific issues in the anthropology of art.

Content: The production and consumption of works of art in their social context. The domain of 'art' in Western societies and in other societies. The problem of evaluation: aesthetics as a cross-cultural category. Art as communication and as action, and the connection to other communicational media.

Teaching: Lectures AN212 weekly, Classes AN212.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: A Gell, Art and Agency; N Munn, The Fame of Gawa; E Gombrich, Art and Illusion; C Levi-Strauss, The Savage Mind. Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN213 Half unit Not available in 2003/04 Anthropological Theories of Exchange Teacher responsible: Professor J Parry, A615

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. Core syllabus: Theories of the gift, reciprocity and exchange; the relationship between exchange and power; exchange and social inequality, and exchange and concepts of the person. Transactional moralities in the context of wider belief systems

Content: The course re-examines the classic theories of exchange of such writers as Marx, Mauss, Malinowski, Lévi-Strauss and Sahlins, and reviews the most significant recent developments from, and discussions of, their work. It considers such themes as the opposition between gift and commodity exchange; the concept of charity in a cross-cultural perspective; the relationship between ideologies of exchange and the concept of the person; the relationship between religious values and transactional moralities; the variable and problematic way in which the notion of reciprocity has been used in anthropological writing, and the impact of Western-style currency on 'traditional' exchange systems. Teaching: Lectures AN213 weekly. Classes AN213.A weekly. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: M Sahlins, Stone Age Economics; J Parry & M Bloch (Eds), Money and the Morality of Exchange; M Taussig, The Devil and Commodity Fetishism in South America; J C Scott, The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia; B Malinowski, Crime and Custom in Savage Society; M Mauss, The Gift: Forms and Functions of Exchange in Archaic Societies; P Ekeh, Social Exchange Theory: the Two Traditions: C Lévi-Strauss, The Elementary Structures of Kinship, Detailed reading lists are provided at the beginning of the course. Assessment: Two hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN214 Not available in 2003/04 The Anthropology of India

Teachers responsible: Professor J Parry, A615 and others Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. Core syllabus: Society and culture in modern India. Content: The caste system; the village and its local economy; kinship. The modern transformation of caste and stratification systems; untouchability and reservations. Modern industry and economic development and their impact on caste and class. Popular Hindu belief and practices and the social organisation of religion; religious reformism and nationalism. Modern politics and the state; the impact of globalisation.

Teaching: Lectures AN214 weekly ML, Classes AN214.A weekly ML. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: V Das, Structure and Cognition: Aspects of Hindu Caste and Ritual; L Dumont, Homo Hierarchicus; C Fuller, Servants of the Goddess; The Camphor Flame: Popular Hinduism and Indian Society; A Gold, Fruitful Journeys; J Parry, Death in Banaras; Caste and Kinship in Kangra; M Srinivas, Religion and Society among the Coorgs. Detailed reading lists are provided at the beginning of the course.

Assessment: Three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN215 Half unit Not available in 2003/04 Anth of Hunters & Gatherers of Sub-Saharan Africa Teacher responsible: To be announced

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher

Core syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.

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, Aka, 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.

Teaching: Lectures AN215 weekly, Classes AN215.A weekly. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: R R Grinker, Houses in the Rainforest; S Kent (Ed), Cultural Diversity among Twentieth-Century Foragers; T Ingold, D Riches & J Woodburn (Eds), Hunters and Gatherers, Vol 1: History, Evolution and Social Change. Vol 2: Property, Power and Ideology; R B Lee, The !Kung San; L Marshall, The IKung of Nyae Nyae; J C Woodburn, 'Egalitarian Societies', Man. 1982.

Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN216 Half unit Not available in 2003/04 Cognition and Anthropology Teacher responsible: Professor M Bloch, A608

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher

Core syllabus: The course will re-examine the topic of the relation between individual cognitive development and cultural constructs. It will pay particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture

Content: This course will re-examine the relation between cultural constructs and individual cognitive processes and development. In the historical development of modern anthropology there has, at times, been an active transfer of ideas between psychologists and anthropologists Among the instances of such transfers of ideas, which will be dealt with in the course, are the Sapir/Whorf theory of 'linguistic relativity' and the theory of schema proposed by Bartlett. After dealing with the past development of the interdisciplinary relation between cognitive science and anthropology, some contemporary issues will be examined in detail. These will include i) the nature of concepts and concept formation; ii) anthropological and psychological accounts of metaphor; iii) theory of mind and metarepresentations; iv) anthropological and psychological theories of learning; v) domain specificity; vi) the significance of 'expertise' vii) the anthropology and psychology of emotions and viii) the anthropology and psychology of memory

Teaching: Lectures AN216 weekly, Classes AN216.A weekly,

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Hutchinson, Cognition in the Wild; D Holland & N Quinn, Cultural Models in Language and Thought, G Lakoff & M Johnson, Metaphors that we live by; R Sternberg & E Smith, The Psychology of Human Thought, T Schwartz et al, New Directions in Psychological Anthropology; J Lave, Cognition in Practice; L Hirshfeld & S Gelman (Eds), Mapping the Mind; D Sperber, Explaining Culture; M Bloch, Ritual, History and Power; P Boyer, The Naturalness of Religious Ideas. Detailed reading lists are provided at the beginning of the course.

Assessment: Two hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN217 Half unit Not available in 2003/04 The Anthropology of East and Central Africa Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course serves as an introduction to the ethnography of East and Central Africa. Topics to be considered include the impact of colonialism, labour migration, urbanisation, the changing nature of kinship and gender relations, capitalism and economic transformations, and political and religious change

Content: East and Central Africa have been, and continue to be, major research areas in social anthropology. The wealth of documentation and published ethnography on these areas makes them especially suitable as an empirical base from which to explore issues of primary concern to the discipline. The main focus of the course will be on Kenya, Ethiopia, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Rwanda. The central concern of the course will be the analysis of processes of social change and cultural continuity. There will be good opportunities to examine such issues as urbanisation, ethnicity, colonialism, as well as such topics as ritual, systems of ideas, witchcraft, and legal, political and economic institutions. The course offers the possibility of developing detailed ethnographic knowledge of particular communities, as well as the chance to address key theoretical issues in the context of a specific body of data. The course will also enable students to understand the changing nature of anthropological theory and practice by comparing ethnographies from different periods in the discipline's development.

Teaching: Lectures AN217 weekly, Classes AN217.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: H L Moore, Feminism and Anthropology; D Cohen & O

Odhiambo, Siaya; T Hakansson, Bridewealth, Women and Land; D Parkin, Palms, Wine and Witnesses; N Long, Social Change and the Individual; J Pottier, Migrants No More; K Tranberg Hansen, Distant Companions; P Geschiere, The Modernity of Witchcraft; S F Moore, Anthropology and

Africa; J Goody, The expansive moment. Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN219 Half unit Not available in 2003/04 Anthrop of Agrarian Development and Social Change Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The course is about the economy and society of peasantries. and the changes they undergo during the process of economic development. It aims to compare structuralist and rational choice theories about agrarian change; to examine how rural producers respond to changes imposed from without and interpret them within their value systems; and to consider the relations of States and rural people.

Content: The varieties of peasantries and different patterns of agrarian transformation. Is there a distinctive 'Peasant Economy'? Commercialisation and agrarian change. Rural class formation. Ideology, protest and change -'The Moral Economy of the Peasantry'. The 'Rational Peasant' and issues of collective action. Deconstructing 'The Household Economy' Land tenure and land reform. Rural labour processes and rural poverty. Technology and agrarian change. State and peasantry.

Teaching: Lectures AN219 weekly, Classes AN219.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: F Ellis, Peasant Economics, 1988: R Guha The Unquiet Woods, 1989; J. Harriss (Ed), Rural Development Theories of Peasant Economy and Agrarian Change, 1982; G Hart, Power, Labour and Livelihood: Processes of Change in Rural Java (University of California Press, 1986); J Scott, The Weapons of the Weak (Yale University Press, 1985); R Wade, Village Republics: Economic Conditions for Collective Action in South India (Cambridge University Press, 1988). Detailed reading lists are provided at the beginning the course.

Assessment: Two our examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN221 Half unit Not available in 2003/04 The Anthropology of Christianity Teacher responsible: Dr F Cannell, A610

Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. Core syllabus: The ethnography of the perception of Christianity in the light of differing cultural and social situations especially colonial conditions and their historical parallels.

Content: The course will examine a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined will include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations

Teaching: Lectures AN221 weekly, Classes AN221.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: M Bloch, From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar; F Cannell, Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines (PhD thesis, University of London); W Christian, Person and God in a Spanish Valley (reprint 1988); J Comaroff, Body of Power, Spirit of Resistance; J de Pina Cabral, Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho; R lleto, Pasyon and Revolution: Popular Movements in the Phillippines, 1840-1910; J Nash, We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines; M Taussig, The Devil and Commodity Fetishism in South America. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN223 Half unit The Anthropology of South-East Asia Teacher responsible: Dr F Cannell A61

Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. Core syllabus: This course will examine the anthropology of Southeast Asia from three perspectives. Firstly, it will look at some of the reasons for treating the countries of Southeast Asia as an ethnographic region. Secondly, it will explore a selection of particular topics in the ethnography of different Southeast Asian countries which also have a wider comparative significance within the region. Thirdly, it will consider some aspects of the teraction between Southeast Asian and 'Westernising' cultures.

Content: The course aims to make use of the extremely varied ethnography on Southeast Asia, including both the older accounts of 'tribal' cultures, and the more recent generation of writers who have focused on a comparative perspective centred on notions of identity, power and the construction of the person in hierarchical and egalitarian systems in Southeast Asia

The course will first consider the notion that Southeast Asia, like the Mediterranean, is an area held together most meaningfully by the sea (eg by sea-born trade, travel and piracy). It will also look at the broad similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. The kinds of continuities which it is suggested apply to Southeast Asian cultures in general will be introduced.

The main ethnographic section of the course will relate a series of studies of specific, (and highly varied) societies within the Southeast Asian region to themes of power and identity.

These will include a selection of topics such as some of the following; theatre, eg Javanese shadow puppet theatre; funerary rituals eg in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture eg architecture; notions of speech, rhetoric and/or musical performances; aspects of social and kinship organisation including the importance of commensality and of the idea of the 'house'; games, performances and competitions.

The third theme of the course will be concerned with some aspects of the interaction between Southeast Asian societies and influences usually referred to as 'Westernising', 'modernising' or 'globalising'. These topics will include a selection from the following; popular culture; nationalism; world religions and their offshoots. They will be seen within the context of the historical circumstances in which they have been produced Teaching: Lectures AN223 weekly, Classes AN223.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: S Errington, Meaning and Power in a Southeast Asian Realm; J M Atkinson & S Errington, Power and Difference; B Anderson, The Idea of Power in Javanese Culture; C Geertz, Negara; U Wikan, Managing Turbulent Hearts; W Keeler, Javanese Shadow Play, Javanese Selves; P Metcalf, A Borneo Journey into Death; N Constable, Maid to order in Hong Kong. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN226

Political and Legal Anthropology Teachers responsible: Dr V Benei, A613, Professor S Roberts, A150 and Dr K Kapila, A611

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography.

Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised politites; chieftainship, kingship and other forms of authority; the bases for equality and inequality; the legitimation of power; political competition and conflict; indigenous responses to colonialism; agrarian rebellions; nationalism and ethnicity; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism, Indian, Islamic and other non-Western legal syster Teaching: Lectures AN226 weekly ML, 22 Classes AN226 A weekly MLS. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Select reading list: J Gledhill, Power and its Disguises (1994); J Vincent, Anthropology and Politics (1990); E R Leach, Political Systems of Highland Burma (1954); G Balandier, Political Anthropology (1970); M H Fried, The Evolution of Political Society (1967); D Riches (Ed), The Anthropology of Violence (1986); S Howell & R Willis, Societies at Peace (1989); D Lan, Guns and Rain (1985); B Malinowski, Crime and Custom in Savage Society (1916); J Comaroff & S Roberts, Rules and Processes (1981); P Gulliver, Social Control in an African Society (1963); S F Moore, Law as Process (1978); P Caplan (Ed), Understanding Disputes (1995); M Chanock, Law, Custom and Social Order (1985). Detailed reading lists are provided at the beginning of the course

Assessment: Three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN227

The Anthropology of Economic Institutions and their Social Transformations

Teachers responsible: Dr N Peabody, A506 and Dr D James, A616 Availability: This course is compulsory for BA/BSc Social Anthropology students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The anthropological analysis of economic institutions crossculturally, and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes will be examined in relation to relevant theoretical debates and with reference to selected ethnography.

Content: Key concepts and theoretical debates in economic anthropology; the idea of the 'natural' and 'moral' economy; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations: the emergence of 'free' labour: work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization; poverty; humanitarian and development aid in complex emergencies; dispossession by development to refugees and resettlers.

Teaching: Lectures AN227 weekly ML, Classes AN227.A weekly ML, 2 IT training sessions.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: M Sahlins, Stone Age Economics (1974); J Parry & M Bloch (Eds), Money and the Morality of Exchange (1989); M Bloch, Marxism and Anthropology (1983); J Macrae & A Zwi, War and Hunger: Rethinking international responses to complex emergencies; P Richards, Fighting for the Rainforest: War, Youth and Resources in Sierra Leone. Detailed reading lists are provided at the beginning of the course. Assessment: Three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN229 Half unit Not available in 2003/04 The Anthropology of Religious Nationalism and Fundamentalism Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology, and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. Core syllabus: The comparative ethnography and anthropological analysis of religious nationalism and fundamentalism in the non-western world. Content: Conceptual problems in the definition of religious 'nationalism' and 'fundamentalism'. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between nationalism and regionalism.

Education, the transmission of knowledge and the historical construction of nationalism

Teaching: Lectures AN229 weekly, Classes AN229.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: L Caplan (Ed), Studies in Religious Fundamentalism; P

Chatteriee, Nationalist Thought and the Colonial World; E Daniel, Charred Lullabies; V Das, Critical Events; Mirrors of Violence; D Ludden (Ed), Contesting the Nation; T Madan, Modern Myths, Locked Minds, Detailed reading lists are provided at the beginning of the course

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN230 Half unit Not available in 2003/04 The Anthropology of Industrialization and Industrial Life

Teacher responsible: Professor J Parry, A615

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies. Content: The way in which local understandings of modern machine production are laid down on the template of pre-existing cultural assumptions and cosmological ideas; the rural-urban nexus linking neophyte proletarians with peasant villages; the extent to which traditional forms of social structure and inequality are reproduced in the modern factory; the modern factory as an ethnic 'melting-pot' and as an agent of the 'secularization' and 'disenchantment of the world'; shop-floor organization, cultural and organizational factors affecting the intensity of labour, and the extent to which factory production requires new concepts of time and new kinds of work discipline; the social organization of the industrial neighbourhood; gender relations in factory and neighbourhood; the extent to which industrial workers in 'the Third World' represent an 'aristocracy of labour' the contrast between workers in the organised sector and the unorganised sector, and the conditions under which the industrial workforce emerges as a class 'for itself'; trade-union activism; resistance to and collusion with management; local discourses about industrial pollution and environmental degradation.

Teaching: Lectures AN230 weekly, Classes AN230.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Select reading list: J Nash, We eat the Mines and the Mines eat us: Dependency and Exploitation in Bolivian Tin Mines (1979): A Ong. Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia (1987): D Wolf, Factory Daughters: Gender, Dependency and Rural Industrialization in Java (1992); S Westwood, All Day, every Day: Factory and Family in the Making of Women's Lives (1984); F Zonabend, The Nuclear Peninsula (1993); R Chandavarkar, The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40 (1994); M Holmstrom, South Indian Factory Workers: their Life and their World (1976); M Holmstrom, Industry and Inequality: towards a Social Anthropology of Indian Labour (1984); J Parry, J Breman & K Kapadia (Eds), The Worlds of Indian industrial labour (1999). Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN231 Half unit The Anthropology of China

Teacher responsible: Professor S Feuchtwang, A613

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The ethnography of China, Taiwan, Hong Kong and Singapore: anthropological approaches to issues in Chinese kinship. religion, education and political-economy.

Content: Chinese kinship: descent, lineages and ancestral cults, marriage, affinity and gender. Chinese popular religion: Daoism, Buddhism and Confucianism; local religion and the community; pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese

Teaching: Lectures AN231 weekly, Classes AN231.A weekly.

Written work: Students are expected to prepare discussion material for

presentation in the classes and are required to write assessment essays. Reading list: E Ahern, Chinese Ritual and Politics: D Davis & S Harrell (Eds). Chinese Families in the Post-Mao Era; H Baker & S Feuchtwang (Eds), An Old State in New Settings: S Feuchtwang, The Imperial Metaphor: Popular Religion in China; P Steven Sangren, History and Magical Power in a Chinese Community; C Stafford, The Roads of Chinese Childhood; R Watson & P Ebrey (Eds), Marriage and Inequality in Chinese Society; J Watson & E Rawski (Eds), Death Ritual in Late Imperial and Modern China; H Gates, China's Motor: A thousand years of petty capitalism. Detailed reading lists are provided at the beginning of the course

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN232 Half unit Not available in 2003/04 Film and Photography

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations.

Content: The course will consider the problem of realism, and its special importance for the documentary tradition; the historical development of the main ethnographic film-making approaches; (naive documentation realism; observationalism; participatory documentary; symbolist documentary; reflexive filming); problems of validation, verification and interpretation of early photographs of indigenous peoples; recent reactions against naive realism and against the observational movement; postmodern developments in ethnographic film, media representations of 'otherness', of ethnic conflict and refugees. The course will also examine the need for written contextualization of historical images and films, and the opponents of this view. The course will also examine in detail a number of significant benchmark films, and leading theoretical debates surrounding the ethics of responsible documentary representations of cultures and individual persons, and where possible consider how photographs and films are to be viewed in the light of existing written ethnography. Teaching: Lectures AN232 weekly, Classes AN232.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: E H Gombrich, Art and Illusion; Crawford & Turton, Film as Ethnography; B Nichols, Representing Reality; Gross, Katz & Ruby, Image Ethics; L Taylor, Visualizing Theory; P Loizos, Innovation in Ethnographic Film; E Edwardes, Photography & Anthropology; D MacDougall, Transcultural Cinema; C Pinney, Camera Indica: The Social Life of Indian Photographs; I Borbash & _ Taylor, Cross-Cultural Filmmaking; L Devereaux & R Hillman (Eds). Fields of V sion; D Vaughan, For Documentary; T Allen & J Seaton, The Media of Conflict - War Reporting and Representations of Ethnic Violence; M Ignatieff, The Warrior's Honour: Ethnic Conflict and the modern conscience. Detailed reading lists are provided at the beginning of the course.

For Analysis: Flaherty, Man of Aran; Wright, Song of Ceylon; Woodburn & Hudson, The Hadza: The Food Quest of an East African Hunting and Gathering Tribe; Moser, The Last of the Cuiva; Moser, The Meo; MacDougall & MacDougall, To Live with Herds; Preloran, Imaginero; Kildea & Leach, Trobriand Cricket; Kildea, Valencia Diary; Dunlop & Morphy, Madarrpa Funeral at Gurka'wuy; McKenzie & Hiatt, Waiting for Harry; D MacDougall, Goodbye Old Man; Boonzajer Flaes, Polka: the Roots of Texas-Mexican Accordion Music in S Texas and N Mexico.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN233 Half unit Not available in 2003/04 Anthropology of South-West Asian and North-African Societies

Teacher responsible: Dr M Mundy, A507

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Content: Introduction to geographical and historical factors making for the social unity and diversity of the area; the character of scholarship on the area and the place of anthropology within that; kinship systems: unity and

diversity; kingship and the Muslim political tradition; Khaldunianism and the persistence of the tribe; the ethnography of law; the ethnography of Islamic learning and institution; the anthropology of aesthetic tradition: austerity of ritual, luxuriance of language; regional ethnographies (2 or 3 to be considered in any year): Anatolia/Turkey, Iran, Yemen, Palestine/Israel, Morocco, Algeria, Syria/Lebanon, Egypt, Sudan.

Teaching: Lectures AN233 weekly, Classes AN233.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: L Abu-Lughod, 'Anthropology's Orient: the Boundaries of Theory on the Arab World' in H Sharabi (Ed), Theory, Politics and the Arab World: Critical Responses; J Berque, Essai sur la Methode Juridique Maghrebine: P Bourdieu, Algeria; D. Eickelman, The Middle East: An Anthropological Approach; E. Evans-Pritchard, The Sanusi of Cyrenaica; E. Gellner, Muslim Society; M Gilsenan, Recognizing Islam; A Hourani, A History of the Arab Peoples; I Khaldun, The Mugaddima; E Peters, The Bedouin of Cyrenaiea: Studies in Personal and Corporate Power (Eds J Goody & E Marx); B Messick, The Calligraphic State; G Tillion, The Republic of Cousins. Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN235 Half unit Not available in 2003/04 The Anthropology of Southern Africa Teacher responsible: Dr M Engelke, A609

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher

Core syllabus: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.

Content: The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it will examine some of the social effects of the apartheid regime, and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region

Teaching: Lectures AN235 weekly, Classes AN235.A weekly, Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: J Comaroff, Body of Power, Spirit of Resistance; J L & J Comaroff, From Revelation to Revolution; D Coplan, In the Time of

Cannibals: The Word Music of South Africa's Basotho Migrants; V Erlman, Nightsong; R Gordon & A D Spielgel, 'Southern Africa Revisited', Annual Review of Anthropology; M Hunter, Reaction to Conquest; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), Clothing and Difference; A Kuper, Wives for Cattle: Bridewealth and Marriage in Southern Africa; I & P Mayer, Townsmen or Tribesmen; C Murray, Black Mountain; L Vail & L White, Power and the Praise Poem: Southern Africa Voices in History. Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above

AN236 Half unit Not available in 2003/04 The Anthropology of Governance in the Modern State Teacher responsible: Dr M Mundy, A507

Availability: This course is optional for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology. Core syllabus: The course examines recent work by anthropologists on government and the modern state.

Content: The approach is one which conserves the central characteristics of anthropology - a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies. and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge - but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and post-colonial states. The course examines the following topics: Anthropological typologies of states; government models of state and institutional religion (religio); literacy and the law: current debates; the regulation of kinship, gender and family; property and government; colonialism, post-colonialism and the state; the political person and the nation-state; The ethnography of the judiciary and the court; the ethnography of state violence; anthropology and the new institutionalism in the other social sciences.

Teaching: Lectures AN236 weekly, Classes AN236.A weekly. Reading list: J Cole & E Wolf, The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley; L Fallers, The Social Anthropology of the Nation-State, M Herzfeld, The Social Production of Indifference: Exploring the Symbolic Roots of Western Bureaucracy; S Hutchison, Nuer Dilemmas: Coping with Money, War and the State; S Merry, Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans; K Verdery, What Was Socialism, and What Comes Next?; B Yngvesson, Virtuous Citizens, Disruptive Subjects: Order and Complaint in a New England Court; A Gupta & J Ferguson (Eds), Culture, Power, Place: Explorations in Critical Anthropology; M Lazarus-Black & S Hirsch (Eds), Contested States: Law, Hegemony and Resistance; M Burawoy & K Verdery (Eds), Uncertain Transitions: Ethnographies of change in the postsocialist world; N Eliasoph, Avoiding Politics: How Americans produce Apathy in Everyday Life. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN237 Half unit Not available in 2003/04 The Anthropology of Development Teacher responsible: Dr D James, A616

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. Core syllabus: This course is centred on an examination of, and an assessment of the validity and reconcilability of, two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the 'anthropology of development', comprising a series of recent critiques of development theory and practice by anthropologists. This debate has encompassed a range of specific topics, including the anthropology of planning; indigenous technical knowledge and its use in agricultural projects; the culture of organizations; fertility and reproductive health; conservation and the environment. Literature ranges from writings at a high level of theoretical abstraction to those whose authors are anthropologists directly involved in development initiatives. Content: Historical background: how development and its discourses were made, through and in the wake of the colonial encounter. A discussion of the role - both past and potential - played by anthropologists in this process. Anthropological insights into the planning process undertaken by states and by NGOs. Anthropological ciritiques of the notions of 'participation' and 'indigenous technical knowledge' which have been used in agricultural development, especially by NGOs; alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of globally-formulated concepts of human rights, and of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia.

Teaching: Lectures AN237 weekly, Classes AN237.A weekly. Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Reading list: E Croll & D Parkin, Bush Base, Forest Farm: Culture, Environment and Development (1992); J Crush (Ed), Power of Development; A Escobar, Encountering Development: the making and unmaking of the third world (1995);J Fairhead & M Leach, Misreading the African landscape: society and ecology in the forest-savanna mosaic, J Ferguson, The Anti-politics machine 'Development', depoliticization and Bureaucratic Power in Lesotho (1994); J Ferguson, 'Anthropology and its evil twin 'Development' in the constitution of a discipline' in F Cooper & R Packard (Eds), International Development and the Social Sciences (1997); K Gardner & D Lewis Anthropology, Development and the Post-modern challenge (1996); S Greenhalgh (Ed), Situating Fertility: anthropological and demographic enquiry (1995). Detailed reading lists are provided at the beginning of the course Assessment: Two-hour examination in the ST worth 80%. The remaining

20% is based on classwork assessment, primarily the assessment essays mentioned above

AN238 Half unit Anthropology and Human Rights

Teacher responsible: Dr M Engelke, A609

Availability: This half-unit course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. Course syllabus: The tension between respect for 'local cultures' and

'universal rights' is a pressing concern within human rights activism. In the past decade, anthropologists have been increasingly involved in these discussions, working to situate their understandings of cultural relativism within a broader framework of social justice. This course explores the contributions of anthropology to the theoretical and practical concerns of human rights work. The term begins by reading a number of key human rights documents and theoretical texts. These readings are followed by selections in anthropology on the concepts of relativism and culture. Students will then be asked to relate their understandings of human rights to the historical and cultural dimensions of a particular case, addressing such questions as the nature of humanity, historical conceptions of the individual, colonialism and imperialism, the limits of relativism, and the relationship between human rights in theory and in practice. Case studies will include: gay rights in southern Africa; genocide in Rwanda; the plight of the Yanomami in South America: state violence in Guatemala: and Aboriginal land tenure in Australia.

Teaching: Lectures weekly, classes weekly.

Written work: Students are expected to prepare discussion material for classes/seminars and are required to write an assessment essay.

Reading list: M Ishay (Ed), The Human Rights Reader: Major Political Essays, Speeches, and Documents from the Bible to the Present: P.G. Lauren, The Evolution of International Human Rights: Visions Seen; E Messer, 'Anthropology and Human Rights' Annual Review of Anthropology 1993; J Cowan et al (Eds), Culture and Rights: Anthropological Perspectives; R Wilson (Ed), Human Rights, Culture, and Context: Anthropological Perspectives; R Rorty, 'Human Rights, Rationality, and Sentimentality' in S Shute & S Hurley (Eds), On Human Rights: The Oxford Amnesty Lectures; F Boas, 'The Limitations of the Comparative Method of Anthropology' in Bohannon & Glazer (Eds), High Points in Anthropology; F Boas, 'On Alternating Sounds' in G W Stocking (Ed), The Shaping of American Anthropology, 1883-1911: A Franz Boas Reader: C Geertz, 'The Impact of the Concept of Culture on the Concept of Man' in The Interpretation of Cultures; T Turner, 'Human Rights, Human Difference: Anthropology's Contribution to an Emancipatory Cultural Politics' Journal of Anthropological Research 1997. Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essay mentioned above.

AN239

Anthropology of Civil Society, the State and Citizenship Teacher responsible: Dr Deborah James, A616

Availability: For students doing the BA/BSc Social Anthropology and other undergraduate degrees at the discretion of the teacher responsible. The course is expected to be available in alternative years, as is departmental practice.

Course syllabus: The course aims to give students a thorough understanding of debates about the interrelations between state, citizenship and civil society by situating them in an anthropological context. It will draw both on the classic writings in which these interrelated terms were originally used, and on a series of more recent writings exploring their salience in contemporary anthropology.

Content: Through relating theory to ethnographic studies, the course will investigate state-society relations in a variety of non-Western settings. This will enable a critical assessment of some recent approaches to understanding - and to advocating the merits of - civil society. Both donordriven attempts to strengthen it as a means to supplant the power of what have been described as 'weak states', and utopian visions of its rebirth as a buffer against the perils of globalisation, tend to universalise and reify the term and fail to recognise its relational nature when examined in specific social contexts. The course will examine debates about the present-day applicability of these interrelated terms in third-world settings.

In drawing attention to the disguises of power in the everyday activities of life, the course will encourage students to apply the classic anthropological gaze. Its exploration of the connections between civil society, state, and citizenship will be rooted in a concern with these everyday activities. It will examine how far citizenship is constituted within apparently non-political arenas such as religion and the household. Conversely, it will explore local attempts to construct or maintain a private realm into which the state cannot penetrate.

Written work: Students are expected to prepare discussion material for

presentation in the classes and are required to write assessment essays. Reading list: P Abrams, 'Notes on the difficulty of studying the state', Journal of Historical Sociology, 1/1:58-59 1988; C Calhoun (Ed), Habermas and the Public Sphere, Cambridge, Mass; J Comaroff, & J L Comaroff (Eds). Civil Society and the Political Imagination in Africa Chicago, Chicago University Press; J Habermas, The Structural Transformation of the Public Sphere: An inquiry into a category of bourgeois society, Cambridge, Mass 1989; C Hann & E Dunn, Civil Society: challenging Western models, Routledge, 1996; T B Hansen & F Stepputat (Eds), States of Imagination. Duke University Press, 2002; Paul Hirst, From Statism to Pluralism, UCL Press, 1997; S Joseph (Ed), Gender and Citizenship in the Middle East, Syracuse University Press, 2001; S Kaviraj & S Khilnani (Eds), Civil Society: history and possibilities, Cambridge University Press; M Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism, Princeton University Press, 1996; M Trouillot, 'The anthropology of the state in the age of globalisation' Current Anthropology 42(1):125-138, 2001; Pnina Werbner, 'Exoticising Citizenship: Anthropology and the new citizenship debate', Canberra Anthropology 21(2):1-27, 1998. Teaching: Ten lectures and ten classes in the MT.

Assessment: Two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN300

Advanced Theory of Social Anthropology

Teachers responsible: Dr M Scott, A614 and Dr M Engelke, A609 Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology. 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 their weaknesses.

Content: Themes from the history of anthropology and analysis and interpretation in modern anthropology: structural and cultural Marxism; theories of hegemony; anthropology and history; interpretative anthropology; the crisis in representation; power and discipline; practice theory; performance theory; anthropological theories of self and agency; cognitive anthropology.

Teaching: Lectures AN300 weekly ML, Classes AN300.A weekly ML. Written work: Students are expected to prepare discussion material for

presentation in the classes and are required to write assessment essays. Reading list: M Bloch, Marxism and Anthropology; H L Moore, A Passion for Difference; H L Moore, Anthropological Theory Today; P Bourdieu, The Logic of Practice; C Geertz, The Interpretation of Cultures; G White & C Lutz, New Directions in Psychological Anthropology; M Bloch, Ritual, History and Power; P Rabinow, A Foucault Reader; J & J Comaroff, Of Revelation and Revolution; A Giddens, Capitalism and Modern Social Theory; M Sahlins, Islands of history; T Asad, Genealogies of Religion. Detailed reading lists are provided at the beginning of the course.

Assessment: Three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN301

The Anthropology of Religion

Teachers responsible: Professor C Fuller, A505 and Dr N Peabody, A506 Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology. 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.

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; shamanism and spirit possession; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of religion': ritual.

Teaching: Lectures AN301 weekly ML, Classes AN301.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: M Bloch, Prey into Hunter: The Politics of Reliaious Experience; M Douglas, Purity and Danger; E Evans-Pritchard, Witchcraft, Oracles and Magic among the Azande; D Lan, Guns and Rain; G Lewis, Day of Shining Red; C Levi-Strauss, The Savage Mind; M Bloch, From Blessing to Violence; J Comaroff, Body of Power, Spirit of Resistance; P Boyer, The Naturalness of Religious Ideas; F Cannell, Power and Intimacy in the Christian Philippines; M Bloch & J Parry, Death and the Regeneration of Life,

T Asad, Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam; V Raphael, Contradicting Colonialisms: Translation and Christian Conversion in Tagalog Society under early Spanish Rule. Detailed reading lists are provided at the beginning of the course. Assessment: Three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN399

Special Essay Paper in Social Anthropology

Availability: This course is an option for the BA/BSc Social Anthropology and BA Anthropology and Law degrees.

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. Content: There is no formal course content. Candidates will be expected to draw widely on their reading from other anthropology courses.

Teaching: Formal instruction is not provided, but tutors 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 may not be more than 8,000 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 The Journal of the Royal Anthropological Institute. The essay must be handed in by the date announced by the School, normally by May 1st, at the Student Services Centre. The student is advised to retain a copy.

Assessment: Students will be assessed entirely on the basis of the essay that they submit

EC100

Economics A

Teachers responsible: Professor C M E Whitehead, S377 and Dr K Dominguez

Pre-requisites: This course is for BSc degrees as permitted by the regulations. It is not available to Economics specialists. It may not be taken if Economics B has already been taken and passed. No previous knowledge of economics is assumed. The treatment will be non-mathematical, but students are expected to be able to interpret graphs.

Core syllabus: This is an introductory course in microeconomics and macroeconomics for those not expecting to take further specialist courses in economics.

Content: The course gives a foundation in economics, primarily to those without a significant background in the subject. It is suitable for those who wish for a single course covering the basic analytic framework and for those who intend to do further non-specialist, economics courses. The course covers standard micro and macroeconomic theory and its extensions in order to make it possible to discuss empirical and policy issues. Topics include demand and supply, theories of consumer behaviour and cost, market structures, efficiency, distribution and optimality, factors markets, macroeconomic equilibrium in the goods and money markets, aggregate demand and supply, unemployment, inflation, the balance of payments and applications to policy.

Reading list: Students should buy one of the following: R G Lipsey & A Chrystal, An Introduction to Positive Economics (10th edn), Oxford, 2003; D Begg, S Fischer & R Dornbusch, Economics (6th edn), McGraw-Hill, 2000; N G Mankiw, Principles of Economics (2nd edn), Dryden, 2001; W J Baumol & A S Blinder, Economics Principles and Policy (7th edn), Dryden Brace Jovanovich, 1997. 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 some texts written for the general reader. These include: P Donaldson, Economics of the Real World; P Donaldson & J Farquahar, Understanding the British Economy; J K Galbraith, Almost Everyone's Guide to Economics; R Pennant Rea & C Crook, Economists Economics; M Stewart & R Heilbroner, Worldly Philosophers. Further supplementary reading is given in the handouts.

Teaching: Lectures EC100: 20 MT, by Professor Whitehead, on microeconomics; 20 LT, by Dr Barr, on macroeconomics and 2 ST on revision. Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of suggested readings and questions for discussion in classes.

Classes EC100.A: 20 Sessional.

These classes are usually taught by Teaching assistants. They deal mainly with questions arising out of the lectures and questions on the lecture handouts. They are also used to discuss students' written work.

The course follows fairly closely standard first-year textbooks such as Begg. Fischer & Dornbusch, Mankiw or Baumol & Blinder (see details above). Written work: Class teachers will normally set and mark four pieces of written work from each student during the course. Assessment: Three-hour written examination in the ST based on the full syllabus. 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.

EC102

Economics B welfare economics.

Part B (Mr A Marin) The interaction of aggregate demand and supply to determine real income, employment and the price level. Inflation and unemployment. The effects of international trade and financial transactions on the economy. Under what conditions can monetary and/or fiscal policies be used effectively.

Economics (6th edn), Norton, 2003. Classes EC102.A: 20 Sessional. syllabus of parts A and B of the course.

EC110

Basic Mathematics for Economists Teacher responsible: Dr M Jofre-Bonet, S682 Pre-requisites: This course is for students taking joint BSc degrees with Economics and is also available to other students as permitted by the regulations. The course is designed for students with a reasonable understanding of GCSE-level Mathematics, or its equivalent. Prior knowledge of calculus is not assumed. The course is not normally available to students doing BSc Economics. Core syllabus: The course is designed to provide students with the elementary mathematical tools that are needed to study economics. Application of these techniques to a variety of economic problems is given particular emphasis.

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 surplus; summation of continuous flows. 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. Reading list: There are a variety of texts that cover most of the material and there are close substitutes. It is advisable to purchase one of the following: T Bradley & P Patton, Essential Mathematics for Economics and Business; M Klein, Mathematical Methods for Economics; I Jacques, Mathematics for Economics and Business; M Wisniewski, Introductory Mathematical Methods in Economics; M Rosser, Mathematics for Economists; J Black & J F Bradley, Essential Mathematics for Economists; Edward T Dowling, Mathematics for Economics and Business; E F Haeussler Jnr & R Paul, Introductory Mathematical Analysis. Wisniewski has a high economic Content. The book by Dowling is particularly rich in worked examples. Teaching: Lectures EC110: 30 MT and LT. Classes EC110.A: 20 Sessional. Help Sessions EC110.B: 20 Sessional will be arranged for those in difficulty. Written work: There are sets of problems that will form the basis of class

Teachers responsible: Professor D Ouah, S486 and Mr A Marin, S566 Pre-requisites: This course is designed primarily for BSc degrees in Economics but is also available to other students, as permitted by the regulations. Knowledge of A-level economics is an advantage, while some knowledge of mathematics (eg elementary calculus) is strongly recommended. Students without a mathematical background need to take an introductory mathematics course, such as Basic Mathematics for Economists, at the same time. EC102 is unavailable to anyone who has passed Economics A

Core syllabus: This is an introductory course in microeconomics and macroeconomics for those expecting to take further courses in economics. Content: Part A (Professor Quah) Consumer behaviour; theory of the firm; competitive markets; monopoly; factor markets; general equilibrium;

Reading list: Part A: Jack Hirshleifer & David Hirshleifer, Price Theory and Applications (6th edn), Prentice Hall, 1998; Hal Varian, Intermediate

Part B: M Perlman, Macroeconomics. Students without A-level Economics should read a good introductory textbook such as D Begg, S Fischer & R Dornbusch, Economics (7th edn), McGraw-Hill, 2003.

Teaching: Lectures EC102: 20 MT (Professor Quah) and 20 LT (Mr Marin).

Written work: Written answers to set problems will be expected weekly. Assessment: Three-hour written examination in the ST, based on the full

Content: Part A: Linear and quadratic functions; systems of linear

discussions. 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

Assessment: Three-hour written examination in the ST.

EC200

Economics of Social Policy

Teachers responsible: Professor C M E Whitehead, S377 and Professor N Barr, J102

Pre-requisites: This course is for BSc degrees as permitted by the regulations. It is not available to Economics specialists. It is intended for students who have either taken a first-year introductory course in economics, or, with permission, A-level economics. Students must have done an economics course before taking this course.

Core syllabus: It is intended to be useful in itself rather than as training for future study. Economic technique is kept to a necessary minimum. The emphasis is on economic insight into a wide range of issues and policies.

Content: 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: efficiency and equity; individuality and altruism; the role of the welfare state, charitable and private provision; methods of achieving and financing social provision; the rationale of privatisation; the economics of housing, health, education, pensions, and social security policies; environmental and spatial issues. Examples of particular polices will be discussed throughout with particular reference to the UK and other industrialised economies.

Reading list: J Le Grand, C Propper & R Robinson, The Economics of Social Problems, 1992; J Stiglitz, Economics of the Public Sector (3rd edn), 2000; V George & P Wilding, Welfare and Ideology; N Barr, The Economics of the Welfare State (3rd edn), OUP, 1998; E Helpman, Social Policy Evaluation: An Economic Perspective; C Jencks, Rethinking Social Policy. Other reading will be provided throughout the course.

Teaching: Lectures EC200: 20 MT and LT.

Classes EC200.A: 20 Sessional.

Written work: Four pieces of written work are expected over the year. Assessment: Three-hour written examination in the ST.

EC201

Microeconomic Principles I

Teachers responsible: Dr J Leape, Y211 and Dr M Bray, S476

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed EC102 Economics B or an equivalent introductory course in economics based on textbooks such as D Begg, S Fischer & R Dornbusch, Economics; P A Samuelson & W Nordhaus, Economics; or R G Lipsey, Positive Economics. Students are also expected to have completed an introductory mathematics course such MA107 Quantitative Methods (Mathematics) and should revise calculus including partial derivatives and the use of Lagrangians.

Core syllabus: An intermediate course in microeconomic analysis.

Content: I. Consumer Theory. Utility functions and indifference curves. Income and substitution effects. The Slutsky equation. The expenditure function, compensating and equivalent variation, and consumer surplus. Selected applications to savings and labour supply, including the effects of taxes and benefits.

II. Producer Theory. Production and cost functions. Firm and industry supply. Perfect Competition and Monopoly.

III. Strategic Choice. Basic ideas in game theory. Applications to oligopoly and auctions.

IV. General equilibrium and welfare. Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.

V. Topics in welfare economics. Public goods, externalities, second best

VI. Uncertainty and information. Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Reading list: A reading list will be provided at the start of the course. The main text for the course is M L Katz & H S Rosen, Microeconomics, but frequent reference is also made to other texts and to journal articles.

Teaching: Lectures EC201: 40 MT and LT.

Classes EC201.A: (undergraduates) EC201.B (graduate students): 20 Sessional. Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: Students should complete the weekly web-based guizzes before attending classes. In addition, at least five pieces of written work will be required and marked by class teachers.

Assessment: Three-hour written examination in the ST. Candidates are required to answer eight short questions and three long questions.

EC202

Microeconomic Principles II

Teachers responsible: Professor F A Cowell, R520 and Dr M Ghatak, R521 Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed Economics B or an equivalent introductory course in Economics. Students who have thoroughly mastered mathematics to the level of MA107 should be able to follow the course, but would find it difficult. EC110 or MA100 would give a better grounding.

Core syllabus: An intermediate course in microeconomic analysis.

Content: The coverage is similar to Microeconomic Principles I. However a greater mathematical facility will be assumed of the student permitting both greater depth and a number of additional topics, such as duality, to be covered. Further details are available on http://darp.lse.ac.uk/EC202.htm

Reading list: There is no one text that covers the course: detailed lecture notes will be provided. Students may find it helpful to use as background material: H Gravelle & R Rees, Microeconomics (2nd edn), 1992; R Gibbons, A Primer in Game Theory, Harvester Wheatsheaf, 1992. Additional readings to complement the lecture notes on specific topics from other books or articles will be indicated as needed.

Teaching: Lectures EC202: 40 MT and LT.

Classes EC202.A: 20 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: 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.

Assessment: Three-hour written examination in the ST. Candidates are required to answer four questions.

EC210

Macroeconomic Principles

Teachers responsible: Dr B Petrongolo, R435 and Dr E Yashiv

Pre-requisites: This course is for BSc degrees in Economics and also available to other students as permitted by the regulations. Students are expected to have completed Economics B or an equivalent introductory course in Economics based on textbooks such as D Begg, S Fischer & R Dornbusch, Economics; P A Samuelson & W Nordhaus, Economics; or R G Lipsey, Positive Economics. Students are also expected to have completed an introductory mathematics course such as Basic Mathematics for Economists. Core syllabus: An intermediate course in macroeconomic analysis.

Content: I. The Economy in the Long Run. Factor market equilibrium and the Neoclassical theory of income distribution. Classical and endogenous economic growth. The growth implications of European integration. Unemployment and the Beveridge curve. Inflation; seigniorage and the fiscal prerequisites for stopping hyperinflation; the costs of inflation. Determinants of the real exchange rate and the role of international capital flows; the European Monetary System. The life-cyclepermanent-income consumption function. Life-cycle consumption theory, budget deficits and the National Debt.

II. The Economy in the Short Run. Business cycle facts. The determination of aggregate demand; the Great Depression. New Classical and New Keynesian models of aggregate supply; the Policy Ineffectiveness Proposition, menu costs, and multiple equilibria. Stabilisation policy and the time consistency problem; the case for an independent central bank; rules for monetary policy. Real business cycles. The open economy in the short run: the Mundell-Fleming and Dornbusch models; the Thatcher recession and the role of North Sea oil. The supply of, and demand for money; simple portfolio models

Reading list: N G Mankiw, Macroeconomics; R Barro & V Grilli, European Macroeconomics; O Blanchard, Macroeconomics and M Burda & C Wyplosz, Macroeconomics: A European Text. Although students should organise their reading around one or more of these textbooks, the material covered in these textbooks should be regarded as the minimum requirement for the course. Other more advanced or specialist readings will be listed at the start of the course.

Teaching: Lectures EC210: 40 MT and LT.

Classes EC210.A: 20 Sessional. EC210.B: for graduate students.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: 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.

Assessment: Three-hour written examination in the ST. Candidates are required to answer eight out of ten short questions and three out of six long questions.

EC220

Introduction to Econometrics

Teacher responsible: Dr C Dougherty, S376

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are

expected to have completed an introductory statistics course such as Basic Statistics or Quantitative Methods (Statistics).

Core syllabus: An introductory course in econometrics.

Content: The course begins with 4 optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; instrumental variables; two-stage least squares; binary choice (linear probability model, logit analysis, probit analysis); censored regression model (Tobit analysis); sample selection bias (heckman two-step method); an introduction to maximum-likelihood estimation; an introduction to non stationary time series, unit root tests, cointegration, and error-correction models.

Reading list: C R 5 Dougherty, Introduction to Econometrics (2nd edn), Oxford University Press, 2002. Further materials will be available on the EC220 website http://econ.lse.ac.uk/ie/

Teaching: Lectures EC220: 43 (3 optional) Sessional.

Dr Dougherty gives the three preliminary review lectures in the first two weeks of the MT and the main lectures from the third week of the MT. The theory lectures continue in the LT and ST.

Classes EC220.A: 20 Sessional. EC220.B for graduate students.

Written work: Exercises are provided each week and are discussed in the classes. Students are required to hand in written answers to the exercises for correction

Assessment: Three-hour written examination in the ST.

EC221

Principles of Econometrics

Teacher responsible: Dr M Schafgans, S584

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra and calculus (eg previous attendance at Mathematical Methods) and of basic statistical theory (Elementary Statistical Theory) is required. Although the course does involve some computing no previous experience is required.

Core syllabus: The course is an intermediate-level introduction to the theory and practice of econometrics.

Content: Statistical background; continuous distribution, sampling theory. estimation, hypothesis testing, asymptotic theory. The Linear Model; multiple regression, t-and F-tests, dummy variables, multicollinearity, general linear restrictions, measurement errors, omitted variables. Maximum likelihood estimation And the Wald, Likelihood Ratio, and Lagrange Multiplier tests. Dynamic models, time series autoregressive models, seasonal adjustment, generalised least squares, serial correlation, heteroscedasticity, distributive lags, stationarity, unit roots. Simultaneous equation systems, instrumental variables and two stage least squares. Panel data and limited dependent variable models.

Reading list: The main text for the course is G S Maddala, Introduction to Econometrics, John Wiley. Other useful texts include: W Greene, Econometric Analysis, Macmillan; J Johnston & J Dinardo, Econometric Methods, McGraw-Hill; D Gujarati, Basic Econometrics, McGraw-Hill; J Kmenta, Elements of Econometrics, Macmillan; M Stewart & K Wallis. Introductory Econometrics, Blackwell; J M Wooldridge, Introductory Econometrics: A Modern Approach, Thomson.

Teaching: Lectures EC221: 20 x 2-hours MT and LT.

Classes EC221.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: Three-hour written examination in the ST. The paper contains nine questions, of which four are to be answered, of which one is compulsory.

EC230

European Economic Policy

Teachers responsible: Mr A Marin, S566 and others

Pre-requisites: This course is for Bachelors degrees but is not available to Economics specialists, Introductory economics such as Economics A or Economics B (or equivalents) is required.

Core syllabus: A major aim of the course will be both to introduce students to a study of those EU policies and issues which might be considered 'economic', and to enable them to understand the viewpoint of economists on issues which have a wider interest. The treatment, however, will be non-mathematical and not assume a detailed knowledge of

Content: The topics considered are likely to include:

(i) EMS, EMU and monetary policy of the EU.

(ii) CAP and reforms.

(iii) Single market programme and regional policies.

(iv) Competition and industrial policy.

Reading list: T Hitiris, European Union Economics, 5th edn, FT-Prentice Hall,

Teaching: Lectures EC230: 20 MT and LT. Classes/seminars EC230.A: 22 Sessional. teacher over the year.

EC301

Advanced Economic Analysis and Professor P Dasgupta level of Ouantitative Methods for Economists economic theory.

theory

differences. The lecture covers both the classic growth models which emphasize the roles of technology and factor accumulation, and the modern growth & development models which argue the importance of institutions and timing of industrialization. Dr Prat will discuss signalling games, such as career concern models, expert models, job market signalling and advertising. The classical models will be complemented by recent work, both theoretical and empirical. Dr Eyster: see http://econ.lse.ac.uk/courses/ec301/ Professor Dasgupta: see http://econ/lse.ac.uk/courses/ec301/ Reading list: The course is mainly based on lecture notes and journal articles. Relevant textbooks will be announced at the beginning of each

Teaching: Lectures EC301: 40 MT and LT. Classes EC301.A: 16 Sessional. Assessment: Three-hour written examination in the ST. The paper is divided into four parts. Each part corresponds to the material taught by one of the four instructors. Students are required to answer one question (out of two) for each part.

EC303

Economic Analysis of the European Union Teachers responsible: Mr A Marin, S566 and others Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent) Core syllabus: The course will concentrate on economic policy issues in the EU and relevant analytical tools. It will treat the issues at a level appropriate for students with the knowledge of economics provided by the courses already taken, though the historical, political and institutional context of the EU will also be relevant. Content: The topics covered are likely to include some of the following: (i) EMS, EMU and monetary policy. (ii) CAP and possible reforms. (iii) Environmental policy. (iv) Single market, and regional policy. Reading list: General background readings: T Hitiris, European Union Economics, 5th edn, FT-Prentice Hall, 2003; A El-Algraa (Ed), The European Union, 6th edn, Prentice Hall, 2001; D Swann, The Economics of the Common Market, 8th edn, Penguin, 1995. References relevant to each topic area, including articles from academic journals, will be given out during the course. Teaching: Lectures EC303: 20 MT and LT.

Classes/seminars EC303.A: 20 Sessional. Assessment: Three-hour written examination in the ST.

EC305

Teachers responsible: Dr S Gomulka, S576 and Dr C Xu, S587 Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent). Core syllabus: This course compares the characteristics and behaviour of both individuals and institutions (such as firms, banks and governments) in different economic systems and during the transition from centrallymanaged to market-based systems. Content: Part A, 10 lectures given by Dr C Xu, focus on theoretical and empirical analysis of institutions in different economy systems. Institutions

economic theory.

2003; A El-Algraa (Ed), The European Union, 6th edn, Prentice Hall, 2001; D Swann, The Economics of Europe, 9th edn, Penguin, 2000. Detailed references relevant to each topic area will be given out during the course.

Written work: Four pieces of written work to be handed in to the class

Assessment: Three-hour written examination in the ST.

Teachers responsible: Dr R Ngai, S675, Dr A Prat, R522, Dr E Eyster, S484

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent) and mathematics to at least the

Core syllabus: A series of lectures introducing recent developments in

Content: A series of lectures introducing recent developments in economic

Dr Ngai's part will focus on understanding cross-country income

Comparative Economic Systems

to be analyzed include corporations, markets, financial institutions (eg banks), legal institutions and political institutions. The empirical part involves transition economies and developed/developing economies with more weight on China and Eastern Europe and former Soviet Union.

Part B, 10 lectures given by Dr Gomulka, is concerned mainly with the causes of variation in economic growth, the incidents of macroeconomic failures (financial instabilities, hyper inflation), and changes in economic systems, all world-wide. It also discusses the institutional, macro-economic and structural aspects of transition in Russia, China and Central Europe.

Part C, 5 lectures given by Professor J Barr, J102, examines the causes of market and state failures; when and how state intervention can improve welfare and the quality of markets; what kind of welfare state can support efficiently a market economy

Part D, 5 lectures given by Dr Schankerman, is concerned with the economic determinants and consequences of corruption in transition and more developed market economies.

Reading list: Each part has a reading list to be provided at the start of the course.

Teaching: Lectures EC305: 30 MT and LT.

Classes EC305.A: 15 MT and LT.

The classes are based around student presentations on particular topics.

Written work: In addition to giving class presentations, students will be expected to do some essays during the year.

Assessment: There is a written three-hour examination in the ST. The paper contains 12 short questions, of which eight are to be answered, and six essay-type questions, of which three are to be answered.

EC307

Development Economics

Teachers responsible: Dr R Burgess, R524 and Dr O Bandiera, R526

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent). A knowledge of introductory econometrics such as that provided by Introduction to Econometrics is also necessary given the strong applied forms of the course.

Core syllabus: The course provides an introduction to selected issues in economic development including theory, evidence and policy.

Content: The course will explore the related themes of Economic Growth and Development. The course begins by analysing the growth performance of different countries and by presenting the main growth theories to the purpose of identifying, both theoretically and empirically, the determinants of economic growth. The course will then analyse economic institutions in developing countries focusing around the themes of "Markets, Institutions and Welfare" and "Public Policy and Welfare". Failures in key markets such as those for land, labour, credit and insurance have far reaching implications both for productive efficiency and welfare. The story of economic development is, in many ways, one of how informal, imaginative institutions have evolved to fill the gaps left by these market failures. The course will study how institutions have evolved to cope with missing markets, and how they affect the allocation and the distribution of resources. The course will analyse both the channel through which the institutional environment affects efficiency and welfare and how public policy can be designed to increase welfare and growth. The course has a strong applied focus. Under each section we want to derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions.

Reading list: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. The main textbook for the course is D Ray, Development Economics, Princeton UP, 1998. Use will also be made of three other reference texts: (i) C Jones, Introduction to Economic Growth, Norton, 1998; (ii) A Deaton, The Analysis of Household Surveys: A Microeconometric Approach to Development Policy, John Hopkins UP, 1997 and (iii) J Behrman & T N Srinivasan (Eds), Handbook of Development Economics, Elsevier, 1995. Students less familiar with econometrics should review C Dougherty, Introductory Econometrics, OUP, 1992. Teaching: Lectures EC307: 20 MT and LT.

Classes EC307.A: 20 MT and LT.

Assessment: Three-hour written examination in the ST.

EC309

Econometric Theory

Teacher responsible: Professor J Hidalgo, S578

Pre-requisites: This course is for the BSc in Econometrics and Mathematical Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra, calculus and statistical theory is required. Students should have taken the course Principles of Econometrics (or equivalent). Core syllabus: An introduction to the theory of estimation and inference of econometric models.

Content: The linear model, asymptotic theory; concepts of model specification; maximum likelihood and other optimization estimators;

dynamic models; simultaneous equation systems; panel data.

Reading list: The main text for the lectures is A C Harvey, The Econometric Analysis of Time Series 2nd edn, Philip Allan (1990); R Davidson & J G MacKinnon, Estimation and Inference in Econometrics, Oxford University Press (1993). Other useful texts include A Spanos, Statistical Foundations of Econometric Modelling, CUP; H Theil, Principles of Econometrics; P C B Phillips & M R Wickens, Exercises in Econometrics, Vol I and II; J Judge et al, The Theory and Practice of Econometrics.

Teaching: Lectures EC309: 20 MT and LT.

Classes EC309.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Assessment: Three-hour written examination in the ST. The paper contains eight questions, of which four are to be answered.

EC311

History of Economics: How Theories Change Teacher responsible: Professor M S Morgan, C420

Pre-requisites: For BSc degrees in Economics and other students as

permitted by regulations or by permission of the course lecturer. Core syllabus: The course examines the ways in which economics has developed from the Mercantilists of the 17th century to the Neoclassical

thinking of the later 20th century. Content: The course will explore how the theories, concepts and methods of economics have changed over the last 250 years. We will use the original texts in order to understand how economists of the past approached perennial questions (about for example, the sources of growth or the role of money) and resolved them in the context of the scientific thinking and

the economic conditions of their own time and place. Reading list: A reading list of original texts and secondary literature will be given at the beginning of the course. For an introduction, students may read R L Heilbroner's, The Worldly Philosophers; for general background, consult Roger E Backhouse's, The Penguin History of Economics or David Colander & Harry Landreth's, History of Economic Thought.

Teaching: Lectures EC311: 20 weekly MT and LT.

Classes EC311.A: 20 MT and LT.

Written work: Students will be expected to give class papers and produce several pieces of written work.

Assessment: Three-hour written examination in the ST.

EC313

Industrial Economics

Teachers responsible: Dr M Schankerman, R516 and Dr P Davis, R518 Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent).

Core syllabus: An undergraduate course in the Economics of Industry (or in North American terminology, Industrial Organisation). The aim of the course is to understand the structure, conduct, and performance of firms by studying analytic models of imperfect competition and strategic (game theoretic) interaction among firms, determinants of industrial structure, and the process of entry and entry deterrence.

Content: The main subjects include monopoly and price discrimination, vertical arrangements between firms, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, strategic entry deterrence by pricing, investment, and product differentiation. Economic models will be used to address policy issues.

Reading list: A detailed reading list will be provided at the beginning of the course. The primary text is Church and Ware's Industrial Organization. Supplementary reading will be assigned.

Teaching: Lectures EC313: 30 hours MT and LT.

Classes EC313.A: 15 MT and LT.

Written work: At least four problem sets will be required and assessed by class teachers

Assessment: Three-hour written examination in the ST.

EC315

International Economics

Teachers responsible: Dr A Cunat, R429 and Dr G Benigno, R430 Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent).

Core syllabus: The aim of this course is to introduce students to international trade theory and international monetary econor

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, increasing returns, and strategic 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 trade policy within both partial and general equilibrium frameworks. Economic integration between countries is also discussed using the same modelling tools.

International Monetary Economics: Balance-of-Payments Definitions: Discusses the components as well as overall measures of the balanceof-payments.

Adjustment Theory: The question of the existence of an automatic mechanism in the international economy which brings about balance-ofpayments 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 deals with 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 and fixed and flexible prices 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: This section includes 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 analysis of the international monetary system.

Reading list: The main textbook for the course is D R Appleyard & A J Field, International Economics, 4th edn, Irwin, 2001. Other suitable texts are: P Krugman & M Obstfeld, International Economics, 5th edn, Addison Wesley, 2000; W Ethier, Modern International Economics, 3rd edn, Norton, 1995; F L Rivera-Batiz & L Rivera-Batiz, International Finance and Open Economy Macroeconomics, 1994; P Hallwood & R MacDonald, International Money: Theory, Evidence and Institutions, 1994; R MacDonald, Floating Exchange Rates: Theories and Evidence, 1988; D Salvatore, International Economics, 1993; J Williamson & C Milner, The World Economy, 1991; L S Copeland, Exchange Rates and International Finance, 1994. Other readings will be aiven during the course.

Teaching: Lectures EC315: 20 MT and LT.

Classes EC315.A: 20 Sessional.

Written work: Students will be expected to prepare two pieces of assessed written work during each of the MT and LT.

Assessment: Three-hour written examination in the ST.

EC317 Not available in 2003/04

Labour Economics

Teacher responsible: Professor S Pischke

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomics Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent) as well as Introduction to **Econometrics** (or equivalent)

Core syllabus: The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area.

Content: Topics will include labour supply, welfare policies, labour demand, the impact of the minimum wage, labour market equilibrium, the impact of immigration, wage determination, the formation of human capital, motivation of workers and issues in personnel economics, compensating wage differentials, discrimination, wage inequality, and trade unions.

Reading list: There is no comprehensive text for this course. The two best textbooks are G Borjas, Labor Economics, and R G Ehrenberg & R S Smith, Modern Labor Economics. Additional reading, drawn from journals, will be suggested during the course.

Teaching: Lectures EC317: 30 hours MT and LT.

Classes EC317.A: 15 MT and LT.

Written work: Students will be expected to make one class presentation. ad one class discussion and write two essays over course of the year Assessment: Three-hour written examination in the ST.

EC319

Mathematical Economics

Teachers responsible: Dr A Sarychev and Dr G Levy

Pre-requisites: This course is for BSc degrees in Economics, Mathematics and

Economics, and Econometrics and Mathematical Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent). Fluency in calculus is essential, including multivariate calculus, some knowledge of analysis, 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 could do the course, if he or she finds handling economics mathematically comes naturally. Any such student should see Dr Lane before the course starts. Core syllabus: The study of some aspects of economictheory where mathematical modelling is particularly helpful. The lectures use mathematics, and students will be expected to solve economic problems posed in a mathematical form. Considerable emphasis will also be given to the economic motivation and interpretation of the models discussed. Content: Techniques of Constrained Optimization: this is a rigorous treatment of the mathematical techniques for solving constrained optimization problems, which are basic tools of economic modelling. Topics include: Definitions of feasible set and solution, sufficient conditions for the existence of a solution, maximum value function, shadow prices, Lagrangian and Kuhn Tucker necessity and sufficiency theorems with applications to intertemporal models of the household and firm, and choice under uncertainty

Intertempotal optimization. Bellman approach. Euler equations. Stationary infinite horizon problems. Continuous time optimisation (optimal control). Applications may include habit formation, Ramsey-Kass-Coopmans model; Tobin's q, capital taxation in an open economy, etc. Tools for optimal control: ordinary differential equations. These are studied in detail and include linear 2nd order equations, phase portraits, solving linear systems, steady states and their stability. Reading list: Carl P Simon & Lawrence Blume, Mathematics for Economists; W W Norton, 1994 (highly recommended). Lecture notes provided on topics not covered by the book. Teaching: Lectures EC319: 20 MT and LT. Classes EC319.A: 20 Sessional. Written work: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required. Assessment: Three-hour written examination in the ST. The paper contains eight questions, of which students should attempt four (two from each section).

EC321

Monetary Economics Teachers responsible: Professor R Jackman, S777 and Dr E Yashiv Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent). Core syllabus: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the Central Bank and the conduct of monetary policy in closed and

open economies. Content: The nature and function of money. Classical monetary theory, neutrality, inflation and the Keynesian revolution. Modern theories of the demand for money. The banking system and financial intermediation. The control of the money supply, the transmission mechanism of monetary policy. Old and modern theories of monetary economics. The theory and practice of monetary policy and the design of optimal policies. The term structure of interest rates. The role and conduct of Central Banks. Exchange rate systems and international aspects of monetary policy, including European monetary developments, exchange rate system failures, balance of payment crises, and developing economies.

Reading list: The most useful text books are C Goodhart, Money, analysing a wide variety of econometric problems Information and Uncertainty, 2nd edn and B McCallum, Monetary Economics. Other recommended books include D Laidler, The Demand for Money, 3rd edn; M J Artis & M K Lewis, Money in Britain and B McCallum variable models and duration models. International Monetary Economics. Teaching: Lectures EC321: 35 MT and LT. and/or W Green, Economic Analysis. Classes EC321.A: 18 Sessional. Written work: Students should expect to write two essays or exercises in Teaching: Lectures EC333: 10 MT and 10 LT. Classes EC333.A: 20 Sessional. both the MT and LT, to be handed into, and marked by, their class teacher. Setting essay topics is the responsibility of class teachers, although a list of Assessment: Three-hour written examination in the ST. suggested topics will be distributed in the lectures. A 'mock' examination may be set at the end of the MT or at the beginning of the LT. This will not EH101 count towards the final examination result.

Assessment: Three-hour written examination in the ST. The paper may include short questions and problems in addition to longer essays.

EC325

Public Economics

Teachers responsible: Professor N Barr, J102 and Dr J Leape, Y211

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent).

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.

Content: The role of the state and implications of different approaches. Public choice. Economics of the welfare state: income transfers, health care and education. Efficiency and income distribution issues. Effects of taxes on labour supply and savings. Taxes and investment: domestic and international issues. Tax policy: principles, incidence, direct versus indirect taxation, optimal taxation, tax evasion. Privatisation and regulation of natural monopolies. Current topics in public finance.

The main institutional references will be to the UK but some attention will also be given to other countries, especially the US.

Reading list: The most useful textbooks are: N A Barr, Economics of the Welfare State (3rd edn, 1998) and J E Stiglitz, Economics of the Public Sector (3rd edn, 2000). Many of the readings will be journal articles. Teaching: Lectures EC325: 20 MT and LT.

Classes EC325.A: 20 Sessional.

Assessment: Three-hour written examination in the ST.

EC331

Quantitative Economics Project

Teacher responsible: Dr M Schafgans, S584

Pre-requisites: This course is for the BSc degree in Econometrics and Mathematical Economics. Students should have completed Principles of Econometrics

Course syllabus: Learning how to do quantitative economic research in a practical way

Content: This seminar is designed to provide training in independent research work and to encourage the student to take an overall view of the different specialised areas in economics.

Reading list: As each student chooses an individual topic, there is no reading list for this course.

Teaching: Seminars in Quantitative Economics EC331.A: 10 x 2 hours LT. Students are expected to pursue 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.

Written work: Students are required to prepare material for their presentations in the seminar, but this is not formally graded.

Assessment: A completed project (up to 10,000 words) on an approved subject will be required to be submitted by 1 May in the year in which the course is taken. There is no written examination. The project carries all the marks.

EC333

Problems of Applied Econometrics

Teachers responsible: Professor A Manning, R451 and Dr M Schankerman, R516

Pre-requisites: This course is for BSc degrees in Economics and Econometrics and Mathematical Economics. It is also available to other students as permitted by the regulations. Students should have completed Microeconomic Principles I or II (or equivalent), Macroeconomic Principles (or equivalent) and either Introduction to Econometrics or **Principles of Econometrics.**

Core syllabus: The purpose of this course is to give students a grounding in recent developments in econometrics for applications to economics. A major feature of the course is the computer-based exercises for the classes, which will enable students to obtain considerable practical experience in

Content: Among the econometric topics covered will be limited dependent

Reading list: A detailed reading list will be provided at the beginning of the course. J Wooldridge, Introductory Econometrics might be helpful

Internationalisation of Economic Growth, 1870 to the present day

Teachers responsible: Dr Tim Leunig, C322 and Mr Dudley Baines, C414 Availability: Compulsory for Bachelor's degrees in Economic History. Available to all other students where their degree regulations permit

including General Course Students. There are no formal pre-requisites for this course

Core syllabus: The course examines the inter-relationships between the development of the international economy and the growth of national economies since the late nineteenth century.

Content: Development, underdevelopment and international trade in the nineteenth century. The structure of the British and American economies around 1870. The 'regions of recent settlement'. The growth and effects of international movements of capital and labour. Technical change and industrial growth in Britain, the United States and Germany. The international economy before 1914: free trade, the gold standard, Britain and the Empire. International migration: colonialism and economic development. War and reconstruction. The effects of the first World War on the world economy. The world economic and financial crisis, 1929-33. Depression, recovery and government policies 1929-45. Comparative economic growth in industrialised countries. The collapse of the Bretton Woods system and the international economy since 1973. Debt crises: 1980s vs 1930s. Convergence and globalisation. Industrialisation in Asia and Latin America since 1945. The South East Asian Crisis of the 1990s. De-industrialisation, technology and international trade in the late 20th century.

Teaching: Lectures: There is one lecture course (EH101) with 22 lectures in the MT, LT and ST. The lectures are shared by Dr Leunig and Mr Baines. A lecture programme will be circulated at the first meeting. This is a WebCT course and provides a web based location for your core LSE course materials

Classes: The lectures are accompanied by weekly classes (EH101.A). 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 write very short papers during the year and two longer essays.

Reading list: The following are particularly useful: A G Kenwood & A L Lougheed, The Growth of the International Economy, 1820-2000 (2000); J Foreman-Peck, A History of the World Economy; R Floud & D McCloskey (Eds), The Economic History of Britain since 1700, Vol 2 & Vol 3 (1994); T Kemp. The Climax of Capitalism. The US Economy in the 20th Century; P Johnson (Ed), Twentieth-Century Britain: Economic, Social and Cultural Change (1994); E Jones, L Frost & C White, Coming Full Circle. An Economic History of the Pacific Rim (1993); C H Feinstein, P Temin & G Toniolo, The European Economy between the Wars (1997); M S Schulze (Ed), Western Europe, Economic & Social Change; B Eichengreen, Globalizing Capital, A History of the International Monetary System; M S Blackford, The Rise of Modern Business in the USA, Britain and Japan. (A fuller reading list and class topics will be given out at the first meeting.)

Assessment: Three-hour written examination in the ST.

EH205

Towns, Society and Economy in England and Europe, 1450-1750

Teacher responsible: Dr Oliver Volckart, C319

Availability: This is an optional course for Bachelor's degrees in Economic History, and other degrees as regulations permit.

Core syllabus: The course examines in outline the social and economic history of European (including English) towns between the mid 15th and the mid 18th centuries.

Content: Towns and economic development; the urban economy: manufactures, services and domestic and international trade; town-country relations, towns and rural industry; towns and the state; capital cities; urban hierarchies and networks: social structure and social mobility: the standard of living; social conflict, crime and criminal repression; population structure; women, family and work; poverty and welfare; medicine and health; religion, education and literacy.

Teaching: Weekly lectures and classes (EH205). Classes are designed to discuss at greater depth topics covered in the lectures. Students are expected to do some background reading for each class and to prepare a number of papers in the course of the session.

Reading list: Detailed reading lists are distributed at the beginning of the course. The following are useful general works: C Friedrichs, The Early Modern City, 1450-1750 (1995); P M Hohenberg & L H Lees, The Making of Urban Europe, 1000-1950 (1985); J L Anderson, Explaining Long-Term Economic Change (1991); J Goodman & K Honeyman, Gainful Pursuits: The Making of Industrial Europe, 1600-1914 (1988); C M Cipolla (Ed), The Fontana Economic History of Europe, Vol 2 (1979); H A Miskimin, The Economy of Later Renaissance Europe, 1460-1600 (1977); G C Clay, Economic Expansion and Social Change: England, 1500-1700 (2 vols, 1984); K Wrightson, English Society, 1580-1680 (1982). Assessment: Three hour written examination in the ST.

EH210

Economic and Social History of Britain from 1830 Teacher responsible: Dr E H Hunt, C315

Availability: This is an optional course for Bachelor's degrees in Economic History, and for other degrees where regulations permit. This is a nonspecialist 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. Not available to General Course and Erasmus students.

Core syllabus: The course surveys the main aspects of British economic and social history since, approximately, 1830.

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 since 1880.

Teaching: Classes (EH210.A) and lectures (EH210) 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 four 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 C422. 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 highlighted on the course reading list. These highlighted 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): P Johnson (Ed), Twentieth Century Britain: Economic Social and Cultural Change (1994); B Elbaum & W A Lazonick (Eds), The Decline of the British Economy (1985); A Digby, C Feinstein & D Jenkins, New Directions in Economic and Social History, 2 vols; N Crafts, Britain's Relative Economic Decline, 1870-1995 (1997). The booklets by Alford, Collins, Gourvish, Milward, Musson, Payne, Roberts, Sanderson and Saul in the Macmillan Studies in Economic and Social History series. Assessment: Three hour written examination in the ST.

EH220

Comparative Economic Development:

Late Industrialisation in Russia, India and Japan Teachers responsible: Dr Peter Howlett, C214 and Dr Kent Deng, C413 Availability: This is a compulsory course for the BSc in Economic History, and is available to other students where their degree regulations permit. This course is also available to one-year General Course students.

Core syllabus: The course surveys the economic development of Russia, India and Japan over the last 150 years. The emphasis is comparative and the focus on particular problems of industrialisation in the pre-World War I, interwar and post-1945 years.

Content: Dynamism and constraints in pre-industrial economies; state policy and industrial take-off; peasant agriculture, agricultural performance and industrialisation; traditional and modern manufacturing; capital, labour and entrepreneurship; effect of war and military expenditure; industrialisation strategies, planning and the role of the state; institutions and institutional reform; technological capability; impact of the international economy; quality of life issues.

Teaching: Lectures: 20 weekly lectures (EH220) and 24 classes (EH220.A). Written work: Students will be expected to produce four pieces of written work during the year and will also be expected to give class papers.

Reading list: No one book covers the whole syllabus and a detailed reading list will be supplied; the following texts are valuable for parts of the course: G C Allen, A Short Economic History of Modern Japan (repr 1991); V N Balasubramanyan, The Economy of India (1984); N Charlesworth, British Rule and the Indian Economy, 1800-1914 (1978); R W Davies, Soviet Economic Development from Lenin to Krushchev (1998); P Francks, Japanese Economic Development (2nd edn, 1999); P Gatrell, The Tsarist Economy 1850-1917 (1986); P Gregory & R C Stuart, Soviet and Post-Soviet Economic Structure and Performance (1994); D Rothermund, Economic History of India (1988)

Assessment: Three-hour written exam in the ST.

EH225

Latin America and the International Economy Teacher responsible: Dr Colin M Lewis, C320

Availability: This is an optional course for Bachelor's degrees in Economic History, and other degrees where regulations permit.

Core syllabus: An examination of the societies and economies of Latin America from effective incorporation in the international economy in the late nineteenth century to the era of globalisation.

Content: The course assesses how Latin America has changed over the last hundred years or so. Causes and outcomes of 'engagement' with the world synopses.

Written work: Two essays and weekly 300-word synopses. Reading list: Basic – C Abel & C M Lewis (Eds), Latin America: Economic Imperialism and the State; D Bushnell & N Macaulay, The Emergence of Latin America in the Latin America in the Nineteenth Century; T Helperin Donghi The Contemporary History of Latin America;R Thorp, Progress, Poverty and Exclusion. For reference – L Bethell. The Cambridge History of Latin America, vols IV and VI. Detailed supplementary lists - of texts (for the lectures) and articles (for the classes) will be distributed. Supplementary reading list: Detailed biographies will be distributed in connection with the lecture programme and a guide to journal articles provided for classes.

EH236

The Integration of Europe's Economy, 1815-1990 Teacher responsible: Dr Max Schulze, C213 Availability: This is an optional 2nd year course for Bachelor's degrees in Economic History and other degrees where regulations permit. Knowledge of basic economic analysis at the level of an introductory university course and the ability to read a European language other than English would be advantageous.

Core syllabus: The course examines Europe's economic development and the processes of economic integration and disintegration from the early nineteenth century to the present. One of its aims is to introduce students to a variety of theoretical approaches to the European growth and integration experience and to assess the validity of alternative explanations. Content: Issues covered include: I. Concepts of economic development and integration; the relationship between integration and growth. II. Integration and industrialisation in the 19th century: regional, national and international integration of goods and factor markets; the roles of transport, technological change, and technology transfer; multilateralism and the working of the gold standard; the post-1870 rise of neomercantilism; the industrialisation of the European periphery; the changing role of the state. III. The disintegration of the European economy, 1914-1945: economic consequences of the war; growth in the 1920s; the Great Depression and the collapse of the international economy; the emergence of trading blocs; the European economy in the Second World War. IV. Reintegration of the European economy after 1945: the economic legacy of the war; reconstruction and modernisation; the role of the Marshall Plan; liberalisation, foreign trade, and payments; the impact of supra-national institutions: the ECSC and EU; attempts at monetary integration. Comparative country case studies will be used to explore the development of national economies in their international context. Teaching: Weekly one-hour lectures with supporting classes. Students will be expected to contribute at least one presentation to class. Written work: Students are expected to write four essays during the course.

Reading list: A detailed reading list is provided at the beginning of the course. No single work covers the course adequately, but the following readings offer some indication of the material used: L A Craig & D Fisher, The Integration of the European Economy (1997); C H Feinstein, P Temin & G Toniolo, The European Economy between the Wars (1997); D H Aldcroft & S P Ville (Eds), The European Economy 1750-1914 (1994); N F R Crafts & G Toniolo (Eds), Economic Growth in Europe since 1945 (1966); B Eichengreen, Golden Fetters (1992); C P Kindleberger, The World in Depression (1973); C P Kindleberger, A Financial History of Western Europe (1993); A S Milward, War, Economy and Society (1987); S Pollard, Peaceful Conquest. The Industrialisation of Europe, 1760-1970 (1986); M S Schulze (Ed), Western Europe: Economic and Social Change since 1945 (1999); R Sylla & G Toniolo (Eds), Patterns of European Industrialisation. The 19th Century (1991); H van der Wee, Prosperity and Upheaval. The World Economy 1945-1980 (1986). Assessment: Three-hour written examination in the ST.

EH240 Not available in 2003/04 **Business and Economic Performance since 1945: Britain** in International Context Teacher responsible: Dr Tim Leunia, C322 Availability: This is an optional course for Bachelor's degrees in Economic History, and for other degrees and diplomas as regulations permit. Core svllabus: This course looks at the history of British business and industry, with an emphasis on the post-war period. Content: The course examines some of the hypotheses on why the UK economy grew more slowly than other OECD nations with particular

Teaching: Parallel programme of weekly lectures (EH225) and classes (EH225A). MLS with weekly lecture data handouts and class discussion

Assessment: Three-hour written examination in the ST.

reference to the decades after the Second World War. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US and Japan. The main attention is on recent decades, including current changes in performance, but the historical roots of Britain's poor performance are also considered. The focus is on business performance in the public and private sectors, including scale effects, multinationals' comparative performance, technology, labour management and management quality. Other factors alleged to have contributed to Britain's poor performance - ranging from 'culture' through government policy to education and trade unions - are also discussed.

Teaching: EH240 consists of 20 lectures in MT and LT, with directly related classes (EH240.A). In addition revision sessions are offered in the ST.

Written work: During the course students are expected to write two essays and complete two timed mock exams, all of which will be marked. Reading list: The course textbook is: Geoffrey Owen, From Empire to Europe: The Decline and Revival of British Industry since the Second World War. The following are also useful: R Floud & D McCloskev (Eds), The Economic History of Britain Vol III (2nd edn, 1994), chapters 5 & 6; N F R Crafts & N Woodward (Eds), The British Economy since 1945 (1991); M Dintenfass, The Decline of Industrial Britain 1870-1980; B Elbaum & W Lazonick (Eds), The Decline of the British Economy (1986); S N Broadberry, The Productivity Race: British Manufacturing in International Perspective, 1850-1990 (1997).

Assessment: Three hour written examination in the ST.

EH245

Foundations of the Industrial Economy Teachers responsible: Dr E H Hunt, C315 and others

Availability: This is a compulsory second-year course for students taking BSc degrees in Economic History, Economics and Economic History, Economic History with Economics, and Economics with Economic History. The course is not available to any other students.

Core syllabus: This course examines the process of industrialisation and economic growth in the 18th and 19th centuries through the study of the British economy in a comparative context

Content: The course is both substantive and methodological in content. Separate elements of the growth process are examined in relation to the historiography of national economic development and in the light of alternative models of economic growth. The course explains how historians have assembled historical evidence to discriminate between alternative explanations of the way growth occurs. It also introduces students to some of the basic quantitative and qualitative techniques used by economic historians

Teaching: 22 one-hour lectures (EH245) with supporting classes (EH245.A). Written work: A minimum of four essays or written class papers is required. Reading list: A detailed reading list is distributed at the beginning of the course; the books listed below provide a good introduction. N F R Crafts, British Economic Growth during the Industrial Revolution (1985); R Floud & D McCloskey, The Economic History of Britain 1750-1980: Volume | The Industrial Revolution (1993); P Hudson, The Industrial Revolution (1992). Assessment: Three-hour written examination in the ST.

EH301

The Origins of the World Economy, 1450 - 1750

Teacher responsible: Dr Oliver Volckart, C319

Availability: Optional course for Bachelor's degree students in Economic History. Not available to General Course students.

Core svllabus: The course examines comparative economic and social development in Western Europe (including Britain), Eastern Europe and Asia from the late Middle Ages to the mid 18th century. Its purpose is to underline the historical links between contemporary industrialised and less developed economies, and to discuss comparatively the sources of economic development and growth in the past.

Content: Introduction to theories and issues; the dynamics of economic development in western and eastern Europe, the Ottoman Empire and Tokugawa Japan: agriculture, population, state structures, trade; the growth of inter-continental economic relations and their consequences: European expansion, Asian trade networks, slavery and the Atlantic economy; the emergence and role of a 'world economy'.

Teaching: Approximately 22 two-hour lectures and seminars.

Written work: Students are expected to write a number of essays based on background reading. A full list of lectures and seminar papers is distributed at the beginning of the course.

Reading list: Detailed reading lists are distributed at the beginning of the course. The following are useful general works: J Anderson, Explaining long-term economic change (1991); E Wolf, Europe and the people without history (1982); D C North & R P Thomas, The rise of the western world (1973); E L Jones, Growth recurring, Economic change in world history (1988); J De Vries, The Economy of Europe in an age of crisis, 1600-1750 (1976); H A Miskimin, The Economy of later Renaissance Europe, 1460-1600 (1977).

Assessment: A 3,000 word assessed essay to be submitted during the year

the course is taken counts for 30% of the final mark. A three-hour written examination counts for the remaining 70%.

EH302

Work, Class and Organization: British Labour from Industrialization to General Strike

Teacher responsible: Dr E H Hunt, C315 Availability: Optional course for third-year BSc degree students in

Economic History. Well-qualified final year students from other departments may be admitted, space and timetable permitting and with the approval of their department and the course teacher. This course is not normally available to General Course students.

Core syllabus: The course covers the main aspects of British labour history between 1815 and 1926.

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 1926.

Teaching: Approximately 22 weekly two-hour meetings.

Written work: Students are expected to submit at least four essays, one of which will be submitted for formal Assessment (see Assessment below).

Reading list: A detailed reading list is distributed at the beginning of the course. The following will provide an introduction: R Q Gray, The Aristocracy of Labour in Nineteenth Century Britain (1981); E J Hobsbawm, Labouring Men (1964); E J Hobsbawm, Worlds of Labour (1984); E H Hunt, British Labour History, 1815-1914 (1981); A E Musson, British Trade Unions, 1824-75 (1972); H M Pelling, A History of British Trade Unionism (1992); H M Pelling & A J Reid, A Short History of the Labour Party (1996); G A Phillips, The General Strike (1976); E P Thompson, The Making of the English Working Class (1963).

Assessment: An assessed essay of not more than 3,000 words to be handed in during the year the course is taken counts for 30% of the final mark. A written 3-hour examination counts for the remaining 70%.

EH310 Not available in 2003/04

Financial Markets, Investment and Economic Development in Britain, Germany and the United States after 1870 Teacher responsible: To be announced

Availability: Optional 3rd year course for BSc degrees in Economic History. Other students may take this course as permitted by the regulations for their degrees, subject also to the approval of their programme supervisor. There are no formal pre-requisites but some knowledge of and interest in economic and financial analysis will be an advantage.

Core syllabus: The course explores in historical perspective the evolving relationships among long-term growth, capital formation (broadly defined to include human capital) and financial intermediation in Britain, Germany and the United States from the latter part of the 19th century to the recent past.

Content: The course examines the volume, structure and financing of capital formation in each of the three countries from around 1870 to 1939, with some reference to post-1945 developments. Particular attention is focused on shifts in the structure of investment among industries and between foreign and domestic activities and on the causes and consequences of particularly sharp fluctuations in investment and financial activities. Trends in physical capital formation are linked to trends in human capital formation. The evolving means by which real capital formation has been financed is 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.

Teaching: 20 weekly lectures (EH310) and associated classes (EH310.A). In the classes, students are set topics for discussion.

Written work: Three class essays, 8-10 pages in length, are required from

each student Reading list: A full reading list/course outline is distributed at the beginning of the course. The following readings provide some indication of the scope and nature of materials used in the course. Michael Edelstein, Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850-1914 (1982); W P Kennedy, 'Portfolio Behaviour and Economic Development in Late Nineteenth-Century Great Britain', Research in Economic History, (Supplement 6, 1991); Richard H Tilly, 'German Banking, 1850-1914: Development Assistance for the Strong', Journal of European Economic History, Vol 15 (Spring, 1986); Barry Eichengreen, Golden Fetters: The Gold Standard and the Great Depression, 1919-1939 (1992); B S Bernanke, 'Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression', American Economic Review, Vol 73 (June 1983); William C Brainard et al, 'The Financial Valuation of the Return to Capital',

Brookings Papers on Economic Activity (1980:2); Steven M Fazzari et al, 'Financing Constraints and Corporate Investment', Brookings Papers on Economic Activity (1988:1).

Assessment: An assessed essay of approximately 3,000 words in length, to be submitted, during the year the course is taken counts for 30% of the final mark. Three-hour written examination in the ST counts for the remaining 70%.

EH315

Africa and the World Economy Teacher responsible: Dr Gareth Austin, C319

Availability: This is an optional course for Bachelor's degree students in Economic History or Economics, as regulations permit. General Course students are not normally admitted, but exceptions may be made for those taking other economic history courses, space and timetable permitting. There are no formal pre-requisites but it will normally be assumed that students will have taken at least one course in economics and one in economic history and that they are taking or have taken complementary courses such as: Comparative Economic Development; Latin America and the International Economy; Origins of the World Economy; or Development Economics

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

Content: The general theoretical and historiographical debate about Africa's relative poverty, particularly in the context of Africa's historical relationships with the world economy

Precolonial topics (after c1700): technology, environment and population; role of markets; the Atlantic slave trade; nineteenth-century transformations' slavery, gender and the social organisation of production and trade; economic foundations of states.

Colonial and post-colonial topics: economics of European colonisation; 'peasant' and 'settler' colonies; the cash-crop 'revolution'; changing labour relations in South African gold mines and Nigerian farms; foreign private enterprise; economics of decolonisation: the 'Mau Mau' revolt in Kenva; the 'capitalism and apartheid' debate; food and famine' state intervention in post-colonial economies; emergence of African capitalism. Teaching: Seminars EH315, weekly MLS.

Written work: All students are required to produce at least three papers.

Two of these will be circulated to the group; a third will be submitted for formal Assessment (see below under Assessment) Reading list: A detailed list is provided at the beginning of the course. The

following will provide an introduction: J lliffe, Africans: The History of a Continent (1995) and The Emergence of African Capitalism (1983); R Austen, African Economic History; (1987); B Freund, The Making of Contemporary Africa (2nd edn, 1998); A Hopkins, An Economic History of West Africa (1973); R Bates, Essays on the Political Economy of Rural Africa (1983); A Hopkins, An Economic History of West Africa (1973); R Bates, Essays on the Political Economy of Rural Africa (1983); and the novel by Ngugi Wa Thiong'o', Petals of Blood (1977).

Assessment: An assessed essay counts for 30% of the marks. It must not be more than 3,000 words (excluding references) and has to be submitted, during the year the course is taken, by a date to be specified. The remaining 70% of the marks are determined by a three-hour written paper in the ST.

EH320

The World Economic Crisis, 1919-1945 Teacher responsible: Mr D E Baines, C414

Availability: An optional course for 3rd year BSc students in Economic History or Economics as regulations permit. There are no formal prerequisites 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. Not available to General Course students.

Core syllabus: The course examines the growth and breakdown of the international economy in the period. It compares 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 also examines the effects of the Second World War and the development of war economies.

Content: The effects of the First World War and the world economy in the 1920s. The return to 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, USA, Argentina, Canada, Australia and Japan. The Second World War and the economies of Britain, USA, Germany and the USSR. Economic warfare and its effectiveness.

Teaching: 24 seminars of two hours each in the MT, LT and ST. Written essays are circulated in advance.

Written work: All students are expected to produce at least three presentations or essays.

Reading list: A detailed reading list and list of seminars is handed out at the beginning of the course. Some important books are: C P Kindleberger, A Financial History of Western Europe (1984); C P Kindleberger, The World in Depression (1973); A Milward, War, Economy and Society, 1939-45 (1977); B Eichengreen & T Hatton (Eds), Inter-war Unemployment in International Perspective (1988); B Eichengreen, Golden Fetters. The Gold Standard and the Great Depression (1993); P Clarke, The Keynsian

EH325

Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth Teacher responsible: Professor Janet Hunter, C313 Availability: This is an optional course for Bachelor's degrees in Economic History. Students will normally be expected to have taken Comparative Economic Development: Russia, India, Japan (EH220) in the 2nd year. This course is not normally available to General Course students. Core syllabus: The course examines particular aspects of Japanese economic history since the mid-19th century, making some use of statistical and English language primary sources. It also considers broader debates on the pattern of modern Japanese development. Emphasis is on critical interpretation and source evaluation. Content: The course starts with an overview of major themes in modern Japanese development, followed by a focus on particular issues. Consideration focuses on the legacy of pre-industrial growth; agricultural society and agricultural policy; the growth of manufacturing; demographic trends and resource shortages; Japanese formal and informal empire; the Pacific War and the Occupation of Japan; labour market development and labour relations; trade; infra-structural development; Japanese economic debates

work

Reading list: A detailed reading/seminar list is handed out at the beginning of the course, but the books listed below provide a background: G Allinson, Japan's Postwar History (1997); Cambridge History of Japan (Vols 5 & 6, 1989); D Flath, The Japanese Economy (2000); P Francks, Japanese Economic Development (2nd edn, 1999); J E Hunter, 'The Japanese Experience of Economic Development' in P O'Brien (Ed), Industrialisation: Critical Perspectives on the World Economy (1998); M B Jansen & G Rozman, Japan in Transition, from Tokugawa to Meiji (1986);Y Murakami & H T Patrick, The Political Economy of Japan (3 vols, 1987-1992). Assessment: One 2,500 word piece of assessed work to be handed in during the year the course is taken counts for 30% of the final marks. A three-hour unseen examination in the ST counts for the remaining 70%.

EH390

Long Essay in Social or Economic History Teachers responsible: Dr Peter Howlett, C214 and all members of the Economic History Department Availability: This course is compulsory for all Bachelor's degrees in the Department of Economic History except for Economic History with Population Studies students who must either take this course or SA399. Core syllabus: The subject of the Essay should relate broadly to one of the economic history courses that have been chosen. Selection of title: The title of the Essay should be approved by the candidate's tutor or the class-teacher of the relevant course and a note of the title should be given to the Departmental Administrator (C419) before the end of the MT in the final year. Arrangements for supervision: There are compulsory discussion classes (EH390) in the MT to help you choose a subject. There is a limit to the amount of help that your tutor and class-teacher can give, but they are free to advise up to the writing of the first draft. After reading the first draft, they may draw attention to any points that are thought to require it. Subsequent work is entirely the candidate's own responsibility. Assessment: The Essay must not exceed 10,000 words in length. After being marked, the Essay will not be returned to the candidate.

EU300

Availability: BSc Russian Studies. Core syllabus: There is no formal syllabus. 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: There are no formal Teaching arrangements but tutors will advise students on scope, topic and relevant reading as well as on general approaches.

Revolution in the Making (1988); M Bordo, C Goldin & E White, The defining moment. The Great Depression and the American Economy in the Twentieth Century (1998); C H Feinstein, P Temin & G Toniolo, The European Economy between the Wars (1997); I Brown (Ed), The Economies of Africa and Asia in the Inter-War Depression (1989).

Assessment: An assessed course work element to be handed in during the year the course is taken counts for 30% of the final mark, and a three-hour written examination in the ST counts for the remaining 70%.

Teaching: 22 weekly seminars (EH325) of 2 hours each. Students are expected to do prior reading and to make presentations on a regular basis. Written work: A minimum of three essays or equivalent pieces of written

Report on a subject within the field of Russian Studies

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 Student Services Centre 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 third year. Students are advised to retain a copy of their Report for their own reference.

GV100

Introduction to Political Theory

Availability: Compulsory course for Bachelor's degrees in Government and as an outside option.

Core syllabus: An introduction to some of the major western political theorists. This course is divided into two parts:

A. The Foundations of Western Political Thought (MT)

B. Modern Political Theory (LT)

Teacher responsible (A): Professor Janet Coleman, L204

Content (A): A study of some of the major political theorists from the ancient Greeks to the 16th Century. Topics will include discussions concerning human nature, the origin of government and law, man's relation to society and the state, the rise, development and comparison of different constitutions (democracy, monarchy, republic etc), the nature of just and unjust government, the relation between the spiritual and the secular in thinkers such as: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli

Teaching (A): There will be 10 weekly lectures in MT and eight weekly onehour classes. One revision lecture in ST.

Written work (A): Students are required to write two essays. Specific reading lists referring to modern commentaries and historical context will be handed out at the beginning of the course.

Reading list (A): Plato, The Apology and Republic; Aristotle, Politics; Cicero, Republic; Augustine, selections from The City of God; Aquinas, selections from the Summa Theologiae; Machiavelli, The Prince.

Teacher responsible (B): Dr Paul Kelly (L210)

Content (B): A study of some major political theorists of the modern period who theorize political association in different ways on the basis of a conception of individuals as free and equal, together with one of the main critics of this tradition of theorizing. Topics will include natural law and natural rights, the basis of political obligation, the idea of social contract and the theory of utility in thinkers such as: Hobbes, Locke, Rousseau, J S Mill, Marx and Rawls

Teaching (B): 10 weekly lectures and 10 weekly one-hour classes. One revision lecture in ST.

Written work (B): Students are required to write two essays.

Reading list (B): Hobbes, Leviathan; Locke, 2nd Treatise of Government; Rousseau, Discourse on the Origins of Inequality and The Social Contract; J S Mill, Utilitarianism and On Liberty; Marx, Selected Writings (Ed D McLellan); Rawls, A Theory of Justice.

Aims: To explore arguments about state, power, democracy, justice, rights, obligations, as deployed by the most important Western political thinkers, to show how those arguments differ from one author to the other, and the extent to which they are convincing.

Learning outcomes: Students who take that course will learn how to understand philosophical arguments, as well as how to produce them; they will also learn to analyse concepts and to think creatively

Assessment: Three-hour examination in the ST. The paper will be divided into two parts: The Greeks to Machiavelli; and beyond.

GV101

Introduction to Political Science

Teachers responsible: Dr Bill Kissane and others.

Availability: This course is compulsory for students in Bachelors' degrees in Government and as an outside option.

Core syllabus: The course is an introduction to the main topics of Comparative Politics within a British politics setting. The first part of the course deals largely with British politics, while the second brings in comparative aspects.

Content: The main topics covered are political institutions, the state, monarchical government, Presidentialism and parliamentarianism, comparative electoral systems, civil society, federalism and judicial review.

Teaching: Twenty lectures will be given, ten in MT and ten in the LT. There will be twenty classes, each of one hour.

Reading list: A Liphart Patterns of Democracy.

Written work: Students are expected to write four essays.

Assessment: The course will be examined with a three-hour paper in the ST.

GV217

Russia/the CIS: Institutions and Policies

Teachers responsible: Dr J Hughes, L102, Professor D Lieven, K208, Dr C Gordon, J207 and Dr G Sasse (on leave 2003-2004)

Availability: Optional course for Bachelor's degrees in Government, Also available to students in other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV101 Introduction to Political Science or equivalent, in a previous year.

Core syllabus: A thematic study of Russian and Soviet history and post-Soviet transition

Content: The main themes are: Patterns in Russian History; Modernisation, Nationalism and Revolution in the late Tsarist era; Slavophile and Westernising thought; dilemmas of empire; the Russian revolution; Stalinism; Tsarist and Soviet security issues; Soviet federalism and nationalities policy; Destalinisation; reformism and conservatism in the post-Stalin era; Gorbachev and perestroika; nationalism and the collapse of the Soviet regime: transition theories and democratisation in Russia; post-Soviet state and nation-building; the political economy of transition; nationalism and ethnic conflicts in the post-Soviet space; Russia and the CIS.

Teaching: 20 lectures (GV217) and classes (GV217.A) in the MT and LT. Written work: Four essays are expected from each student.

Reading list: J Hughes & G Sasse (Eds), Ethnicity and Territory in the Former Soviet Union (Frank Cass, 2001); D Lieven, Empire: The Russian Empire and its Rivals (John Murray, 1993); R Pipes, The Russian Revolution (Harvill, 1993); R Tucker, Stalin in Power (Norton, 1990); S Bialer, Stalin's Successors (CUP, 1980); A Dallin & G Lapidus (Eds), The Soviet System From Crisis to Collapse (Westview, 1995); I Bremmer & R Taras (Eds), New States New Politics (CUP, 1996); R Szporluk, National Identity and Ethnicity in Russia and the New States of Eurasia (Sharpe, 1994); M Bowker & C Ross (Eds), Russia After the Cold War (Longman, 2001); B Parrot & K Dawisha, Democratic Changes and Authoritarian Reactions (CUP, 1997), and Conflict, Cleavage, and Change in Central Asia (CUP, 1998); M McFaul, Russia's Unfinished Revolution (Cornell, 2001):

Assessment: Three-hour written examination in the ST.

GV218 Not available in 2003/04 Ancient and Early Christian Political Thought

Teacher responsible: Professor J Coleman

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students, with permission. Students will normally be expected to have taken GV100 Introduction to Political Theory, or equivalent, in a previous year.

Core syllabus: A thematic study of ancient Greek, Roman and early Christian political thought from about the 4th century BC to the 5th century AD

Content: This course will deal with the major themes of Greek, Roman and early Christian political theory demonstrating the continuities and discontinuities in political thinking from the ancient Greek world to the Christianised Roman world. Some of the themes discussed will include different views concerning the nature of 'man', his relation to the social and political spheres, the origin and purpose of law and the changing conceptions of justice. Central to the discussions will be an assessment of the importance of political activity, in what it consists, the differences between constitutional regimes (democracy, monarchy, tyranny, republic etc), the respective fates of the Greek polis, the Roman respublica and imperium and the significance of the Christianisation of Rome for future debates over church-state relations, questions of legitimate sovereignty and the extent of its jurisdiction. The overall focus is on the influence of the classical tradition on the development of Christian ethical and political thought of the first Christian centuries until the death of Augustine (5th century AD).

Teaching: Twenty weekly lectures followed directly by a weekly seminar (GV218) in the MT and LT. Two revision lectures and classes in the first two weeks of ST.

Written work: Two essays per term. The course divides as follows: The first term treats the ancient Greek and Roman thinkers. The second term treats the Christian literature from the New Testament to Augustine.

Reading list: A reading list referring to modern commentaries and works on historical context will be handed out at the beginning of the year. Janet Coleman, A History of Political Thought from Ancient Greece to Early Christianity (Blackwell, 2000) is central.

Texts for study: Plato, Apology, Crito, Republic; Aristotle, Nicomachean Ethics, Politics; Cicero, The Republic and the Laws, selections from On Duties; Selected readings from the New Testament; Selected readings from The Dead Sea Scrolls and the Gnostic Gospels; Augustine, The City of God and other selected writings.

Assessment: Three-hour paper taken in the ST. This paper is divided into two sections, following the division of terms.

GV219

Medieval and Renaissance Political Thought Teacher responsible: Professor Janet Coleman, L204

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students, with permission. Students will normally be expected to have taken GV100 Introduction to Political Theory, or equivalent, in a previous year.

Core syllabus: A thematic study of medieval and Renaissance/ Reformation political thought from about 800 AD to 1600 AD.

Content: This course will deal with the major themes in western European political thought during the middle ages, Renaissance and Reformation periods. The historical context within which theories of sovereignty and law emerged will be emphasised and a substantial amount of historical background reading is expected. The period covered will be largely that from AD c800-1600 although emphasis on certain themes and periods in which they became prominent may alter from year to year. Such themes include monasticism, feudalism, natural law, Roman and canon law, the revival of the Aristotelian tradition, relations between church and state (the spiritual and temporal jurisdictions), monarchy and representative institutions, monarchical and papal absolutism, individual rights and collective/communal rights, conciliarism, republicanism, conceptions of legitimate sovereignty and resistance theories to unjust government. The overall focus is on the medieval, Renaissance and Reformation legacy to the early modern period concerning such themes as rights, legitimate sovereignty, discussions on the nature of man and his relation to the political, and the medieval origins of the early modern state.

Teaching: Twenty weekly lectures followed directly by a weekly seminar (GV219) in the MT and LT. Two revision lectures and classes in the first two weeks of ST.

Written work: Two essays per term. The course divides as follows: the first term treats the period from the Carolingians (c800 AD) until the 14th century (John of Paris). The second term treats Marsilius of Padua to Luther (14th-16th centuries)

Reading list: : Texts for study: The Cambridge History of Medieval Political Thought, J H Burns Ed, is used as a central background text along with Brian Tierney Ed, The Crisis of Church and State, with its collection of documents in translation. Janet Coleman, A History of Political Thought from the Middle Ages to the Renaissance (Blackwell, 2000) is central. Quentin Skinner, The Foundations of Modern Political Thought, 2 volumes, is used as the background text for the latter part of the course. A reading list referring to modern commentaries and works on historical context will be handed out at the beginning of the year.

Texts by theorists: Bernard of Clairvaux, On Consideration; John of Salisbury, Policraticus; Magna Carta; Aquinas, selected texts from the Summa Theologiae and other writings; John of Paris, On Royal and Papal Power; William of Ockham, selected writings; Marsilius of Padua, The Defender of Peace; Machiavelli, The Prince and The Discourses; Thomas More, Utopia; Luther, selected writings.

Assessment: Three-hour paper taken in ST. The paper is divided into two sections following the division of terms.

GV220

Modern Political Thought

Teacher responsible: Dr Paul Kelly, L210

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 Introduction to Political Theory, or equivalent, in a previous year.

Core syllabus: A thematic study of European political thought from about 1550 to around 1914.

Content: The themes covered may include the sovereignty of the State; theories of natural law and natural rights; contractarianism; constitutionalism and the doctrine of the separation of powers; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; anarchism and feminism. Not all themes will be taught every year.

Teaching: 20 weekly lectures (GV220) and 20 weekly classes (GV220.A) of one hour each

Reading list: The reading list will be given out at the beginning of the year according to the themes selected for that year. Students should read Boucher and Kelly, Political Thinkers, Oxford, 2003. Assessment: Three-hour paper will be taken in ST.

GV221

Political Philosophy

Teacher responsible: Ms Clare Chambers, K201

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 Introduction to Political Theory, or equivalent, in a previous year.

Core syllabus: This is a course in the main concepts and theories of contemporary political philosophy.

Content: Political philosophy in this course is understood as an enquiry into the normative principles of political action. The course will begin with an analytic examination of the primary concepts used in the construction of normative political theories: freedom, equality, rights, power, political obligation and the state. The course then examines the main contemporary comprehensive theories of normative political action: utilitarianism, Rawlsian

liberalism (including debates about multiculturalism and luck egalitarianism) communitarianism, feminism and libertarianism. Teaching: 20 one-hour lectures (GV221) and 20 one-hour classes (GV221.A) in the MT and LT. Reading list: 5 Mulhall & A Swift, Liberals and Communitarians; A Swift, Political Philosophy: A Beginners' Guide for Students and Politicians; W Kymlicka, Contemporary Political Philosophy; J Rawls, A Theory of Justice; Sir I Berlin, Two Concepts of Liberty; R Nozick, Anarchy, State and Utopia. Assessment: Three-hour unseen written examination in the ST.

GV223

Democracy and Democratization Teacher responsible: Dr Erik Ringmar, K309 Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV101 Introduction to the Political Science, or equivalent, in a previous year. Core syllabus: The aim is to consider the nature of democracy, transitions to democracy and threats to democracy. The course will be concept-based and will focus on the analysis of historical cases and contrasting theories with a particular emphasis on Western and Eastern Europe, Latin America and East Asia.

countries. The concept of democratic legitimation. weekly classes (GV223.A) in the LT. Market.

Assessment: Three-hour unseen written examination in the ST.

GV225

Public Choice and Politics Teachers responsible: Professor K Dowding, K206, Dr V Larcinese, L300 and Dr T Dewan, L310 Availability: Compulsory course for BSc Government and Economics, optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV101 Introduction to the Study of Politics, or equivalent, in a previous year. An introductory knowledge of economics would be useful. Core syllabus: This course is concerned with public choice theory as it applies to the study of political conflicts, political issues, political institutions and policy analysis. The course covers the main topics in public choice from theoretical - social choice theory and the theory of games, to the empirical - the study of institutional public choice. Content: This course will cover the main topics in institutional public choice including electoral competition and voting behaviour; the problems of and solutions to collective action; the theory of coalitions, and the behaviour of committees and legislatures; principal-agent problems; models of bureaucracy; public choice accounts of decentralized government and central-local relations; voting paradoxes and cycles; simple game theory including agenda-setting and veto-player power. Teaching: Twenty weekly one-hour lectures (GV225) in the MT and LT and twenty weekly one-hour classes (GV225) 8 in the MT, 10 in the LT and 2 in the ST. 3 lectures in ST (revision).

Basic reading list:

Text Books: P Dunleavy, Democracy, Bureaucracy and Public Choice; D Mueller, Public Choice III; K A Shepsle & M S Bonchek, Analyzing Politics; George Tsebelis Veto Players. Major Works: A Downs, An Economic Theory of Democracy; M Olson, The Logic of Collective Action; W Niskanen, Bureaucracy and Representative Government.

Assessment: The course will be assessed in two ways: (i) One quarter (25%) of the overall mark will be assessed by a long essay of up to 5000 words. The essay must apply some aspect of public choice theory to the analysis of a political or social problem. Students must devise a question and secure approval of their topic from the course teachers by Week 1 of LT. The essay must be submitted by Week 1 of the ST. (ii) Three quarters (75%) of the overall mark will be assessed by one threehour unseen written examination in the ST.

GV226

Executive Government and its Modernization in Selected OECD Countries Teacher responsible: Dr M Lodge, L309 and Mr Jan Meyer-Sahling, K204 Availability: Optional course for Bachelor's degrees in Government. Also

Content: Democracy: the concept and interpretation. Historical development of Western political institutions. Comparative historical studies of democracy. Modernisation theory. New waves of democratisation, in East Asia, Latin America and Eastern Europe. Democracy and development in Third World

Teaching: 20 weekly lectures (GV223) in the MT and LT and 10 two hour

Reading list: A Liphart, Democracies; J Schumpeter, Capitalism, Socialism and Democracy; R Dahl, Democracy and its Critics; L D Rueschemeyer et al Capitalist Development and Democracy; A Przeworksi, Democracy and the

available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV101 Introduction to Political Science, or equivalent, in a previous year.

Core syllabus: This course aims to explore generic and comparative themes in the study of executive government in selected OECD countries. Particular emphasis is placed on the analysis of different forms of bureaucracy and bureaucrats in modern executive government, on debates concerning institutional design and behaviours of bureaucracies and executive government. How, why and whether policies of modernization seek to alter patterns of executive government is examined comparatively to place longstanding issues of executive government in contemporary perspective. The material for this course is primarily drawn from the political science literature on comparative public policy and administration and the aim is to assess and utilise analytical perspectives for the comparative analysis of executive government and its modernization.

Content: The first part of the course is primarily concerned with the comparative analysis of executive government and its instruments. This part introduces recurring themes in the study of executive government, in particular approaches towards classifying national regimes and factors shaping policymaking processes. The second part considers general challenges and problems in bureaucratic behaviour that are said to lie at the heart of reform policies in executive government. The third part looks at special types of bureaucrats in executive government in the light of wider public sector reform with issues including regulatory reform and new public management.

Teaching: 22 one-hour lectures and research sessions (GV226) and 21 onehour classes (GV226.A) in MT, LT and ST.

Reading: K Weaver & B Rockman, Do Institutions Matter?; A Liphart, Patterns of Democracy; J Pierre, Debating Governance; J P Olsen & G B Peters, Lessons from Experience; E Page, Political Authority and Bureaucratic Power; E Page & V Wright, Bureaucratic Elites in Western European States; C Hood, The Art of the State; C. Pollitt & G Bouckaert, Public Management Reform; K H Goetz & S Hix, Europeanised politics? European integration and national political systems; G Esping Andersen, The three worlds of welfare capitalism; F G Castles: Comparative Public Policy; J D Huber & C R Shipan, Deliberate Discretion? The Institutional Foundations of Bureaucratic Autonomy.

Assessment: The course is examined by a three-hour unseen written paper in the ST. Candidates must also submit one essay for Assessment by the beginning of May. In the overall Assessment for the course, the unseen examination will count as 75% of the final mark and the essay as 25%.

GV227

The Politics of Economic Policy

Teacher responsible: Dr C Schonhardt-Bailey, L105

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV101 Introduction to Political Science or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Core syllabus: The aim of this course is to look at the political science literature which tries to explain major reversals in public policy, and to apply that literature to major cases of economic policy reversal (both contemporary and historical). In particular, it aims to examine the extent to which economic policy change is affected by ideas, economic interests and institutions. The material for the course is drawn mainly from the comparative literature on the politics of economic policy-making in the developed countries, and in all cases the aim is to assess rival interpretations of policy dynamics.

Content: Course topics will include the study of policy dynamics and political science explanations of policy reversals; including the political economy of European Monetary Union; the political economy of central bank independence; the political economy of trade policy; and the political economy of tax policy.

Teaching: 14 one hour lectures/research sessions (GV227), 6 workshops (GV227) and 20 one hour classes (GV227.A) in MT and LT.

Reading: K McNamara, Currency of Ideas: Monetary Politics in the European Union; C Schonhardt-Bailey, The Rise of Free Trade; A El-Agraa, The European Union: History, Institutions, Economics and Politics; A Blinder, Central Banking in Theory and Practice; J Frieden & B Eichengreen, The Political Economy of European Monetary Unification; F McGillivray, International Trade and Political Institutions.

Assessment: The course is examined by a two-hour unseen written paper in the ST. Candidates must also submit one essay for Assessment by the beginning of May. In the overall Assessment for the course, the unseen examination will count as 75% of the final mark and the essay as 25%.

GV231

British Political Ideas

Teacher responsible: Professor R Barker, K100

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees, and General Course, where regulations permit. Students will normally be expected to have taken

GV100 Introduction to Political Theory, or equivalent, in a previous year. 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.

Content: A critical and historical study of political ideas, and political argument in the United Kingdom; liberalism, socialism, conservatism, anarchism feminism

Teaching: 21 one hour lectures (GV231). 21 sessional Classes (GV231.A) in the MT. LT and ST.

Written work: Students will write two essays in the MT and two in the LT. Reading list: Rodney Barker, Political Ideas in Modern Britain In and After the Twentieth Century; Rodney Barker, Politics, Peoples, and Government; L T Hobhouse, Liberalism; G B Shaw (Ed), Fabian Essavs in Socialism: Herbert Spencer, The Man Versus The State; HilaireBelloc, TheServile State; Michael Oakeshott, Rationalism in Politics; Virginia Woolf, Three Guineas. (A full reading list and lecture and class programme will be issued at the beginning of the course.

Assessment: Three-hour unseen written examination.

GV234

Theories and Problems of Nationalism

Teacher responsible: Professor A D Smith, Government, A213 Availability: Optional course for Bachelor's degrees in Sociology. International Relations and Government. Students should have completed a suitable course in Anthropology, Sociology, Political Science, International Relations or International History. Also available to students on other degrees where regulations permit and General Course students.

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.

Content: The aspects considered cover three main areas:

Theories of nationalism and ethnicity, including relations between nations and classes, language, ethnic identity and religion and the role of communications and the state; primordialism and ethnicity; globalisation and nationalism.

2. Relations between nationalism and politics, especially in Europe and the Soviet Union: democracy, ethnicity and citizenship,

3. Nationalism and the international system, including problems of sovereignty, secession and self-determination; racism and nationalism.

Teaching: 20 Lectures GV234 (ML) given by Professor A D Smith, Dr J Hutchinson and Dr Jacquin-Berdal.

These are supported by weekly classes GV234 following the lectures with revision classes in the ST.

Reading list: E Kedourie, Nationalism, Hutchinson, 1960; E Gellner, Nations and Nationalism, Blackwell, 1983; H Kohn, The Idea of Nationalism, Macmillan, 1967; H Seton-Watson, Nations and States, Methuen, 1977; B Anderson, Imagined Communities, Verso Books, 1983; J Mayall, Nationalism and International Society, Cambridge University Press, 1990; E Hobsbawm, Nations and Nationalism since 1780, Cambridge University Press, 1990; A D Smith, National Identity, Penguin, 1991; J Breuilly, Nationalism and the State, Manchester University Press, 2nd edn, 1993; J Hutchinson, Modern Nationalism, Fontana, 1994; W Connor, Ethno-Nationalism: The Quest for Understanding, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), Nationalism, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), Ethnicity, Oxford University Press, 1996; A Hastings, The Construction of Nationhood, Cambridge University Press, 1997; A D Smith, Nationalism and Modernism, Routledge, 1998, M Hechter, Containing Nationalism, Oxford University Press 2000.

Supplementary reading list: A more detailed reading list is available from Professor Smith or secretary.

Assessment: Three-hour unseen written examination in ST with three questions to be answered.

GV242

Government, Politics and Public Policy in Latin America Teacher responsible: Dr F Panizza, L201

Availability: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101 Introduction to Political Science, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course students.

Core syllabus: Political institutions, organisations and the politics of economic policymaking in Brazil, Argentina, Chile, Mexico, Peru and Venezuela. Some thematic issues.

Content: An introduction to Latin American politics, focusing mainly on the reconstruction of democracy, the politics of development and the character of political institutions in the region.

Teaching: 20 weekly one-hour lectures (GV242) in the MT and LT and 20 one-hour classes (GV242.A) 10 MT and 10 LT.

list: T Skidmore, Modern Latin America; F Aguero & J Stark, Fault Lines of Democracy in Post-Transition Latin America; S Mainwaring, Rethinking Party Systems in the Third Wave of Democratization; J Buxton & N Phillips, Case studies in Latin American political economy; J Mendez, G O' Donnell & P S Pinheiro, The Unrule of Law & the Underprivileged in Latin America, G Philip, 'Venezuelan Democracy and the Coup Attempt of February 1992' in Government and Opposition, Autumn 1992; D S Palmer, Shining Path of Peru; J Bailey, Governing Mexico: R Camp, Politics in Mexico: K Middlebrook (Ed), Unions, Workers and the State; G Philip, The Presidency in Mexican Politics. Assessment: Three hour unseen written examination held in the ST.

GV243

Government, Politics and Public Policy in the USA Teacher responsible: Dr Heidi Ullrich

Availability: This is an optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101 Introduction to Political Science or equivalent, in a previous year. Also available to students on other degrees where regulations permit. There is a limit on the number of students on the course.

Core syllabus: The course introduces a variety of approaches to the study of American government, politics and public policy. Particular attention will be paid to the causes and effects of interests, ideas and institutions on public policy

Content: The course is divided into two parts. In the first half the course examines the basic governmental structure and politics of the USA. Topics covered include (1) the unique nature of American political institutions and political culture; (2) political parties and elections; (3) interest group politics; (4) elites in US politics; and (5) the role of public opinion in policy making. The second half of the course examines how the structures and actors covered in the first half of the course influence the creation and implementation of public policy. Policy areas covered include: foreign policy, trade policy, environmental policy, agricultural policy, homeland security and business/government relations.

Teaching: 10 weekly one-hour lectures in the MT, 10 weekly one-hour lectures in the LT, and twenty weekly classes (GV243.A) of one-hour each in MT and LT.

Written work: Two essays per term.

Reading list: T Lowi & B Ginsberg, American Government: Freedom and Power (Brief 7th edn), 2002; P Nivola & D Rosenbloom, Classic Readings in American Politics (2nd edn), 1990; B G Peters American Public Policy. Promise and Performance (6th edn), 2004 (available August 2003). J Rosati, The Politics of U.S. Foreign Policy (2nd edn), 1998; T R Dye & L H Zeigler, The Irony of Democracy: An Uncommon Introduction to American Politics (Millennial edn): W P Browne, Cultivating Congress: Constituents, Issues and Interests in Agricultural Policymaking 1995; I M Destler & P Balint, The New Politics of American Trade: Trade, Labor, and the Environment, 1999; E P Weber, Pluralism by the Rules: Conflict and Cooperation in Environmental Regulation 1998; W H Flanigan & N H Zingale, Political Behavior of the American Electorate (10th edn), 2002; J R Hibbing & E Theiss-Morse, Congress as Public Enemy: Public Attitudes Toward American Political Institutions 1995; L Fisher, The Politics of Shared Power (4th edn), 1998; J Q Wilson & J J Dilulio, American Government The Essentials (7th edn) 1998. Assessment: Three-hour unseen written examination held in the ST.

GV244

Government, Politics and Public Policy in the **European Union**

Teacher responsible: Dr S Hix, L305

Pre-requisites and excluded combinations: Pre-requisite: GV101 Introduction to Political Science, or equivalent. No forbidden combination or limitations on its availability.

Core syllabus: The institutional framework of political competition, representation and institution-building; theories of the Union as a political system, theories of policy-making in the EU, specific policy areas, the impact of the single market

Content: The course is divided into two parts: (i) Government and Politics: the EU as a political system, the Council, the Commission and the Parliament in the policy process, Court of Justice and judicial politics, public opinion and elections, EU party system and parties; (ii) Public Policy: interest representation, administration and policy implementation, single market, social and environmental policies, cohesion policies, CAP, EMU, free movement and interior affairs, implications of enlargement.

Reading list: S Hix, The Political System of the European Union; H Wallace & W Wallace (Eds), Policy-Making in the European Union; D Dinan, Every Closer Union? An Introduction to the European Union:

Teaching: 20 weekly lectures (GV244) in MT and LT and 20 weekly classes (GV244.A) in the MT and LT. One revision lecture in the ST.

Written work: Two essays per term: students preparedness for the examinations will depend on this written work and on private reading. Assessment: Three-hour unseen written examination held in the ST.

GV246

Government and Politics in Eastern Europe

Teacher responsible: Dr V Dimitrov, L303 Availability: Optional course for Bachelor's degrees in Government.

Students will normally be expected to have taken GV101 Introduction to Political Science, or equivalent, in a previous year. Core syllabus: The course focuses on the rise and fall of the Communist political system, the structures of post-communism, the impact of nationalism and integration with the European Union and NATO. Content: The course covers Poland, Hungary, the Czech Republic, Slovakia, Romania, Bulgaria, Albania, Yugoslavia and its successors, and East Germany. The main topics are: the political traditions of Eastern Europe; the imposition of Stalinism; the failure of reforms; the decay and collapse of the Communist system; the establishment of a new constitutional framework; parties and representation; the political implications of economic transition, the impact of nationalism; regional co-operation; integration with the European Union and the Western security structures. The course concludes with a brief overview of the problems of democratic transition in Eastern Europe in comparative perspective.

Teaching: 20 one-hour lectures (GV246) and 20 one-hour classes (GV246.A) in the MT and LT.

Written work: Each student will be required to prepare four essays during the academic year.

Reading list: R Crampton, Eastern Europe in the Twentieth Century (2nd edn), 1997; F Fejto, A History of the People's Democracies; A Przeworski, Democracy and the Market; J Rothschild, Return to Diversity (3rd edn). 2000; G Schopflin, Politics in Eastern Europe; K Smith, The Making of EU Foreign Policy: The Case of Eastern Europe; P van Ham, The European Community, Eastern Europe and European Unity; S White, J Batt and P Lewis (Eds), Developments in Central and East European Politics 2 1998; S Whitefield, The New Institutional Architecture of Eastern Europe Assessment: Three-hour unseen written examination held in the ST

GV262 Not available in 2003/04 Concepts in Political Theory

Teachers responsible: Dr Paul Kelly and Professor Rodney Barker Availability: A compulsory course for second year government students and prerequisite for students wishing to take either of the third year options in Political Theory.

Requirement: Introduction to Political Theory or equivalent. Core syllabus: This course provides an advanced introduction to political thought through a discussion and analysis of key political concepts including, State, Legitimacy, Politics, Power, Identity, Gender, Democracy, Freedom, Equality and Liberalism. Not all concepts will be taught each year. Content: This course provides an introductory survey of analytic, normative and critical political theory through a discussion of a number of key concepts. The course will cover concepts such as State, Politics, Power, Legitimacy, Democracy Freedom, Equality, Liberalism, Gender and Identity. In the course of the year students will be introduced to such major contemporary theorists in the field as Berlin, Rawls, Nozick, Habermas, Young, Philips and Okin. This course will provide students with a good grounding in the methods and substantive concerns of contemporary political theory as well as familiarity with the works of major thinkers in the field.

Reading list: J Rawls, A Theory of Justice; I Berlin, Four Essays on Liberty: W Kymlicka, Contemporary Political Philosophy; I Marion Young, Justice and the politics of Difference; S Moller Okin, Justice, Gender and the Family. Assessment: Three-hour unseen examination in the ST

GV263 Not available in 2003/04 Public Policy Analysis

Teacher responsible: Professor E Page

Availability: Optional course for bachelor's degrees in Government. Also available to students on other degrees where regulations permit. Requirement: Introduction to the Study of Politics or equivalent. Core syllabus: A systematic examination of the policy process in the context of developed nations.

Content: The course will be organised on the basis of examining the policy cycle which affords a logical, almost chronological, means of dividing up the wealth of material published on policy analysis. It will start with introductory sessions on the nature and role of policy analysis and the concept of the policy cycle as well as an overview of the tools government can use to shape policy. It will go on to analyse issues connected with agenda setting including policy forecasting, the stimuli to government action (or deliberation), how problems reach the political agenda, at what level within government organisations issues are handled and how they are defined. When moving to the analysis of decision making students will examine not only the more abstract concepts of 'rationality', 'bounded rationality', 'incrementalism' and 'mixed scanning' but also theories covering the impact of major institutional actors including networks of interest groups and policy specialists, the role of judicial and legislative actors. Towards the end of the course students will address issues of implementation and evaluation and cover material examining the conditions under which 'perfect administration' may be considered to exist and the limitations to perfect administration in the real world. This section will include an analysis of the implementation literature widely conceived, to include material on streetlevel bureaucracy, operating ideologies and bureaucratic decision rules. It

will go on to look at techniques of evaluation and the uses made of them. The course will conclude with sessions reflecting on the problems of contemporary policy analysis and proposals for reform

Teaching: 23 weekly lectures and 11 fortnightly classes.

Reading list: K Dipak Gupta, Analyzing Public Policy: Concepts, Tools, and Techniques, Washington DC: Congressional Quarterly Press, forthcoming 2002; M Hill, The Policy Process in the Modern State, (3rd edn), Prentice Hall, New York, 1997; Brian W Hogwood & A Lewis Gunn, Policy analysis for the real world, Oxford University Press, 1984; Christopher Hood, The limits of administration, Wiley, 1976; Peter John, Analysing Public Policy, Pinter, 1998; Bryan D Jones, Reconceiving decision-making in democratic politics: attention, choice, and public policy, University of Chicago Press, 1994; John W Kingdon, Agendas, alternatives and public policies (2nd edn), HarperCollins, New York 1995; Jeffrey L Pressman & Aaron Wildavsky, Implementation (3rd edn), University of California Press, 1984; R Rose, Lesson Drawing in Public Policy, Chatham House, 1993; Carol H Weiss, Evaluation: methods for studying programs and policies (2nd edn), Prentice Hall, 1998. Assessment: By Summer term examination (75%) and Michaelmas term essav (25%).

GV264 Not available in 2003/04 **Politics and Institutions in Europe** Teacher responsible: Mr John Madeley

Availability: For Government and General Course students.

Requirement: Introduction to Political Science or equivalent.

Core syllabus: The course is structured around the central theme of stability in European liberal democracy. It analyses the social and political preconditions for the rise and consolidation of liberal democracy; the nature of liberal societies and state-society relations; and the institutional architecture of the liberal democratic state in Europe.

Content: Course topics will include Introductory presentation: a survey of approaches to the study of European politics; the comparative method; the rise of the nation state in Europe; challenges to liberal democracy from left, centre and right; social cleavages, parties and party systems; mass electoral behaviour; electoral systems and their consequences; coalition-formation and maintenance; patterns of policy-making; the challenge from below: democratic nation-states and varieties of regionalism; the challenge from above: democratic nation-states and supranational integration.

Teaching: Twenty weekly one-hour lectures in MT and LT and twenty-two classes (MT:10; LT:10; ST:2).

Reading: I Budge et al, The Politics of the New Europe (1997); J M Colomer (Ed), Political Institutions in Europe (1996); M Gallagher et al, Representative Government in Modern Europe (3rd edn) (2001); J Hayward & E Page (Eds), Governing the New Europe (1994); S Hix, The Political System of the European Union (1999); J-E Lane & S O Ersson, Politics and Society in Western Europe (1999); A Liphart, Patterns of Democracy (1999): Y Mény & A Knapp Government and Politics in Western Europe (1998): M Rhodes et al, (Eds) Developments in West European Politics (1997); G Sartori, Comparative Constitutional Engineering (1997).

Assessment: Three-hour unseen written paper in the ST.

GV265 Not available in 2003/04 States, Nations and Empires

Teachers responsible: Dr Erik Ringmar K 309, Professor Dominic Lieven K 208, Dr Chun Lin and to be announced

Availability: Optional course for second-year Government students and for General Course students. Also available to students on other degrees where regulations permit.

Requirement: Introduction to Political Science or equivalent.

Core syllabus: The course is a study of the historical development of various types of states both inside and outside Europe, of the ideas and institutions that underlay these states, and the challenges they faced. Particular attention will be paid to the development of nationalism and the relationship between states and nations over time as well as in the contemporary world.

Content: Factors of power over the millennia; medieval European roots of modern politics; state systems, finance and warfare; European maritime empire; comparative Asiatic empire; revolution; the rise of the nation and the origins of nationalism; empire and nationalism; peripheral Europe dilemmas of modernisation in the Second World; indigenous non-European modernisations; nations and nationalism in a non-European setting; supranational polities in the contemporary world.

Teaching: 20 weekly lectures in the MT and LT and 20 1 hour classes in the MT and LT, plus 1 revision session in the ST.

Reading list: S E Finer, The History of Government (3 vols); M Mann, The Sources of Social Power (2 vols); D Lieven, Empire; T Ertman, Birth of the Leviathan; B Carruthers, City of Capital: R Koselleck, Critique and Crisis: M Raeff, The Well-Ordered Police State; H Arendt, On Revolution; J Spence, In Search For Modern China; E Gellner, Nations and Nationalism; J Breuilly, Nationalism and the State; A Smith, The Ethnic Origins of Nations.

Assessment: Three-hour examination in the ST and this counts for 75% of the total mark. There will be an assessed essay of 25%.

GV302 Not available in 2003/04

Key Themes in the History of Political Thought

Teachers responsible: Professor Rodney Barker, Professor Janet Coleman, Dr Cécile Fabre and Dr Paul Kelly

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit. General Course students with permission. Students will normally be expected to have taken Introduction to Political Theory and Concepts in Political Theory. Core syllabus: A thematic study of political thought in Ancient, Medieval/Renaissance and Modern periods.

Content: This advanced course treats some of the major themes in the history of western European political thought as drawn from the writings of selected political philosophers of the ancient Greek, Roman, medieval, renaissance, early modern and modern periods. The aim is to demonstrate, and explain, some of the continuities and discontinuities in ethical and political problems and their solutions over time and changing context.

Examples of such themes: different views on the nature of "man" and the consequences for political agency of different perspectives on human reason, will, desire; debates on the origins of law and the purpose of legislation; changing conceptions of justice; different views on government and the state's relation to the individual; on the sources of public authority and the nature of legitimate sovereignty; on the relation of property ownership to personal identity and to participation in collective governance; the historical and socio-political presuppositions behind the different constitutional regimes: democracy, monarchy, republic etc; on the role of religion in politics; the changing perspectives on the relationship between life in the family and a life of active citizenship; theories of natural law and natural rights; contractarianism; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; anarchism and feminism.

The themes, thinkers and primary texts will be selected each year to reflect the current debates in contemporary scholarly literature on them and the research interests of the lecturer.

Teaching: Twenty weekly lectures and twenty weekly classes.

Reading list: J Coleman, A History of Political Thought from Ancient Greece to Early Christianity and A History of Political Thought from the Middle Ages to the Renaissance; I Hampsher-Monk, A History of Modern Political Thought; R Barker, Political Ideas in Modern Britain In and After the Twentieth Century

Primary Sources: A selection of the following (this list should not be taken as exhaustive): Plato, Republic; Aristotle, Politics; Augustine, The City of God; selected writings by Aquinas and William of Ockham; Marsilius of Padua, Defender of Peace; Machiavelli, The Prince, Discourses; Hobbes, Leviathan; Locke, Two Treatises of Government; Rousseau, Social Contract and Discourse on Inequality; Kant, Groundwork of the Metaphysic of Morals, The Metaphysic of Morals; G W F Hegel, The Philosophy of Right; Hume, Treatise of Human Nature; Bentham, An Introduction to the Principles of Morals and Legislation; J S Mill, Utilitarianism On Liberty; Hobhouse, Liberalism; Shaw Fabian Essays in Socialism; Spencer The Man versus the State.

A full reading list will be handed out at the beginning of the year. Assessment: Three-hour paper will be taken in the ST.

GV310 Not available in 2003/04

Democracy and Democratisation Teachers responsible: Professor George Philip and Dr Francisco Panizza

Availability: Third year students in Government. Also available to students on other degrees where regulations permit, General Course students, with permission

Pre-requisites: States, Nations and Empires.

Core syllabus: The course is concerned with democratic transformations and theories of democratic transformation. It focuses on several different parts of the world including Europe, Latin America, Asia, and the former Soviet Union. It analyses processes of transition to democracy in historical context and also analyses relations between democracy, democratisation and economic reform

Content: Capitalism and democracy, democracy and development, decolonisation and democracy, globalisation and democracy, the politics of transition to democracy, democracy and political institutions, non democratic actors, and case studies of democracy and development in Europe, Asia, Latin America, and the former Soviet Union.

Teaching: 20 lectures and weekly classes plus 2 revision classes in the ST. Written work: Two essays are required, one in each term.

Reading list: A Lijphart, Democracies; A Przeworski, Democracy and the Market; R Dahl, Democracy and its Critics; D Rueschemeyer et al, Capitalists

Development and Democracy. Assessment: Three-hour unseen examination in the ST.

GY100

Environment, Economy and Society

Teacher responsible: Dr D Perrons, S506b, with contributions from Dr G Atkinson, S412, Professor P Cheshire, S405 and others to be announced

Pre-requisites and excluded combinations: Available to all students. Core syllabus: An introduction to contemporary environmental, economic and social issues from a global perspective. The environmental sustainability of the planet and economic and social processes leading to differential development at different spatial scales. Globalization and social change. Content: Environment: Resources, scarcity, pollution, sustainability and the limits to growth debate. Global environmental concerns - degradation, and conservation. Planning for sustainability. Economy: The changing location of economic activity, inequalities within and between cities and regions. The formation and future of cities, their internal spatial structures and urban policy. Society: Unequal integration in the global economy, changing composition and distribution of employment. Global cities and social polarisation. Geographies of empire and representations of the developing world. Teaching: Lectures: GY100 twice weekly ML. Classes weekly ML. Two

classes ST.

Written work: Students will be expected to produce a minimum of four essays during the year and will be expected to give class papers.

Reading list: Detailed reading-lists related to the different topics within the course will be provided at the start of the course. H Armstrong & J Taylor, Regional Economics and Policy, 1999; P Balchin, Urban economics: a global perspective, 2000; P Dicken, Global Shift (4th edn), 2003; W E Oates (Ed), RFF Reader in Environmental Management, 1999.

Assessment: Three-hour unseen examination (100%).

GY103

Contemporary Europe

Teacher responsible: Dr A Rodríguez-Pose, S506

Pre-requisites and excluded combinations: Optional first year course for Geography and Environment students. Open to other students as permitted by the regulations for their degrees.

Core syllabus: An introduction to society, economy and polity of contemporary Europe.

Content: Particular stress is laid upon the geographical constitution of these themes, including urban and regional development. The main focus is upon the economy of individual nation states within Europe. Examples are mainly drawn from members of the EU, although one section of the course focuses on transformation in Central and Eastern Europe.

Teaching: 40 hours of Lectures. One-hour classes weekly in MT and LT. Written work: Students will be expected to produce a minimum of four class essays during the year and will also be expected to give class papers. Reading list: P Cheshire & D G Hay, Urban Problems in Western Europe, 1989; J Cole & F Cole, A Geography of the European Union, 1997; A M El-Agraa, The European Union: Economics and Policies, 2000; R Hudson, Divided Europe: Society and Territory, 1998; A Rodriguez-Pose, The European Union: Economy, Society and Polity, 2001; L Rodwin & H Sazanami, Industrial Change and Regional Transformation: the Case of Western Europe, 1991; D Turnock, East Central Europe and the Former Soviet Union: Environment and Society, 2000.

Assessment: Three-hour unseen examination paper (100%).

GY120

The Natural Environment

Teachers responsible: Professor D K C Jones, S417 (LT and ST) and P Wright, S417A

Pre-requisites and excluded combinations: None.

Core syllabus: The description and analysis of the Planet Earth as the home of human societies. Such an analysis involves consideration of the solid earth, the gaseous envelope, the hydrosphere and the biosphere and examination of how they have evolved, interact, change and are influenced by extra-terrestrial factors.

Content: Three themes - material properties, processes and fluxes and environmental change - are studied in the context of the biosphere, atmosphere, hydrosphere and the lithosphere. From this, an appreciation of environmental evolution is developed to serve as a basis for evaluating the two way interaction between humans and the environment. The course consists of the following sections, the order of which may be varied depending on the Availability of teachers.

A. Introduction: The systems approach and its application to environmental studies. The structure and functioning of the Earth as a set of systems (The Geosystem). Ecosystem concept. Biogeochemical cycles. Humans and the ecosphere: Introduction to hazards and resources.

B. The Biosphere: World biomes. Energy transfers: primary production, photosynthesis, energy flows in ecosystems. Global biogeochemical cycles. Nutrient cycling, trophic levels and decomposition. Soils: formation and types, management problems, erosion. Vegetation changes: succession and causes of change

C. The Atmosphere and Hydrosphere: Composition and nature of the atmosphere. Global energy budget. Circulation and climate. Cloud formation and precipitation. Hydrological cycles. General introduction to hydrology. Flooding as a hazard.

D. The Lithosphere: General structure and composition of the Earth. Mechanisms of plate tectonics. Plate tectonics and large-scale landforms. Volcanoes and earthquakes.

E. Geosystem Change over Time and Space: Catastrophism versus Uniformitarianism. Introduction to global environmental change. The establishment of deep time. The evolution of the Earth and Solar System. Evolution of the biosphere, mass extinctions and Gaia. Climate change. Sea-level change.

the year and give class papers. Huggett, Catastrophism, 1997.

GY121

E Neumayer S416 Pre-requisites and excluded combinations: Compulsory for BSc Environmental Policy with Economics degree, and an optional course for non-Geography students where permitted by regulations. It is not available for BA Geography students, who have to take GY100 Environment, Economy and Society Core syllabus: The purpose of the course is to introduce students to the key debates in environmental change and sustainable development, which will form the basis for future courses in environment at the LSE. The key theme of the course is to discuss the nature and importance of environmental change; the so-called 'human impact' on the physical environment; and the dilemmas these raise for practical environmental management. From this, core policy approaches from economic, political, and social analysis will be advanced in order to introduce students to further courses available in the second and third years. Content: The course will have three main sections. The first section, which will be shared by GY100 students, addresses key underlying themes in environmental change and sustainable development, including population growth, resource scarcity, and limits to growth. The second section will look more closely at the geographical basis to environmental change and conceptions of sustainability, focusing closely on concepts of natural hazards, ecological fragility, and the nature and significance of human impacts. This section will consider case studies from contemporary environmental debates such as tropical moist forest destruction, wetlands conservation, and the ecological challenges facing developing countries. The third section will discuss the unifying themes of debate about sustainable development, applying these themes to global trade and investment, urban sustainability, and environmental decision-making. The course will also include a short period of fieldwork conducted in the London metropolitan area, aiming to compare different indices of sustainable development, and the influence of place upon the perceived need for environmental management. Teaching: Lectures twice weekly ML; Classes weekly ML. Written work: Students will be expected to produce a minimum of three essays during the year and will also be expected to give class papers. Reading list: There are a variety of texts available for this course, but some of the more prominent include: P Atkins, I Simmons & B Roberts, People, land and time: an historical introduction to the relations between landscape, culture and environment, Arnold, 1998; A Goudie (Ed), The Human Impact Reader, Blackwell, 1997; A Goudie, The Human Impact On the Natural Environment, Blackwell, 2000; J Kasperson, R Kasperson & B L Turner (Eds), Regions at risk: comparisons of threatened environments, United Nations University Press, 1995; J Kasperson & R Kasperson (Eds), Global Environmental Risk, United Nations University Press, 2001; L Owens & T Unwin (Eds), Environmental Management, Blackwell, 1997; M Redclift, Wasted, Earthscan, 1996; J Rees, Natural Resources: economics, allocation

Global Environment Outlook 3, UNEP, 2002. London to be submitted at the end of LT.

GY140

Methods in Spatial and Social Analysis Teacher responsible: Mr Kevin Burchell, S417a Pre-requisites and excluded combinations: None. Core syllabus: An introduction to, and evaluation of, a range of methods

Teaching: 40 one hour lectures in the MT and LT; weekly one-hour classes in the MT, LT and ST; and a weekend field course in the LT.

Written work: Students will be expected to produce three essays during

Reading list: T H van Andel, New Views on an Old Planet, 1994; R G Barry & R J Chorley, Atmosphere, Weather and Climate, 1998; A Mannion, Natural Environmental Change, 1999; R C Ward & Robinson, Principles of Hydrology, 1990; I D White, D N Mottershead & S J Harrison, Environmental Systems: An Introductory Text, 1992; J Chapman & M J Reiss, Ecology. Principles and Applications, 1992; K Pickering & L A Owen, Global Environmental Issues, 1994; J E Lovelock, The Ages of Gaia, 1988; R

Assessment: Three-hour unseen examination in the ST (75%), with the remaining 25% divided between project work carried out in a weekend field course in the LT and a 1,500 word essay submitted in the ST.

Environmental Change and Sustainable Development

Teacher responsible: Dr M Mason S510. Other teachers involved: Dr G Atkinson S412, Professor Y Rydin S413, Professor D K C Jones S405 and Dr

and policy, Routledge, 1991; United Nations Environment Programme, Assessment: Three-hour unseen examination (75%); and the submission

of an essay (25%) based upon socio-environmental fieldwork conducted in

of analysis, including the use of IT, currently used in the construction of geographical knowledge.

Content: Philosophical approaches to geography. Information sources: primary and secondary. Qualitative and quantitative approaches. Geographical data. Descriptive statistics. Index construction. Map design and analysis. Computer-aided mapping. The normal distribution. Designing and administering questionnaires. Inferential statistics (Chi square, t-test, correlation). Fieldwork as a geographical method.

Teaching: Lectures: GY140, 1 hour, weekly, ML. Classes: GY140A, 2 hours, weekly, ML. Compulsory fieldwork: One week, London, Week 10 of LT.

Written work: Five written practical projects during the year including a field work report.

Reading list: D Ebdon, Statistics in Geography, 1985; R Flowerdew & D Martin (Eds), Methods in Human Geography, 1997; M Monmonier, How to Lie with Maps, 1996; A Oppenheim, Questionnaire Design, Interviewing and Attitude Measurement, 1992. A number of more specialised texts will be recommended.

Assessment: (i) A formal two-hour examination; two questions from six (40%); (ii) Four practical exercises (40%); (iii) Field work report (20%).

GY200

Economy, Society and Space

Teacher responsible: Dr Andy C Pratt, S410. Other teacher involved, Dr D Perrons, S506b

Pre-requisites and excluded combinations: None.

Core syllabus: The social organisation of economic restructuring; changing working practices; social-spatial stratification and social exclusion in terms of gender, race and class; housing; informal economies; globalisation and time-space compression; the rural and the urban.

Content: Risk society, Regulation Theory, Welfare regimes, Third System, Social stratification, Work, Time-Space and everyday life, Home, Space and Place, Technology and socio-economic transition. Further details will be provided at the start of the session.

Teaching: Lectures: weekly ML; Classes: fortnightly ML.

Written work: Students will be expected to prepare written work for fortnightly classes, students will be required to write up two class reports per term as essays; this written work will provide a basis for formative assessment. Reading list: U Beck, The future of work, Polity, 2000; M Castells, The rise of the network society, Blackwell, 1996; G Esping-Andersen, The three worlds of welfare capitalism, Polity, 1990; H Jarvis et al The secret life of cities, Pearson, 2001; A Lipietz, Towards a new economic order, Polity, 1992.

Assessment: A formal three-hour examination (3 questions from 9): 75%; a course essay of 2,000 words submitted on the first Tuesday of the ST in the course box (outside S413): 25%. Details of the style and layout will be provided at the start of the session.

GY201

Location and Spatial Analysis

Teacher responsible: Dr H Overman, 5511

Pre-requisites and excluded combinations: This course is intended primarily for students on the BA in Geography and BSc in Geography with Economics. Available in other degree courses as permitted by regulations. Economics A is normally a prerequisite.

Core syllabus: This course provides students with a theoretical and empirical understanding of spatial economic processes and how these influence the behaviour of firms and households and the wider economy.

Content: Topics covered include: The function of cities and the urban system in the context of markets, exchange and specialisation; the economic logic of subnational analysis; the determinants of inter and intra regional location and of urban structure, including static and dynamic aspects and sources of agglomeration and dispersion; patterns of urban land use and the economic impact of land use planning; spatial economic adjustment mechanisms - trade and mobility; multinational companies.

Teaching: 40 hours of lectures and 10 x 1 hour classes over the MT and LT. Written work: Students will be expected to prepare presentations and hand-in two essays based on class presentation each term.

Reading list: Detailed reading lists will be given out at the beginning of the course. Reading will include journal articles. Some important items include: T W Bogart, The Economies of Cities and Suburbs, Prentice Hall, 1998; P McCann, Urban and Regional Economics, OUP, 2001; J McDonald, Fundamentals of Urban Economics, Prentice Hall, 1997; T Pugel & P Lindert, International Economics, McGraw Hill, 2000; P Dicken & P E Lloyd, Location in Space (3rd edn), Harper Collins Academic, 1990; P Krugman, Geography and Trade 1991

Assessment: A formal three-hour written examination in the ST (75%) and one x 2,000 word essay (25%).

GY202

Introduction to Development in the South

Teacher responsible: Professor S Corbridge, S407. Other teacher involved, Dr S Char

Pre-requisites and excluded combinations: 2nd year option for

Bachelor's degrees in Geography. Other 2nd and 3rd year students may take this course as permitted by the regulations for their degrees

Core syllabus: An introduction to analysing the South, and its geographical variability. The course focuses on key 'development problems', and how these are addressed by different stakeholders, including households, governments, international development agencies and civil society organisations.

Content: Defining 'Development', the 'Third World' and the 'South'; Development theories and models; Post-Development; Aid; Trade; Environment and sustainability; Agricultural development and the Green Revolution: Industrialisation; Population and family planning; Migration; Urbanisation and urban policies; Land, housing and urban services; Employment and incomes; The conceptualisation and measurement of poverty; Debt, Structural Adjustment and household livelihood strategies; Children in cities; Nutrition, health and health care; Education; Community participation in planning, civil society organisations and NGOs.

Teaching: 30 lectures (GY202), two per week for eight weeks of MT and first eight weeks of LT. Fortnightly classes (GY202.A) MT and LT.

Written work: Students will be expected to produce a total of three essays during the MT and IT, and also to prepare class presentations.

Reading list: Although a specialised lecture-by-lecture reading list will be handed out at the start of the course, useful general texts are: V Desai & R Potter (Eds), The Companion to Development Studies, Edward Arnold, 2002; J Dickenson et al Geography of the Third World (2nd edn), Routledge, 1996; A Gilbert & J Gugler, Cities, Poverty and Development (2nd edn), Oxford University Press, 1992; D Simon & A Närman (Eds), Development as Theory and Practice, Longman, 1999; A Szirmai, Economic and Social Development, Prentice Hall, 1997; UNCHS (Habitat), Cities in a Globalising World: Global Report on Human Settlements, 2001, Oxford University Press; UNDP, Human Development Report, Oxford University Press, published annually; World Bank, World Development Report, Oxford University Press, published annually.

Assessment: One 2,000 word essay to be submitted last week of LT (25%); a three-hour unseen examination paper in the ST, three questions out of nine (75%).

GY205

Political Geographies, Policy and Space

Teacher responsible: Dr M M Low, S512. Other teacher involved: Professor I R Gordon, S513

Pre-requisites and excluded combinations: None.

Core syllabus: An introduction to the relevance of a geographical perspective for explanation of contemporary political processes, and of a political perspective for explanation of contemporary geographies, at scales from the local to the global.

Content: Part A. Political Geographies: states, citizenship, democracy: theories of the state and local state; geopolitics and the world order; citizenship rights, migration and national 'closure': nationalism, territory and identity; geographies of representation; globalisation and governance. Part B. Policy Geographies: urban problems, analysis and action: perspectives on policy-making; Victorian urbanisation and institutional responses; physical, social, economic, political and integrative approaches to post-war British cities; implementation processes; geographic knowledge and urban policy.

Teaching: 32 hours of lectures and 10 x one-hour classes (fortnightly). Written work: Students will be expected to submit one essay per term of up to 1.500 words.

Reading list: Detailed reading lists will include journal articles, but indicative texts include: K R Cox, Spaces of Globalization, 1997; J Agnew & S Corbridge, Mastering Space, 1995; M Hill, The Policy Process, 1993; B Robson, Those Inner Cities, 1988; P Healey et alManaging Cities, 1995. Assessment: 25% course work (one essay of 2,000 words), 75% unseen three-hour examination in the ST.

GY220

Environment: Science and Society

Teacher responsible: Dr M Mason, 5510. Other teachers involved, Professor Y Rydin, S413, Professor D K C Jones, S417, Dr A Gouldson, S414 and Mr K Burchell, S417a

Pre-requisites and excluded combinations: None.

Core syllabus: An analysis of the debates concerning the nature, cause, and effects of, and the alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies.

Content: Normally the course consists of the four following elements although the specific Content, order and relative proportion may change with staff Availability. Part A: Current policy approaches to dealing with environmental problems. Introduction to debates in social approaches to science and scientific knowledge. Part B: An analysis of the varied two-way interactions between human societies and the physical (natural) environmental systems. Environmental hazards and the IDNDR. Consideration of current concerns regarding issues of global environmental change including the CO2 'Greenhouse Effect', stratospheric ozone depletion, desertification, soil resource depletion, destruction of topical rainforests,

genetic manipulation and biotechnology. Part C: Alternative approaches to analysing environmental issues in relation to science and society Teaching: Lectures: (GY220) Two lectures per week in the MT and LT.

Classes (GY220.A): Ten classes at fortnightly intervals. Written work: Students will be expected to produce a minimum of four essays during the year and will be expected to give class papers.

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: G T Miller (Ed), Living in the Environment 2000; R M Harrison (Ed), Understanding Our Environment, 1999; J. McCormick, Acid Earth, 1997; A. M. Mannion, Dynamic World: Land Cover and Land-Use Change, 2002; United Nations Environment Programme, Global Environment Outlook 3, 2002; C L Harper, Environment and Society, 2002; A Goudie (Ed), The Human Impact Reader, 1997; L Owen & T Unwin, Environmental Management, 1997; K Smith, Environmental Hazards, 2001.

Assessment: A formal three-hour unseen examination paper (75%) and a course essay of no more than 2,000 words (25%).

GY222

Economic Analysis of the Environment

Teacher responsible: Dr G Atkinson, 5412. Other teacher involved, Dr E Neumaver, S416

Pre-requisites and excluded combinations: 2nd year core course for BSc Environmental Management and Policy and BSc Environmental Policy with Economics

Core syllabus: An introduction to the use of economic principles in the analysis of environmental change and natural resource use. The evaluation of regulatory and market based instruments in controlling pollution. Economic growth and sustainable development. Valuation of environmental benefits. Managing global environmental resources. Environment and development.

Content: Public policy and the environment. Regulatory vs market based instruments for controlling pollution. Natural resource use. Economic growth, sustainability and the environment. Economic valuation and the environment. The economics of global environmental problems. Trade, debt, adjustment and the environment.

Teaching: 20 lectures, weekly ML, 18 classes, eight during MT and 10 during

Written work: Students will be expected to produce a minimum of two (non-assessed) essays during the year and will also be expected to give class presentations.

Reading list: Detailed reading lists will be provided to support each course component. For an overview and introduction to the main issues covered by the course students may wish to consult the following: R K Turner et al Environmental Economics: An Elementary Introduction, 1994; J A Lesser et al Environmental Economics and Policy, 1996; J Kahn, The Economic Approach to Environmental and Natural Resources 1998: T Tietenberg Environmental and Natural Resource Economics, 1996; G Atkinson et al Measuring Sustainable Development: Macroeconomics and the Environment, 1997; D W Pearce, Blueprint 4 1995; E Neumayer, Weak Versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms, 1999; E Neumayer, Greening Trade and Investment Environmental Protection without Protectionism, 2001.

Assessment: A formal three-hour unseen written examination in the ST counting (75%). An assessed course essay (maximum 2,000 words) (25%).

Research Techniques (Spatial, Social and Environmental) Teacher responsible: Dr M Low, S512. Other teachers involved, Dr S Gibbons, S509, Mr P Wright, S417a, Professor Y Rydin, S413 and Dr G

Jones, S506a Pre-requisites and excluded combinations: None.

Core syllabus: This course aims to prepare second year students, who already have a grounding in social science methodology, to undertake individual research projects. It examines the methodologies used in Geographical research and evaluates their application to different kinds of research problems. It considers the choice of methodology to be used in the student's own Independent Research Project (IRP) and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

Content: The course combines a variety of different approaches to social science methodology including: (i) Underlying debates in philosophy and methodology for research in geography: research and project design: research ethics, including ethical concerns when conducting fieldwork. (ii) Quantitative analysis: using computer- and internet-based bibliographic databases; statistical computer packages: linear regression models; hypothesis testing. (iii) Basic principles of Geographical Information Systems (GIS), including the use of relevant information technology. (iv) Policy analysis. (v) Qualitative analysis: grounded theory; structured and

unstructured interviews; textual and discourse analysis; participant observation. (vi) Introduction to the Independent Research Project (IRP), (vii) Presentation techniques and written and oral skills. (viii) Application of research skills in the field.

Teaching: 20 one hour lectures and 20 two hour classes/practicals in ML. There will be a residential field course, possibly outside the UK, which may take place during the Easter vacation.

Written work: Students will be expected to produce a minimum of four essays or practical exercises during the year and will be expected to give class papers.

Reading list: Reading lists will be available for each part of the course. Basic texts include: J Bell, Doing your Research Project - Guide for first time researchers in education and social science (2nd edn), 1993; J Burt & G Barber, Elementary Statistics for Geographers, 1996: I Herwood, S. Cornelius & S Carver, An Introduction to GIS, 1998; P Kennedy, A Guide to Econometrics, 1985; S Kvale, Interviews: An introduction to qualitative research interviewing, 1996; A MacEachren, Some truth with maps: a primer on symbolization and design, 1994; A Strauss & J Corbin, Basics of qualitative research: Grounded theory procedures and techniques, 1990. Assessment: Two-hour unseen examination 50%, coursework 45%, IRP proposal and its oral presentation 5%.

GY300

Europe and the Global Economy

Teacher responsible: Dr Steve Gibbons, \$509 Pre-requisites and excluded combinations: Optional course for Geography and Environment, European Studies and Management students. Open to other students as permitted by the regulations for their degrees. Core syllabus: Contrasting patters of national and regional development and socio-economic structures in Europe.

Content: An analysis of the forces of change deriving from trends in Europe's global role and context: international trade, foreign investment, product and service development, international integration, urban change and administrative reforms. The economic development impacts of integration and enlargement and of transition from centrally-managed to market economies in Eastern Europe. The role of technological change and human resources in the economic performance of the regions, and Europe as a whole. An analysis of international, national and local aspects of economic development and restructuring with reference to Europe. Teaching: Lectures weekly. Classes fortnightly.

Written work: Students will be expected to produce a minimum of four class essays during the year and will also be expected to give class papers. Reading list: H Armstrong & P Taylor, Regional Economics and Policy, 2000; R J Bennett & A McCoshan, Enterprise and Human Resource Development, 1993; P Dicken, Global Shift: Transforming the World Economy, 1998; A M El-Agraa, The European Union: Economics and Policies, 2000; R Hudson, Divided Europe: Society and Territory, 1998; A Rodriguez-Pose, The European Union: Economy, Society and Polity, 2002; L Tsoukalis, The New European Economy Revisited, 1997. Assessment: Three-hour paper (75%) and one extended essay of 2,500 words to be handed in at a specified date in the ST (25%)

GY301

Political Geography of Development and the South Teacher responsible: Dr G A Jones, S506a. Other teacher involved, Professor S Corbridge, \$407

Pre-requisites and excluded combinations: None. Core syllabus: A critical analysis of the politics of contemporary development processes in the South and the global interests which influence them. Course considers development as both practical pursuit and as a series of discourses and representations Content:

1. Standard Narrative: an introduction to geopolitics and geography, the 'end of empire' and rise of 'American century', the discovery of the 'Third World' and developmental nation-state, the Cold War, authoritarianism and democracy, socialist development.

2. Narrative Under Threat: corruption, debt crisis, globalisation, rogue states, post-development and irrelevance.

3. Critical Geopolitics: post-colonialism, media, anti-geopolitical eye, chronoscapes, 'new' barbarians (ethnocide, drugs, refugees, disease). Teaching: Lectures: weekly ML; Classes: fortnightly ML. Written work: Students are expected to complete four class essays during the year and give at least one short presentation subject to student numbers. Reading list: No one book covers the syllabus, students will be expected to read widely especially of appropriate journals, and detailed lists will be

provided at start of course.

Assessment: a) A formal three-hour examination (three questions from nine) (75%); b) One 2,500 word essay submitted in ST (25%).

GY302

Urban Development: Politics, Policy and Planning Teacher responsible: Dr M Low, S512. Other teachers involved. Dr G A

Jones, S506a and Dr A Thornley, S420

Pre-requisites and excluded combinations: None.

Core syllabus: Theories and processes of urban politics and governance. Urban problems and policy responses in developed and developing countries, within an institutional and political framework.

Content: 1. Urban government in the UK and USA. Theories of urban politics. Politics of urban fiscal problems and local economic development policy. Management of urban social issues.

2. Planning issues in Britain, eg urban containment, control of retail development, participation,

3. The developing world. Self help housing. Access to land and the affordability crisis. The New Institutional Agenda: World Bank and privatisation. Micro-finance, NGOs and community. Radical planning.

Teaching: 10 one-hour lectures (GY302) in ML; 20 one-hour lectures in LT;10 one-hour classes (GY302.A) in ML/LT/ST (alternative weeks starting week 3). A field excursion in ST.

Written work: Students should produce three essays during the year and give class presentations

Reading list: D Judge et al, Theories of Urban Politics, 1995; S Fainstein, The City Builders, 2001; S Body-Gendrot, The Social Control of Cities?

1999; A Thornley, Urban Planning under Thatcherism, 1993; J B Cullingworth & V Nadin, Town & Country Planning in the UK, 1997; K Datta & G A Jones (Eds), Housing and Finance in Developing Countries, 1999; N Devas & C Rakodi (Eds), Managing Fast Growing Cities, 1993; N Harris, Cities and Structural Adjustment, 1996.

Assessment: Three-hour unseen examination in the ST (75%) and a course essay of no more than 2,500 words (25%).

GY303

The Geography of Gender: Global Perspectives

Teacher responsible: Dr Diane Perrons, S506b. Other teacher involved. Dr Sharad Chari

Pre-requisites and excluded combinations: 3rd year option for Bachelor's degrees in Geography, and other degrees as permitted by regulations. It would be an advantage if students have some grounding in gender and/or development issues from a second year course such as GY200 Economy, Society and Space, or GY202 Introduction to Development in the South

Core syllabus: An analysis of the geography of gender in the advanced capitalist economies and in the developing world. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts.

Content: MT:Gender in the Western World - Global women: theorizing gender inequality, gender divisions in the new economy: Gender mainstreaming in the European Union: Gendered space: city spaces, safety and urban design.

LT: Gender in developing countries - Comparative Assessments of gender and the 'status of women'; Fertility and reproduction; Households and families: Housing, health and urban services: Gender divisions in formal and informal employment; Gender-selective migration; Gender and development policy.

Teaching: Lectures (GY303) weekly ML; Classes (GY303.A) fortnightly ML starting in week two of MT.

Written work: Students will be expected to produce one essay per term, and will also be expected to give class papers.

Reading list: No one book covers the entire syllabus, but the following are useful basic reading:

MT: H Bradley, Gender and Power in the Workplace: Analysing the Impact of Economic Change, St Martin's Press, 1998; R Fincher & J Jacobs, Cities of Difference, The Guilford Press, 1998; L McDowell, Gender, Identity and Place: Understanding Feminist Geographies, Polity, 1999; J Rubery, M Smith & C Fagen, Women's Employment in Europe: Trends and Prospects, Routledge New York, 1999; M Daly & K Rake, Gender and the Welfare State, Polity, 2003; B Ehrenrich & A Hochschild, Global Women, Granta, 2003.

LT: H Afshar & S Barrientos, Women, Globalisation and Fragmentation in the Developing World, Macmillan 1999; S Chant with N Craske, Gender in Latin America, Latin American Bureau, 2003; D Elson (Ed), Male Bias in the Development Process (2nd edn), Manchester University Press, 1995; C Jackson & R Pearson (Eds), Feminist Visions of Development, Routledge 1998; N Kabeer, Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals, Commonwealth Secretariat, 2003.

Assessment: One extended essay of 2,500 words to be handed in first week of ST (25%); One written exam (three questions out of nine) (75%).

GY305

Applied Location and Spatial Analysis

Teacher responsible: Dr H G Overman, S511. Other teachers involved, Dr S Gibbons, S509 and Professor I Gordon, S513

Pre-requisites and excluded combinations: Intended for 3rd year BSc Geography with Economics. Also available for BA Geography. Students should have taken one or more from: EC100, GY201, GY222

Core syllabus: To develop theoretical and empirical understanding of spatial

economic processes in order to study and evaluate a wide range of issues and policies. Material covered in second year courses will be developed and applied to current policy issues. There will be a particular emphasis on urban and regional growth and business and worker location decisions.

Content: Topics covered include: Empirical tools for the analysis of location and development. Urban and regional development and growth - theory, measurement and policy. Globalisation and the location of economic activity. Analysis of household location and transportation decisions. Migration, commuting and unemployment. Case studies will be drawn from selected regions, cities and sectors.

Teaching: 40 hours of Lectures and 10 x one-hour Classes (fortnightly). Written work: Students will be expected to produce a minimum of three essays during the year.

Reading list: A detailed reading list will be given out at the beginning of the course. Reading will include journal articles and policy documents. Some important items include: E Mills & B W Hamilton, Urban Economics (5th edn); H Armstrong & J Taylor, Regional Economics and Policy (3rd edn); W Isard et al Methods of Interregional and Regional Analysis.

Assessment: A formal three-hour unseen examination paper (75%) and one essay of no more than 2,500 words (25%).

GY320

Environmental Risk Management

Teachers responsible: Professor D K C Jones, S417, (LT and ST, K Burchell, 5417A)

Pre-requisites and excluded combinations: None

Core syllabus: Environmental risk is an extremely broad field covering the likelihood of harm/loss emanating from society, technology and the biogeophysical environment. This course analyses the nature, causes and affects of the main environmental hazards and the responses/adjustments made by affected individual/groups/societies, prior to considering the basic elements and debates within the field of environmental risk, including risk Assessment and management.

Content: (NB: The order may be varied depending on the Availability of teachers.)

. The nature of hazardous events, hazard, risk, vulnerability and disaster. The Hazard and Risk Archipelagoes;

2. Analysis of costs and impacts. Significance of hazards from global, local and social perspectives. United Nations International Decade for Natural Disaster Reduction and International Strategy for Disaster Reduction. Explanatory paradigms, myths;

- 3. Adjustment choices:
- 4. Prediction, futurology, zoning and micro-zoning;
- Forecasting and warning systems
- Structural and non-structural adjustments:
- Emergency action, relief and refugees; Financial responses and insurance. The value of life;
- 9. Hazard and economic development, hazard as opportunity, hazard and
- underdevelopment;

10. Risk perception and risk communication;

11. Sociological and scientific conceptions of risk; 12. Environmental risk Assessment:

13. Probabilities and logic diagrams

Teaching: Two lectures per week ML; Ten classes at fortnightly intervals. Written work: Students will be expected to produce three essays during the year and give class papers.

Reading list: K Hewitt, Regions of Risk, 1997; K Smith, Environmental Hazards, 2000; P Blaikie et al, At Risk - Natural Hazards, People's Vulnerability and Disasters, 1994; J Adams, Risk, 1995; Royal Society, Risk: Analysis, Perception and Management, 1992; DOE, A Guide to Risk Assessment and Risk Management for Environmental Protection, 1995; R E Hester & R M Harrison (Eds), Risk Assessment and Risk Management, 1998; R Lofstedt & L Frewer (Eds), Risk and Modern Society, 1998; Red Cross/Red Crescent, World Disasters Reports, (Annual); P Pritchard, Environmental Risk Management, 2000.

Assessment: A formal three-hour unseen examination in the ST (75%) together with a course essay of no more than 2,500 words (25%).

GY321

Environmental Politics and Policy

Teacher responsible: Dr M Mason, S510. Other teachers involved, Dr A Gouldson, S414 and Professor Y Rydin, S413

Pre-requisites and excluded combinations: Available to all Geography and Environment 3rd year students and to other students as permitted by the regulations for their degrees.

Core syllabus: An analysis of the issues, actors, structures and processes that shape the nature of environmental politics and the character and influence of the policy process in different settings.

Content: The Evolution of Environment as a Policy Issue; Institutional Structures, Actors and Networks; Science, Public Opinion, the Media; Environment Pressure Groups; Interest Group Mediation and Agenda Setting; Decision Making: Structures and Processes; Policy Instruments and the Policy Mix; Regulatory Styles, Implementation and Enforcement; Evaluation; Policy Learning and the Capacity for Policy Reform; Case studies at different levels of the policy process, including International Environmental Policy.

Teaching: A weekly lecture accompanied by a weekly seminar through the MT and LT.

Written work: Three non-assessed class essays/projects of 1,500 words and one assessed course essay of 2,500 words.

Reading list: J Connelly & G Smith, Politics and the Environment, 2002; K Hanf & A-I Jannsen, Governance and Environment in Western Europe, 1998; A Gouldson & J Murphy, Regulatory Realities, 1998; N Carter, The Politics of the Environment, 2001; N Vig & R Axelrod, The Global Environment: Institutions, Law and Policy, 1999.

Assessment: There is a three-hour formal examination (75%) in the ST. In addition there is a course essay (25%) of 2,500 words maximum.

GY323

Environmental Assessment and Management Teacher responsible: Dr Andy Gouldson, S414

Pre-requisites and excluded combinations: Available to all Geography and Environment 3rd year students and to other students on approva Aims: To examine the key principles, concepts, tools and techniques of environmental assessment and management. To develop a critical understanding of the way such concepts and techniques are employed by the government and industry and to provide an assessment of the related outcomes.

Learning outcomes: Upon completion of the course students should i) have a detailed understanding of the nature of the different techniques of environmental assessment and management and of the factors that shape the performance of these techniques both in theory and in practice and ii) be able to communicate their understanding of these factors both verbally and in written form.

Core syllabus: An analysis of various techniques including environmental impact assessment, strategic environmental assessment, cost benefit analysis, environmental management systems and life cycle assessment. Content: 1. The Concepts and Principles of Environmental Assessment and

Management. 2. Economic Assessment Techniques and Cost Benefit Analysis. 3. Environmental Impact Assessment and Techniques for Project Appraisal, 4. Strategic Environmental Assessment and Techniques for Policy Appraisal, 5, Industrial Development and the Environment: Techniques for Technology Assessment. 6. Industrial Development and the Environment: Techniques for Process Management. 7. Industrial Development and the Environment: Techniques for Product Management.

Reading list: No single text covers all aspects of the course but students may wish to consult the following: R Gray et al, Accounting for the Environment; R Welford & A Gouldson, Environmental Management and Business Strategy, 1993; T Jackson, Material Concerns, 1996; P Hawkens et al.Natural Capitalism (1999).

Teaching: The course will consist of a weekly lecture accompanied by a weekly seminar. There will also be at least one industrial visit as part of the course. Written work: Three non-assessed class essays of 1,500 words and one assessed essay of 2,500 words.

Assessment: A formal three-hour unseen written examination in the ST counting for 75%, together with a course essay (maximum 2,500 words) counting for 25%.

GY340

Geographical Information Systems

Teacher responsible: Mr Peter Wright, S417A

Pre-requisites and excluded combinations: Available to General Course students. Third Year option for Bachelor's degrees in Geography and Environment, and to other students as permitted by the regulations for their degrees. It would be an advantage if students are familiar with computing and handling geographical data to the level of GY240 Research Techniques (Spatial, Social and Environmental). Additional work is required at the beginning of the course to reach this standard.

Core syllabus: Main principles of GIS. Spatial representation in GIS. Map generalisation. Data quality. Analytical functions of a GIS. General principles of Remote Sensing. Digital Terrain Modelling. The future of GIS.

Content: The first two weeks will introduce the main principles of GIS and review material to the level of GY240. The course then covers sever main areas:

1. Spatial representation in GIS: What is special about spatial data. Spatial data input into a GIS. Handling natural objects with indeterminate boundaries. Principles of fuzzy logic.

2. Map generalisation: Scale and generalisation. Modifiable Areal Unit Problem. Automating map generalisation. Generalisation errors.

3. Data quality:: Data quality parameters. Types of error. Sources of error. Error propagation. Digitising error and how to combine it with other sources of error. Legal aspects of mapping and GIS.

4. Analytical functions: Spatial query and analysis using GIS. Interfacing models with GIS. Spatial decision support systems.

5. Remote sensing: General principles of RS and RS sensors and platforms. Spectral signatures. From data to information: image processing. Raster data interoperability

6. Digital Terrain Modelling: The role of representations of terrain in environmental modelling and landscape visualisation. Interpolation methods and quality Assessment. 7. Future of GIS: Geographical Information Science. State-of-the-art

applications of GIS. Main challenges to be solved. Teaching: Lectures: GY340, one-hour weekly; Classes: GY340.A, two-hour alternate weekly ML (starting week 2 of ML).

Written work: 2,500-word essay reviewing relevant literature in a field of application of GIS, and two GIS projects (2,000 words each). Reading list: A full list of references is provided for each part of the course. Key textbooks include: P Burrough & R McDonnell, Principles of Geographical Information Systems, OUP 1998; I Heywood, S Cornelius & S Carver, An introduction to Geographical Information Systems, Longman 1998; J Jensen, Remote sensing of the environment: an earth resources perspective, Prentice Hall 2000; P Longley, M Goodchild, D Maguire & D Rhind, GIS: Principles, technical issues, management issues and applications, Wiley, 1999; P Longley, M Goodchild, D Maguire & D Rhind, Geographical Information Systems and Science, Wiley, 2001; D Martin, Geographic information systems: socioeconomic applications, Routledge 1996; J Pickles (Ed), Ground truth: the social implications of geographic information systems, Guilford Press 1995; M Worboys, GIS: A computing perspective, Taylor and Francis 1995. Assessment: a) Formal two-hour examination (50%); b) Literature review essay (20%) submitted beginning of LT in submission box; c) Two pieces of GIS project work (15% each), submitted MT and LT, in submission box

GY350

Independent Research Project

Teachers responsible: Third year tutors Pre-requisites: For students required to or choosing to submit an independent research project ('IRP') as part of a Bachelor's degree within the Department of Geography and Environment. GY240 Geographical Research Techniques is a pre-requisite.

Core syllabus: A demonstration of geographical or environmental investigation conducted on an individual basis Content: Individual tutorials in MT and LT of the third yea

Teaching: Individual tutorials in the MT and LT of third year of study concerning problems encountered in geographical investigations in the field and in presentation of the findings.

Written work: Students will be expected to hand-in regular progress reports. Assessment: IRPs should not exceed 7,500 words, exclusive of appendices and other supportive material. Two bound copies of the IRP must be submitted to the Undergraduate Office in \$406.

HY101

The European Civil War 1890-1990

Teacher responsible: Dr R Boyce, E506 Availability: For first year historians. Available as an outside option where regulations permit

Core syllabus: An examination of the relationship between national

tensions and international conflict in Europe from the emergence of German economic power and imperialist restlessness in the 1890s to the collapse of the Soviet Bloc one hundred years later. Content: The course examines the relationship between the increase in social and economic tensions within the Powers of Europe from ca.1890 and the concurrent increase in nationalism, imperialism and the threat of war. It considers the initial effect of the Great War in suppressing domestic social conflict, and the implications of the breakdown of the home front, particularly in Russia. This is followed by consideration of the efforts of the Western Powers in the post-war period to reconstruct their internal political and economic systems in order to build defences against the left: and the rise of fascism in countries facing acute social crisis. The course examines the relationship between the inter-war fascist powers and aggression and the crises in the democratic capitalist powers and appeasement. The Popular Front movement and the Spanish Civil War are treated as instances of the wider European civil war. The main focus in the Second War period is the continuation of the struggle through collaboration and resistance. In the post-liberation period it is on the consolidation of liberal capitalist régimes in the West and Communist régimes in the East, the significance of American influence upon the re-shaping of Western Europe in the 1940s and 1950s, and the political project that informed moves towards European integration. This is followed by examination of the upsurge of student activism in 1968 in Eastern and Western Europe, the rise and fall of Eurocommunism, the recovery of democracy in southern Europe, and the breakdown of the Soviet-dominated Eastern bloc. Teaching: Twenty-two lectures (HY101) and twenty classes (HY101.A). Professor Preston, Dr Prazmowska and Dr Boyce. Written work: Students will be expected to write at least four essays and to present a number of brief class reports.

Reading list: A list of more specialised texts will be provided at the start of the course

M Mazower, Dark Continent: Europe's Twentieth Century; E Hobsbawm, Age of Extremes: The Short Twentieth Century, 1914-1991; F Claudin, The Communist Movement: from Comintern to Cominform; R Boyce & E M Robertson (Eds), Paths to War: New Essays on the Origins of The Soviet Union since 1917; P Preston, The Spanish Civil War; J Joll, Europe since 1870; M McCauley & D Sassoon, One Hundred Years of Socialism: The West European Left in the 20th Century; A J Mayer, Politics and Diplomacy of Peacemaking: Containment and Counterrevolution at Versailles 1918-1919; T Judt (Ed), Resistance and Revolution in Mediterranean Europe, 1939-1948; D Caute, Sixty-eight: The Year of the Barricades; C Gati, The Bloc that Failed: Soviet-East European Relations in Transition. Assessment: Three-hour written examination in the ST.

HY113

From Empire to Independence: the Extra-European World in the Twentieth Century

Teacher responsible: Dr Antony Best, E408

Availability: For first year and General Course students. Available as an outside option for first and second year students where regulations permit. Core syllabus: An introductory survey of events outside Europe in the twentieth century, with a particular emphasis on the collapse of the Western colonial empires, the development of relations between the West and new states within Asia, Africa and Latin America, and the rise of non-Western models of political development.

Content: The state of the European empires in the first half of the century; the Japanese challenge to the West; the Chinese revolution; Indian independence; the Palestinian issue and the birth of Israel; the decolonization process in Asia and Africa; the Japanese developmental state; US relations with Latin America; the rise of the non-aligned movement; the development of the Arab and non-Arab Middle East: American and Soviet relations with the Third World: postindependence South Asia: the modernization and underdevelopment debates: the development of ASEAN and the Asian 'tiger' economies; postindependence Africa; China under Mao and Deng; the rise of Islamic fundamentalism; the Gulf War and the Arab-Israeli peace process.

Teaching: Twenty-one lectures (HY113) and twenty-one classes (HY113.A). Lectures to be given by Dr Best, Dr Casey and Dr Chatterji

work: Students will be asked to write at least four essays and to present a number of brief class reports.

Reading list: W G Beasley, The Rise of Modern Japan (1990); J Darwin, Britain and Decolonization (1988); J P Dunbabin, International Relations since 1945, Vol. 1, The Cold War, the Great Powers and their Allies (1994Vol. 2, The Post-Imperial Age, The Great Powers and the Wider World (1994); D Fieldhouse, Black Africa, 1945-1980 (1986); Goldschmidt, A Concise History of the Middle East; R Holland, European Decolonization, 1918-81 (1985); W Keylor, The Twentieth Century World (1984); S Sarkar, Modern India, 1885-1947 (1983); J Spence, The Search for Modern China (1990); M Yapp, The Near East since the First World War (1991). Assessment: Three-hour written examination in the ST.

HY114

War and Society from the Renaissance to the Napoleonic Era, c1500-1815

Teachers responsible: Dr T Hochstrasser, E407 and others

Availability: Primarily for first year students, and General Course students, and as an outside option where regulations permit.

Core syllabus: A broad, thematic study of war and society from the early sixteenth century to the end of the Napoleonic Wars. It will include substantive analysis of the ethos, causes and impact of wars during this period, as well as the role of war in the development of states and national identities. At the heart of the course is the lively debate relating to the 'Military Revolution' in the West, which ranges from questions of tactics and weaponry, to absolutism and finance. However, attention will also be paid to the technological clashes between different cultures and systems across the globe, embracing the conflicts between European states and those in the Americas, Africa and Asia, as well as the Ottoman empire. National armies and navies will be studied and compared with irregular land and naval forces. Content: The course explores the dramatic impact of the almost continuous wars of European powers, not only within the continent, but throughout the globe. It examines the evolution of regular forces of states on land and sea; the changes in composition, size, tactics and weaponry, as well as changing defensive strategies adopted by different states. But it also seeks to evaluate the importance of irregulars such as guerrillas, pirates, militias and Cossacks, ranging from the Mediterranean to the Atlantic, from North America to the Ukraine. The enduring question of whether Europeans succeeded in establishing huge colonial empires due to military advantages will be analysed in some detail. A case study of the Ottoman empire offers interesting comparisons and broadens the analysis of ideological factors.

Among topics covered are the dynastic conflict between Charles V and Francis I: the Dutch revolt: the Armada: the Thirty Years' War: the Ottoman threat to Austria and Hungary; The wars of Louis XIV; Russia's emergence as a world power; the wars of Frederick the Great; Britain's colonial wars; the Revolutionary and Napoleonic Wars.

Teaching: There will be twenty lectures and twenty classes, as well as two revision sessions. Students are required to do some reading for each class. Written work: Three essays and two presentations will be required, one of which will be formally-assessed.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works include: M Howard, War in European History; G Parker, The Military Revolution: Military Innovation and the Rise of the West, 1500-1800; J Black, A Military Revolution? Military Change and European Society, 1550-1800; F Tallett, War and Society in Early Modern Europe, 1495-1715; J R Hale, War and Society in Renaissance Europe, 1450-1620; J Black (Ed), War in the Early-Modern World; M S Anderson, War and Society in Europe of the Old Regime, 1618-1789; G Best, War and Society in Revolutionary Europe, 1770-1870. The recommended surveys for the political background are: R Bonney, The European Dynastic States, 1494-1660; D McKay & H Scott, The Rise of the Great Powers, 1648-1815. Assessment: Three-hour written examination in the ST.

HY115

National Identity in the British Isles c1707-1951

Teacher responsible: Dr Simon Morgan and Mr Paul Mulvey, E600 Availability: For first year historians primarily and for General Course students, but not to be combined with HY201. Available as an outside option where regulations permit.

Core syllabus: A general thematic introduction to the history of the British Isles from the eighteenth to the mid 20th century, focusing on the flourishing 'national' and cultural history of Britain in this period.

Content: This course focuses on the construction of national identities in Britain, c1705-1951. It is concerned both with the emergence of 'Britishness' in the 18th century but sets this against the rise of alternative Welsh, Scottish, and Irish identities. It traces the development of patriotism under the impact of the wars against France (1793-1815), during the expansion of empire on the later 19th century, and in the First and Second World Wars. It traces both the integration of ethnic identities within British Empire but also looks at the emergence of separatist nationalism and Unionism in Ireland, the roots of Scottish and Welsh nationalism, and the rise of the colonial nationalism within the British empire.

Teaching: 20 lectures and 21 weekly classes to be given by Dr Morgan and others

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: L Colley, Britons: the forging of the nation state (1992); R Collis, Identify of England (2002); H F Kearney, The British Isles: a History of Four Nations (1989); K Robbins, Nineteenth Century Britain: Integration and Diversity (1988); G Newman, The Rise of English Nationalism (1986); R Samuel (Ed), Patriotism: the making and unmaking of British National Identity (3 vols, 1988); C Kidd, British Identities before nationalism: ethnicity and nationhood in the Atlantic World, 1600-1800 (1999); L Brockliss & D Eastwood (Eds), A Union of Multiple Identities? (1997); T M Devine, The Scottish Nation, 1709-2000 (1999); R F Foster, Modern Ireland, 1600-1972 (1989). Assessment: Three-hour written examination in the ST.

HY116

International History since 1890 Teacher responsible: Dr S Onslow, E507

Availability: Intended primarily for first-year undergraduates; also available to General Course students, and as an outside option where regulations permit. Core syllabus: The history of international relations from the 1890s through the 1990s. The course emphasises the changing character of international politics over the course of the 'long twentieth century'.

Content: The course aims to equip students with a comprehensive knowledge of international politics since 1890; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary world. Lectures and classes fall into six distinct chronological and analytical phases. The first segment covers the 'globalization' of the European balance-of-power system after 1890 through the advent of extra-European great powers: Russiain-Asia, Japan, and the United States, and the crisis and collapse of the system in the First World War. The second segment covers the failure of both attempts to tame the resulting chaos: Wilson's new vision of international politics and British and French efforts to reconstitute the 1914 world. The consequences of failure - the successful revolt against world order of four discontented powers, Imperial Japan, Fascist Italy, National Socialist Germany, and the Soviet Union and the outbreak of the 'second round of the German War', close the third phase. The fourth phase opens with the expansion of European war into global war and closes with the birth of a bipolar world dominated by the United States and the USSR. The ensuing era of superpower rivalry forms the tifth segment; themes covered include the origins of the Cold War in both Europe and Asia, decolonisation, European unity, the 'American war' in Vietnam, and the rise and fall of superpower détente. The final phase of the course examines the causes and consequences of the collapse of the Soviet empire, the rising power of China; and the fate of war and the state in the post-Cold War era.

Teaching: 22 weekly lectures (HY202, MLS) and 21 classes (HY202.A, MLS).

Written work: Students will be required to write three 2,000-word essays during the course of the year, two in MT and one in LT, from topics selected from the course examinations for the previous two sessions (available in the departmental public folders), and in addition to complete a one-hour mock examination in ST. Essays and mock examination do not form part of the final course assessment. But they are required components of the course, and students must complete them in order to be admitted to the course examination.

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and can also be found, along with other course materials, in the public folders. The following works offer useful background; students should consider reading one or two of them in advance: W R Keylor, The Twentieth Century World: an International History; C J Bartlett, The Global Conflict, 1880-1970; D Stevenson, The First World War and International Politics; P M H Bell, The Origins of the Second World War in Europe; Akira Iriye, The Origins of the Second World War in Asia and the Pacific; J P Dunbabin, International Relations since 1945 (2 vols).

Assessment: Three-hour written examination in the ST.

HY201

British History 1760-1914

Teacher responsible: Mr Paul Mulvey, E600 Availability: For second and third year historians. Other students may take

this course as permitted by the regulations for their degrees. 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 the reading list below.

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. While primarily concerned with parliamentary and extra-parliamentary politics, attention is also given to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relations.

Content: Politics in the age of George III, oligarchic and popular; movements of popular protest, radicalism and parliamentary reform; the changing social basis of political power; the development of political parties and their ideologies; the emergence of Labour; the Irish Ouestion: Britain's imperial and foreign policy; related themes in religious, economic, social, urban, cultural and women's history.

Teaching: Teaching is by a combination of lectures, classes and (most important) individual study and written work. The principal lecture course is HY201.

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 1830 (EH210).

Weekly classes (HY201.A) will be given during the MT and LT and during the first two weeks of the ST. Attendance at these classes is a course requirement. Written work: Students will be expected to produce at least four 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. A full bibliography will be provided at the beginning of the MT. I R Christie, Wars and Revolutions: Britain, 1760-1815 (Arnold); L Colley, Britons: The Forging of a Nation (1993); K T Hoppen, The Mid-Victorian Generation, 1846-86 (1998); M Bentley, Politics without Democracy: Britain, 1815-1914; N Gash, Aristocracy and People: Britain, 1815-1865 (Arnold); N McCord, British History, 1815-1906 (Oxford); R T Shannon, The Crisis of Imperialism, 1865-1915 (Granada); J Parry, The Rise and Fall of Liberal Government in Victorian Britain (1993). Assessment: Three-hour written examination in the ST.

HY202

International History since 1890 See HY116:

HY208

The History of the United States since 1783 Teacher responsible: Dr A Sked, E503

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. A commitment to work, an analytical mind, and an ability to write are pre-requisites. Core syllabus: A survey of the political, diplomatic, social, economic and tutional history of the USA since 1783.

Content: Topics covered will include the framing of the constitution; the establishment and development of federal institutions; the politics of the founding fathers; the 'age of good feelings'; Jacksonian democracy; slavery and the South; the Civil War; reconstruction; the moving frontier; the era of the 'robber barons'; populism and progressivism; Jim Crow; US imperialism; isolationism and world wars; the US and the Cold War; civil rights and the 'great society'; the war in Vietnam; politics and society in contemporary America. General interpretations of US history will also be covered. Teaching: One lecture and one class per week for 20 weeks, plus two revision classes

term and to write at least four essays. Reading list: Key works include: Hugh Brogan, The Pelican History of the United States of America; Bruce Collins, The Origins of America's Civil War; Eric Foner, Reconstruction, America's Unfinished Revolution, 1863-1877; Paul Kennedy, The Rise and Fall of the Great Powers, Economic Change and Military Conflict from 1500 to 2000; J M McPherson, Battle Cry of Freedom, The Civil War Era; B W Poulson, Economic History of the United States; A A Rappaport, A History of American Diplomacy; C van Woodward (Ed), A Comparative Approach to American History. Assessment: Three-hour written examination in the ST.

HY209

Consequences Teacher responsible: Professor P Preston Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. Core syllabus: An examination of the relationship between levels of social and economic development and political structures in Spain through a survey of the history of contemporary Spain in its European context from the revolutionary upheavals of 1917 to the consolidation of the Franco regime in the 1940s.

Content: The course traces the tensions between progressive and reactionary forces in Spain in the 20th century which culminated in the Spanish Civil War. It begins in the period of industrial take-off during the First World War, examining the consequent social upheaval and the imposition of the military dictatorship of General Primo de Rivera in 1923. Thereafter, it deals with the failure of the dictatorship, the breakdown of the democratic Second Republic, 1931-1936. The Spanish Civil War, 1936-1939 is dealt with in detail with considerable attention to its international context, its military course and the revolutionary events in the Republican zone. The social and political consequences of the war are considered in both their domestic and international contexts: the making of the Franco dictatorship; the relationship with the Axis; the consolidation of the relationship with the USA. Teaching: 22 lectures (HY209) and 22 classes (HY209.A). Written work: Students will be expected to write four essays and to present a number of brief class reports. Reading list: A preliminary list of important works follows. Fuller bibliographies will be given throughout the course. Titles available in paperback are marked with an asterisk: Gerald Brenan, The Spanish Labyrinth (*Cambridge University Press, 1943); Raymond Carr, Spain, 1808-1975 (*Oxford University Press, 1982); Paul Preston, The Coming of the Spanish Civil War, 2nd edn (*Routledge, 1994); Paul Preston, Franco: A Biography (*HarperCollins, 1993); Paul Preston, A Concise History of the Spanish Civil War (*Fontana Press, 1996); Paul Preston, The Politics of Revenge: Fascism and the Military in Twentieth Century Spain (*Routledge, 1994); Paul Preston (Ed), Revolution and War in Spain 1931-1939 (Routledge, 1984); Paul Preston & Ann Mackenzie (Eds), The Republic Besieged: Civil War in Spain 1936-1939 (Edinburgh University Press, 1996);Paul Preston, The Triumph of Democracy in Spain (*Routledge, 1986). Assessment: Three-hour written examination in the ST.

HY214 Not available in 2003/04 The Middle East in the Twentieth Century

Teacher responsible: Dr Kirsten Schulze, E507 Availability: Primarily for second year historians. Other students may take this course subject to numbers, their own degree regulations, and at the discretion of the teacher responsible. Core syllabus: This course examines the social and political history of the Middle East in the twentieth century. Content: The impact of colonialism; the rise of nationalism; the formation of national identity; the creation and development of the modern Arab states; the non-Arab states Turkey, Israel and Iran; democratisation and reform in the Middle East; the Iranian revolution; the rise of political Islam; the Arab-Israeli conflict; the Iran-Iraq War; the Gulf War; the Middle East peace process.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures (HY214) and 20 classes (HY214.A) held in the MT and LT. Written work: This course requires four non-assessed essays, including one timed essay.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works are: M Hudson, Arab Politics; G Luciani (Ed), The Arab State; R Owen (Ed), State, Power and Politics: The Making of the Modern Middle East; A Hourani, The Emergence of the Modern Middle East: A Goldschmidt, A Concise History of the Middle East: M Tessler, A History of the Israeli-Palestinian Conflict; M E Yapp, The Near East since the First World War.

Assessment: Three-hour written examination.

Written work: Students will be expected to do at least one class paper per

The Spanish Civil War: Its Causes, Course and

HY221 Not available in 2003/04 The History of Russia, 1682-1917

Teacher responsible: Dr Janet Hartley, E405

Availability: Primarily for second year historians. Other students and General Course students may take the course as permitted by the regulations for their degrees.

Core syllabus: An introduction to the history of Russia in all its major aspects from the reign of Peter I to the accession of Nicholas I.

Content: The period under study witnessed the emergence of Russia as great power; by 1825 she was the strongest military power in Europe. At the same time, however, key features of the Russian state structure, society and the economy failed to mirror developments taking place elsewhere in Europe. In 1825 tensions within the state were exposed in an unsuccessful uprising, the Decembrist Revolt, which was a direct challenge to tsardom by members of the educated elite. The contrast between Russia's newly-established international status and her domestic structures is a central issue in this period. The course will be structured chronologically by the following themes and will cover: the expansion of the Russian Empire into Europe and Asia; the non-Russian peoples, cultures and institutions; diplomacy, warfare and the rise of the Russian Empire as a European power; the development of the Russian state under tsardom; Russian society and the relationship between society and the state; peasant and Cossack revolt; economic and commercial policies and developments; education, culture, and intellectual and spiritual life; the growth of an educated opposition and secret societies.

Teaching: 20 lectures and 22 classes in the MT, LT and ST.

Written work: Students will be required to write four essays, one of which will be done under examination conditions.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works include: J Hartley, A Social History of the Russian Empire 1650-1825; S Dixon, The Modernization of Russia: 1682-1825; M Raeff, Understanding Imperial Russia: State and Society in the Old Regime; J Billington, The Icon and the Axe; An Interpretive History of Russian Culture; A Kahan, The Plow, the Hammer and the Nout: An Economic History of 18th Century Russia; P Dukes, The Making of Russian Absolutism, 1613-1801; D Saunders, Russia in the Age of Reaction and Reform, 1801-1881. Assessment: Three-hour written examination in the ST.

HY222

France in International Affairs, 1940-1981: European, Colonial and East-West Conflict

Teacher responsible: Dr R Boyce, E506

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. A reading knowledge of French would be useful, but is by no means essential.

Core syllabus: The course examines the history of French external relations from the collapse of the Third Republic to the start of the Mitterrand presidency. It deals not only with conventional foreign policy but also the period of German occupation between 1940 and 1944, the struggle to maintain a colonial empire until the 1960s, and relations with France's partners in the European Community. French external policy, whether that of Pétain, de Gaulle or their postwar successors, has frequently diverged sharply from the policies of other Western powers and occasionally brought them into confrontation. The course seeks to explain the domestic origins and the peculiarities of French policy.

Content: Foreign and defence policy in the Phoney War; the Vichy regime and Germany; sources of conflict between de Gaulle, Churchill and Roosevelt; French Nazis and the German New Order; the Resistance, the PCF and relations with the Soviet Union; France and the postwaroccupation of Germany; France, the Marshall Plan, and the creation of the Western alliance; the struggle to retain control of Indo-China; the significance of the Schuman Plan of May 1950; the failure of the European Defence Community proposal and German rearmament; France and the Suez crisis; de Gaulle and the struggle for Algeria; the end of the Middle East, North African and Black African empires and the strategy of informal empire; Franco-German relations and Europe; France as a nuclear power; Gaullism and the French foreign policy tradition.

Teaching: 20 lectures (HY222) and 20 classes (HY222.A).

Written work: Students will be expected to write at least four essays and to present a number of brief class reports.

Select Bibliography: A detailed course outline and reading list will be distributed at the beginning of the course. The following books are recommended as introductory reading: C de Gaulle, War Memoirs, 3 vols (1955-60); J Jackson, France: the Dark Years, 1940-1944 (2001); R O Paxton & N Wahl (Eds), De Gaulle and the United States (1994); A Clavton, The Wars of French Decolonization (1994); J W Friend, The Linchpin: French-German Relations 1950-1990 (1991); J Lacouture, Pierre Mendes France (1984); C G Cogan, Forced to Choose: France, The Atlantic Alliance and NATO (1997); A Andereggen, France's Relationship with Subsaharan Africa (1994). Assessment: Three-hour written examination in the ST.

HY223

From Reich to Nation : The Contest for Hegemony in Germany, 1648-1871

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: Primarily for second and third year historians, but is also available to General Course students and as an outside option. Students are advised to do some preparatory reading from the list below. The course will include extensive document-based study of original sources.

Core syllabus: The course will examine the political, constitutional, military and intellectual history of German Central Europe from the final phase in the history of the Holy Roman Empire through to the decisive victory of Prussia over Austria in 1866

Content: The course offers an examination of the struggle within German Central Europe between the Habsburg Monarchy and Prussia in the period from the end of the Thirty Years War to the Austro-Prussian War of 1866. This structure is used as the basis for an examination specific to the early modern period of the question of whether there is a Sonderweg or 'special path' in German History. Therefore intellectual and cultural history will also be touched upon to provide a wide coverage of the complex mentalities as well as the international and regional politics of this period. The first term will cover the period up to 1789 and topics analysed will include the reconstruction of Prussia under the Great Elector; the consolidation and expansion of the Habsburg Monarchy under Leopold I; the impact of Louis XIV within Germany; the significance of Pietism and the culture of the Baroque; the continuing importance of the structures of the Holy Roman Empire amidst attempts to reform them: the role of enlightened absolutism and cameralism: the diplomacy of the Pragmatic Sanction: the political and military achievements of Frederick the Great and the Habsburg response under Maria Theresia and Joseph II.

In the second term there will be detailed assessment of the impact of the Revolutionary and Napoleonic Wars and the reconstructed Austrian Empire; the emergence of nationalism, liberalism and conservatism before 1848; the different ways in which the 'German Problem' might have been resolved; the reasons for the ultimate emergence of unification upon Prussian terms. The course will end with a review of the overarching explanations for this outcome, and an assessment of its significance for later German history.

Teaching: 40 contact hours consisting of 20 lectures (HY223) and 20 classes (HY223.A).

Written work: Students are required to produce four essays in the course of the year, to do preparatory reading for the classes and give short talks in class. Reading list: A full reading list will be issued at the start of the course, but the following works may be considered essential reading: C Ingrao, The Habsburg Monarchy, 1618-1815 (2000); B Simms, The Struggle for Mastery in German 1779-1850 (1998); J J Sheehan, German History, 1770-1866 (1989); A Sked, The Decline and Fall of the Habsburg Empire, 1815-1918 (1989); J Breuilly, The Formation of the First German Nation State, 1800-1871 (1996); H James, A German Identity, 1770-1990 (1991); P G Dwyer, The Rise of Prussia, 1700-1830 (2000)

Assessment: Three-hour written examination in the ST.

HY226

The Great War 1914-1918

Teacher responsible: Professor D Stevenson, E604

Availability: This course is intended primarily as a second or third-year option for undergraduate students. It is also available to General Course students and as an outside option for students taking other LSE first degrees as regulations and timetabling permit.

Core syllabus: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention.

Content: The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral Powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.

Teaching: 20 lectures (HY226, ML), given by Professor Knox and Professor Stevenson, and 21 classes (HY226.A).

Written work: Students will be required to write two essays in the MT and two essays in the IT

Reading list: N Ferguson, The Pity of War (1998); H Herwig, The First World War: Germany and Austria-Hungary, 1914-1918 (London, 1997); G Hardach, The First World War, 1914-1918 (1977); J Joll, The Origins of the First World War (1984); J Keegan, The First World War (1998); A Millett & W Murray (Eds), Military Effectiveness, Volume I. The First World War (1988); D Stevenson, The First World War and International Politics (1988); H Strachan (Ed), The Oxford Illustrated History of the First World War (1998). Assessment: Three-hour written examination in the ST.

HY227

From Adam Smith to Globalization: the International History of Free Trade since 1776

Teacher responsible: Dr A C Howe, E600 Availability: Primarily for second and third year students. Available as an

outside option where regulations permit. Core syllabus: The course provides a historical background to current debates

on globalisation by tracing the history of free trade since Adam Smith's Wealth of Nations (1776) with reference to its intellectual background, its impact upon the international trade policies of the leading world powers, and their attempts to construct an international economic order, which in recent years has been an integral part of the trend towards globalisation

Content: Adam Smith's Wealth of Nations, the ideal of a 'free trade world' and the critique of mercantilism; the diffusion of free trade ideas in Britain, Europe and America; the Repeal of the Corn Laws (1846) and British economic hegemony in the 19th century world order; the 'free trade interlude' in France; Germany, customs unions, and the rise of economic nationalism: the genesis of a common market in nineteenth century Europe; the impact of the 'Great Depression' and the German protectionist model; free trade and Europe's imperial expansion, 1860-1914; the climax of free trade, 1890-1914; the First World War and the breakdown of the international economic order: attempts to reconstruct world trade and the emergence of freer trade in the United States: the Second World War and the rethinking of the international economic system (including the LSE contribution of Meade and Robbins); American hegemony and international trade diplomacy from GATT to WTO; the re-emergence of a Smithian economic world order and the debate on globalisation.

Teaching: Teaching is by a combination of lectures, classes and individual study. The principal lecture course is HY227. Weekly classes will be given during the MT and LT, with two revision classes in the ST. Students may also wish to attend lectures for EH101 The Internationalisation of Economic Growth

Written work: Students will be expected to produce at least four essays during the year, and should also be prepared to give short class presentations. Reading list: No one book covers the whole course, but the following cover substantial segments of it: H Mizuta & C Sugiyama, Adam Smith: International Perspectives (1993); D Verdier, Democracy and International Trade (1994); A C Howe, Free Trade and Liberal England (1997); D Irwin, Against the Tide: an Intellectual History of Free Trade since 1776 (1996); A Marrison (Ed), Free Trade and its Reception, 1815-1960 (1998); T Zeiler, Free Trade, Free World: the Advent of GATT (1999); P Hirst & G Thompson, Globalisation in Question (1996). Assessment: Three-hour written examination in the ST.

HY230

Early Colonial Empires: Europe and the World 1400-1750 Teacher responsible: Dr H Braun, E500

Availability: For second and third year historians and General Course students. Available as an outside option for second and third years where regulations permit

Core syllabus: The purpose of this course is to introduce the theme of the early expansion of Europe by analysing in some detail the Spanish and Portuguese imperial systems in Asia, Africa and America. The course will then go on to study seventeenth century commercial companies and their impact on European politics through the development of rival colonial projects. The emphasis of the course will be on comparing different colonial systems rather than studying them in isolation. It will consider both European activities and non-European reactions.

Content: Frontier societies in the Latin Christian world and the medieval expansion of Europe; Exploration and discoveries in the Atlantic: explaining Vasco de Gama and Columbus; The Portuguese in Asia: trade, mission conquest; The Spanish in America: a successful conquest?; Mission and acculturation in the Catholic world: The Dutch and British companies and the question of political economy; Trade and slavery before the eighteenth century; Asia in the seventeenth century; America in the seventeenth century; Colonial competition before and after the war of Spanish succession; The Golden century in Brazil.

Teaching: 20 lectures and 20 seminars.

Written work: Students will be required to write three essays, and prepare two seminar presentations, one of which will be formally assessed.

Reading list: A full bibliography divided by topics will be provided at the start of the course. Introductory reading includes: J H Parry, The Age of Reconnaissance. Discovery, exploration and settlement, 1450-1650 (1981); F Fernández-Armesto, Before Columbus (1987); L Bethell (Ed), Colonial Spanish America (1987); J H Parry, The Spanish Seaborne Empire (1990); J H Elliott, The Old World and the New, 1492-1650 (1970); L McAlister, Spain and Portugal in the New World, 1492-1700 (1984); C R Boxer, The Portuguese Seaborne Empire 1415-1825 (1989); B W Diffie & G Winius, Foundations of the Portuguese Empire 1415-1580 (1977); S Subrahmanyam, The Portuguese Empire in Asia, 1500-1700 (1993); C R Boxer, The Dutch Seaborne Empire, 1600-1800 (1998); A M McFarlane, The British in the Americas, 1480-1815 (1994); P Curtin, The rise and fall of the plantation complex (1990); H Furber, Rival empires of trade in the Orient, 1600-1800 (1976). Assessment: Three-hour written examination in the ST

HY232

Frontiers of Nationalism, Statehood and Independence: the History of South-Eastern Europe 1914-1990 Teacher responsible: Dr Anita J Prazmowska, E494 Availability: Primarily for second and third year historians. Other students

may take this course as permitted by the regulations for their degrees. Core syllabus: The course will explain the complex route taken by the peoples of East and South East Europe from constituents of the 19th century empires to full independence at the end of the 20th century. Content: The course aims to explain the history of these regions as expressed and moulded by the peoples and their leaders. Particular attention will be paid to international developments and to the two European wars, which had a profound impact on these countries' freedom to determine their destiny The study of the inter-war period will include a debate of the reasons for the collapse of democratic institutions, the emergence of patriotic and anti-Semitic movements, economic failures and responses to German and Italian aggression. The establishment, development and the collapse of Soviet domination of the region will be discussed. In addition political, economic and cultural theories which formed the background to the emergence of the independent states of Eastern and South Eastern Europe will be considered. The course will develop these themes in the history of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania and the Baltic States.

Teaching: The course will be taught through 20 weekly lectures and 22 weekly classes

Written work: Students will be required to write two essays in MT and one assessed and one timed essay in LT.

Reading list: R J Crampton, Eastern Europe in the Twentieth Century (1994); S K Pavlowitch, A History of the Balkans 1804-1945 (1999); I Y T Berend, Decades of Crisis. Central and Eastern Europe before World War II (1998); A J Prazmowska, Eastern Europe and the Outbreak of the Second World War (1999); P G Lewis, Central Europe since 1945 (1994); T Rakowska-Harmstone, Communism in Eastern Europe (1979); G Swain & N Swain, Eastern Europe since 1945 (1993); F Fejto, A History of the People's Democracies; Eastern Europe since Stalin (1971); J Rothschild, Return to Diversity. A Political History of East Central Europe since World War II (1990); G Stokes, The Walls Came Tumbling Down. The Collapse of Communism in Eastern Europe (1993).

A full bibliography will be provided at the beginning of the academic year. Assessment: There will be a three-hour formal examination in the ST. worth 75%, and one 2,500 word essay to be submitted in LT, worth 25%.

HY233

Empire and Nation: Britain and India since 1750 Teacher responsible: Dr J Chatterji, E602

Availability: Primarily intended for second and third year students in the BA History, BSc International History, BSc International Relations and History, BSc Government and History. Available to General Course students and as an outside option where regulations permit

Core syllabus: By studying the imperial relationship between Britain and India in the 19th and 20th centuries, the course will investigate the power of imperial rule to shape colonial societies as well as the nature of the colonial nationalisms which have challenged its hegemony. Content: This course will explain how and why Britain acquired her Indian empire and the techniques by which she sought to derive profit and power from it. It will ask why and to what effect Britain attempted to reform India and look at Indian responses and reactions to these initiatives. The course will describe how India was governed in the heyday of imperialism and look at the ideas that informed imperial policies. It will assess the impulses behind the emergence of Indian nationalism. Gandhi's philosophy, political strategy and campaigns will be discussed; and also the character of the 'mass nationalism' and outbreaks of popular protest associated with these campaigns. The course will examine the growth of political conflict between Hindus and Muslims and explain why Partition accompanied the transfer of power and independence in 1947

Teaching: There will be 20 lectures and 20 classes. An additional two revision classes will be given in the ST.

Written work: Students will be required to write four essays. Reading list: A full reading list will be provided at the beginning of the course. The following are essential reading: C A Bayly, Indian society and the making of the British empire (Cambridge University Press, 1988); A Seal, The Emergence of Indian Nationalism (Cambridge University Press, 1971); P Chatterjee, Nationalist thought and the colonial world (Zed Books, 1986); R Guha & G Chakravorty-Spivak (Eds), Selected Subaltern Studies (Oxford University Press, Delhi); J Brown, Gandhi's rise to power (Cambridge University Press, 1972); M K Gandhi, Hind Swaraj and other writings (Ed A J Parel), (Cambridge University Press, 1997); A Jalal, The sole spokesman (Cambridge University Press, 1985).

Assessment: Three-hour written examination in the ST.

HY234

Muslims, Christians and Jews in the Early Modern World Teacher responsible: Professor M J Rodriguez-Salgado, E603

Availability: Primarily for second and third year undergraduates. Available to General Course students and as an outside option where regulations permit. Core syllabus: The course is wide-ranging both in terms of the area and period covered and the type of history it encompasses. It will shift between three dimensions: (i) Interstate relations which are mostly focused on political and military relations between the great Muslim and Christian states in Europe and North Africa; (ii) Interaction between these groups on a regional, local and personal level; (iii) The ideological and cultural aspects that shaped and reflected attitudes. It is important to link these three dimensions because they informed the attitudes and policies of states and individuals. Diverse sourcematerial will be used, including the standard secondary reading, specially selected documents, music, literature, art and architecture.

Content: The conflict between Muslims and Christians is ancient and ongoing. The two cultures and faiths have fought and cohabited in turn, and their relations have marked the history of the Jews, who acted as intermediaries between them. This course examines this tri-partite relationship during a period of intense ideological and military conflict from the mid 15th century to the early 18th century, focusing on the areas of greatest interaction namely in Europe, the Mediterranean and North Africa. It examines the causes as well as the impact of conflict, taking as key themes the interplay between ideology and military action, between culture and politics, between local and universal loyalties. It examines how even in a period of highly charged ideological war, compromises and peaceful interaction were also possible. How these contrary pressures affected states and individuals will be examined.

Teaching: Weekly lectures and classes up to 40 contact hours, and two revision sessions

Written work: Students are required to write two essays in the MT, and a presentation and an assessed essay in the LT.

Reading list: A full bibliography will be provided at the beginning of the course. Students wishing to commence reading may start with: F Braudel, The Mediterranean and the Mediterranean World in the Age of Philip II, 2 vols; H Inalcik, The Ottoman Empire; B Lewis, The Muslim discovery of Europe; W H McNeill, Europe's Steppe Frontier, 1500-1800; J Edwards, The Jews in Christian Europe.

Assessment: There will be a three-hour written examination in the ST which accounts for 75% of the mark. An assessed 2,500-word essay will make up the remaining 25%.

HY235

Modernity and the State in East Asia: China, Japan and Korea since 1840

Teacher responsible: Dr A Best, E408

Availability: This course is primarily intended for second year BA History students, but students from other disciplines and General Course students

Core syllabus: The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s.

Content: The impact of the arrival of Western imperialism in the midnineteenth century, the Meiji reform programme; the rise of Japanese imperialism and the colonization of Korea; the fall of the Qing dynasty; the period of Taisho democracy; Sun Yatsen and the Kuomintang; the birth of the 'left' in China and Japan; development under the Kuomintang state; Japan as a 'fascist' state in the 1930s; the Long March; the road to the Pacific War; the Chinese Civil War; the occupation of Japan; the formation of the two Koreas; Mao and politics in the People's Republic of China: the Sino-Soviet alliance: Japan as an economic superpower; Deng Xiaoping's China: the rise of South Korea and Taiwan as economic powers

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit four essays in all and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following survey texts are essential: W G Beasley, The Rise of Modern Japan; P Duus (Ed), The Cambridge History of Japan: The Twentieth Century; L Eastman (Ed), The Nationalist Era in China, 1927-1949; M Jansen (Ed), The Emergence of Meiji Japan; R MacFarguhar (Ed), The Politics of China, 1949-1989; J Spence, The Search for Modern China Assessment: Three-hour written examination in the ST.

HY236

Race, Sex, and Slavery: The Western Experience Teacher responsible: Dr A Sked, E503

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. Core syllabus: A general survey course enabling students both to examine

historical change over a much longer period than usual and to examine

how human beings behave in contexts which are not exclusively - or even mainly - political. The focus of the course is the individual as a member of a race, family or sexual group, rather than as a political animal.

Content: The course will concentrate on the following areas: attitudes towards race in the classical world; Christianity and race; western attitudes to slavery; the rise and fall of the slave trade; ethnic perils and imperialism: decolonization; anti-semitism; scientific racism; fascism/nazism; racism as a contemporary problem; sexual attitudes in the classical world; in the medieval world; in the era of the Enlightenment; and after the industrial revolution; contemporary liberation movements, especially gays and women.

Teaching: 20 lectures and 22 classes.

Written work: Four essays and two class papers during the academic year. Reading list: A detailed reading list will be issued at the start of the course, but key books include L Archer (Ed), Slavery and Other Forms of Unfree Labour; R Blackburn, The Overthrow of Colonial Slavery, 1776-1848; J Boswell, Christianity, Social Tolerance and Homosexuality. Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century; L P Wilkinson, Classical Attitudes to Modern Issues; M Burleigh & W Wippermann, The Racial State, Germany 1933-1945.

Assessment: Three-hour written examination in the ST.

HY300

Essay Option

Teacher responsible: Dr H Braun, E500

Availability: For third year historians.

Core syllabus: An essay of not more than 10,000 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 candidate. The essay should be on a topic within the field of the degree course. It should normally include the examination of some primary sources, printed or in manuscript form, although it may also be limited to the analysis and appraisal of existing literature

Teaching: Candidates should secure the agreement of their personal tutor on a suitable topic before the end of the LT of their second year, and submit a title to Dr Chatterji by 1 May in their second year. Tutors can be expected to offer advice on reading, guidance on the construction of the work, and will read an outline of up to 1,000 words. Where appropriate, another teacher in the Department may serve in place of the personal tutor, if he or she is willing to do so.

Assessment: The essay must be submitted to the Student Services Centre by the second week of the ST in the student's third year. It should be typewritten. Precise details on format, presentation and deadline 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.

HY302

Anglo-Spanish Relations in the Age of Elizabeth I Teacher responsible: Professor M J Rodriguez-Salgado, E603

Availability: Primarily for second and third year undergraduates. Available to General Course students and as an outside option where regulations permit. Students who have not studied this period are advised to read at least some of the general texts before embarking on this course.

Core syllabus: A document-based study of relations between England and Spain in the second half of the 16th century, concentrating on political, ideological and military developments, but also looking at commercial and cultural exchanges

Content: This course examines one of the best known and least understood periods of Anglo-Spanish relations. Many myths have arisen about the first Elizabethan age. The conflicts with Spain in Europe (especially the Armada of 1588) and the Americas have become a fundamental part of English identity, nurturing a sense of superiority, while the inverse has happened in Spain. The course separates fact from fiction and propaganda; it looks at the policies and personalities of both rulers, their aspirations and problems. There is a brilliant cast of supporting characters: Drake, Leicester, Burleigh, Hawkins, Raleigh, Granvelle, Don Carlos etc. The course charts the progress of relations from closest amity to irreconcilable enmity, focusing on the internal circumstances (religious and political divisions, commercial benefits etc), and the international elements (religious wars, rebellions in Europe etc) that shaped relations. It will use documents and visual materials, from woodcuts to film. Teaching: 20 two-hour seminars and two revision classes. An opportunity to discuss essays individually.

Written work: Students are required to do reading for classes and to write three essays and give one presentation.

Reading list: A full reading list will be issued at the beginning of the urse, but the following are essential: G Parker, Philip II; P Pierson, Philip II of Spain; R B Wernham, Before the Armada; R B Wernham, After the Armada; C Read, Mr Secretary Walsingham and the Policy of Queen Elizabeth; W T MacCaffrey, Elizabeth I; M J Rodriguez-Salgado et al, Armada. Catalogue of the National Maritime Museum Exhibition; W T MacCaffrey, Queen Elizabeth and the making of Policy; W T MacCaffrey, The Shaping of the Elizabethan Regime 1572-88.

Assessment: Three-hour examination in the ST.

HY303

Russia in Revolution, 1914-1921 Teacher responsible: Dr Anita Prazmowska, E494

Availability: Primarily for third year historians.

Core syllabus: This course 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. 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

Teaching: 22 meetings of two hours (HY303) throughout the Session. Written work: Students are required to write four pieces of written work.

Reading list: Documents from Martin McCauley (Ed), The Russian Revolution and the Soviet State, 1917-21. Introductory reading: E Acton, Rethinking the Russian Revolution; S Fitzpatrick, The Russian Revolution; R Service, Society and Politics in the RussianRevolution; D Kaiser (Ed), The Workers Revolution in Russia 1917: The View from Below; D Koenker (Ed), Party, State and Society in the Russian Civil War. Assessment: Three-hour written examination in the ST.

HY304

Germany's New Order in Europe, 1939-1945 Teacher responsible: Dr S Onslow, E507

Availability: Primarily for third-year historians. The course has no formal prerequisites, and a reading knowledge of German is not required.

Core syllabus: The Nazi regime and its wartime domination of Europe: preconditions, aims, dynamics, methods, and consequences. The course aims to introduce students to the use of primary sources and to a variety of methods and interpretative perspectives; to provide a comprehensive knowledge of Germany's role in this crucial period in European history; to offer a firm basis for more advanced historical work in this and other areas; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary implications of the Nazi 'experiment'.

Content: The twelve years of the Nazi regime have been more extensively studied than any other period in German history. Despite an immense increase in detailed knowledge since 1945, scholars continue to disagree about fundamental questions of interpretation. This course uses printed primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its domination of Europe during the Second World War, and of the salient debates on its nature, actions, and place in European and world history. Topics covered in lectures and discussion include: the structure of Nazi 'government' and the role of its leader; the nature and role of ideology; the 'partial identity of aims' between the Nazi movement and key German elites such as the officer corps and big business; the radicalization of Nazi domestic and foreign policy; the murder of the European Jews; Nazi long-range racial-demographic planning; Nazi rule, collaboration and resistance in occupied Europe; the German people and the processes of domination and extermination; Gestapo terror and the Germans as an interactive process; the German resistance; the regime's ruinous end; and its imprint on post-war German society.

Teaching: 20 weekly lectures (HY304, ML) and 21 classes (HY304.A, MLS), all conducted by Professor Knox.

Written work: Students will be expected to submit two 2,000-word essays each term in MT and LT from topics selected from the course examinations for the previous two sessions (available in the departmental public folders). Essays do not form part of the final course assessment. But they are a required component of the course, and students must complete them in order to be admitted to the course examination.

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and can also be found, along with other course materials, in the departmental public folders. The following works are fundamental to the course: J Noakes & G Pridham (Eds), Nazism 1919-1945: A Documentary Reader, vols 2-4 (Exeter, 1983-1998); A Hitler, Mein Kampf (New York, London, 1943) (R Mannheim translation); D Peukert, Inside Nazi Germany (London, 1989); I Kershaw, Hitler (London, 1991) and The Nazi Dictatorship (London, 4th edn, 2000); K Hildebrand, The Third Reich (London, 1984) and The Foreign Policy of the Third Reich (London, 1973).

Assessment: Three-hour written examination in the ST.

HY311

The United States and the Vietnam War, 1945-75: An International History, 1945-1975 Teacher responsible: Dr Steven Casey, E601 Availability: Primarily for third-year historians. Students will find it of great benefit to have taken one of the following courses: HY113, HY202, HY208, or HY220

Core syllabus: The evaluation of the United States' involvement in Vietnam from the end of World War II to the unification of Vietnam **Content:** The Vietnam War remains a defining event not only for Americans and Vietnamese but for the understanding of Cold War international history and modern warfare. This course will weave together the various aspects of this lengthy conflict and its impact on American and Vietnamese society and politics as well as the general development of international relations. The topics covered include: World War II and Indochina, the origins of American involvement, the French Indochina War, the division of Vietnam in 1954, the deepening American commitment during the Eisenhower, Kennedy and Johnson presidencies, the domestic (American and Vietnamese) context of the war, the role of the Soviet Union and the People's Republic of China, the impact of the Vietnam conflict on United States relations with its allies, the strategies of war, the 'Vietnamization' of the war during the Nixon presidency, the end of American involvement, the legacies of the war. Teaching: There are 20 classes and two revision classes. Students should prepare for classes by reading material listed under the recommended reading. Written work: Students are required to write three essays and two gobbet exercises during the year. Reading list: A full bibliography accompanies the course and the teacher will advise on reading. Students are encouraged to use primary sources, such as the course pack, in their reading. The following books are examples of the many works that cover most of the issues explored in this course: R J McMahon, Major Problems in the History of the Vietnam War (1995); G Herring, American's Longest War (1979, or later edn); I Gaiduk, The Soviet Union and the Vietnam War (1996); M Gilbert, Why the North won the Vietnam War (2002); R Schulzinger, A Time for War (1997). Assessment: Three-hour written examination in the ST.

HY312

From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970 Teacher responsible: Dr N Ashton, E409 Availability: Primarily intended for third year historians. Core syllabus: This course will examine British and American responses to the challenge of Arab Nationalism during the years 1952-1970 Content: This special paper covers the period from the Egyptian Revolution of 1952, through the Suez Crisis of 1956, to the Arab-Israeli War of 1967. It will consider the attempts of successive British Governments to hold on to Britain's role in the Middle East, and the interests which underpinned this strategy. It will also look at the increasing involvement of the United States in the region, both in competition and co-operation with Britain. The responses of both governments to the challenge posed by the Egyptian leader, Gamal Abdel Nasser, whose tenure of power corresponds to the period covered here, will be central to the paper. Key events covered will include: the creation and expansion of the Baghdad Pact; the Anglo-American attempt to broker an Arab-Israeli peace through 'Project Alpha'; the crisis in Jordan in the winter of 1955; the Suez crisis; the crises in Syria in the summer of 1957 and Lebanon in 1958; and the Iraqi threat to Kuwait in 1961; the Yemeni Civil War; the Arab Cold War of the 1960s; the June 1967 Arab-Israeli War; British withdrawal from East of Suez; the 1970 Jordanian Civil War. Teaching: The course will be taught by means of 22 weekly classes of two hours duration

Written work: Students will be required to submit two essays and one document answer during the MT and LT. There will be a timed class essay in the ST.

Reading list: A detailed reading list and document pack will be available at the start of the session. The majority of the documents are drawn from recently declassified collections in British and American archives. For introductory reading see: N J Ashton, Eisenhower, Macmillan, and the Problem of Nasser: Anglo-American Relations and the Arab Nationalism, 1955-59 (1996); M Kerr, The Arab Cold War (1971); R Ovendale, Britain, The United States and the Transfer of Power in the Middle East, 1945-62 (1996); P Seale, The Struggle for Syria (2nd edn, 1987); P Woodward, Nasser (1992). Assessment: Three-hour written examination in the ST.

HY313

Teacher responsible: Dr Antony Best, E408 Availability: Primarily for third-year historians. Other students may take this course as permitted by the regulation for their degrees. There are no formal requirements, but some knowledge of the history of East Asia would be useful. Core syllabus: The course will examine the major events in the international history of East Asia from the outbreak of the First World War

The International History of East Asia, 1914-1945

to the end of the Pacific War.

Content: Subjects covered by the course include: the Great War in East Asia; the impact of the Bolshevik revolution on East Asia and the Siberian intervention; the rise and fall of the Washington system; the international consequences of the Northern Expedition; the origins and course of the Manchurian crisis; the rise of Soviet-Japanese antagonism; the origins and course of the Sino-Japanese war; the road to Pearl Harbor; the course of the Pacific war and the dropping of the atomic bombs.

Teaching: The course will be taught by both lectures and classes. There will be 22 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit two essays in the MT and LT and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential:

M Barnhart, Japan and the World since 1868; A Best, Britain, Japan and Pearl Harbor; P Calvocoressi, G Wint & J Pritchard, Total War; W Cohen (Ed), Pacific Passage; B Cumings, Korea's Place in the Sun; A Iriye, The Origins of the Second World War in Asia and the Pacific; O A Westad, Cold War and Revolution

Assessment: There will be a three-hour written examination in the ST which accounts for 75% of the mark. An assessed 2,500-word essay will make up the remaining 25%.

HY314

Representing the Past: Historiography and Historical Methods

Teachers responsible: Dr T J Hochstrasser, E407 and Dr N P Ludlow, E508 and others

Availability: For third year historians (BA History).

Core syllabus: The purpose of the course is to provide advanced undergraduate students with an overview of historiography from ancient times to the present and an introduction to the methodological implications of a wide range of present types of historical writing.

Content: The syllabus is divided into four sections: the first will examine a sequence of different 'schools' of history-writing from the ancient Greeks to post-modernism; the second part focuses on the handling of evidence and types of historical output; the third section will be devoted to branches of historical study which students may not have encountered in detail previously - such as military, economic and intellectual history, and the role of gender and ideology; finally, the course will examine a range of perennial topics and debates relevant to a variety of historical contexts, such as of revolutions, nationalism, imperialism and genocide.

Teaching: 22 seminar sessions (two hours in duration) given by Dr Hochstrasser, Dr Ludlow and selected members of the departmental staff. Written work: Students will be required to complete four essays drawn from the approved essay list.

Reading list: A full reading list will be provided at the start of the course but will include the following introductory surveys: D Cannadine (Ed), What is History now?; L Jordanova, History in Practice; R Evans, In Defence of History; J Tosh, The Pursuit of the Past; M Bloch, The Historian's Craft; R G Collingwood, The Idea of History.

Assessment: Three hour written examination in ST.

HY315

The European Enlightenment, c1680-1830

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: Primarily for second and third year historians. Available to General Course students and as an outside option where regulations permit. Core syllabus: The eighteenth century European Enlightenment is frequently regarded as the defining category of modernity and as the chief source of many of the liberal humanist assumptions that underpin presentday Western ideology and culture. This document-based course will attempt to outline its origins, varieties and historical significance. Particular attention will be given to the creation of a 'science of man' which reshaped philosophical, religious and political priorities in elite culture which in turn made an impact upon the realm of popular culture and belief

Content: The Enlightenment is conventionally taken to be the period in which the disciplines of philosophy, history, economics and anthropology, and other social sciences began to emerge as discrete disciplines independent of state and church control. This course sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. But while the course aims to investigate ideas and concepts in detail, it is also concerned with the way that they were applied in political practice and adapted to provide new understanding of social structures, or as contemporaries put it, a 'Science of Man'. The chronological context of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830.

Within this broad framework the following large themes provide the subject matter of both lectures and classes in the MT: the impact of the Scientific Revolution upon institutionalised religion; the emergence of a 'Republic of Letters'; English and French critiques of absolutist ethics and politics; the

political theory of enlightened despotism; the intellectual origins of the French Revolution: intellectual encounters with the New World: the concept of a Counter-Enlightenment; and the move from a private to a public sphere of cultural inquiry. The contributions of Newton, Locke, Voltaire, Montesquieu, Rousseau and Kant - among others - will be highlighted using primary texts. In the LT the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the eighteenth century. The course will end with a consideration of the image of the Enlightenment in the nineteenth and twentieth centuries and of its alleged role in the 'foundation myth' of modernity.

Teaching: There will be 20 lectures (HY315) and 20 classes (HY315.A) held in the MT and IT and two revision sessions.

Written work: Students are required to do reading in preparation for classes and to write four essays, including one timed essay (or three essays and one presentation).

Reading list: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and an indication of some primary sources: T C W Blanning, The culture of power and the power of culture (2002); D Outram, The Enlightenment (1995); T Munck, The Enlightenment (2000): R Porter, The Enlightenment (2001), Anthologies: I Kramnik (Ed), The Portable Enlightenment Reader (1995); S Eliot & B Stern (Eds), The Age of Enlightenment (2 vols, 1979).

Assessment: Three-hour written examination in the ST.

HY316

The Independence and Partition of India Teacher responsible: Dr J Chatterji, E602

Availability: Primarily for third year students in the BA History, BSc. International History, BSc International Relations and History, BSc Government and History. Available to General Course students and as an outside option where regulations permit.

Core syllabus: What were the forces which led to the Partition of India in 1947: British policy; Muslim separatism or the unitary impulses of Indian nationalism?

Based upon specific sources and documents, this course will explore why the end of British rule in India was accompanied by Partition and the creation of Pakistan and assess some of the consequences of Partition for the subcontinent after independence.

Content: The course will be divided into two parts. In the first part, students will be introduced to Indian society, culture and politics under British rule, with a view to explaining the forces behind the emergence of separate and antagonistic 'Hindu' and 'Muslim' communal identities. In the second part the course will examine, in considerable detail and with the use of documents, politics in India between 1937 and 1947, with a particular emphasis on the complex negotiations for the transfer of power. It will explain why Partition was the outcome of these negotiations

It will also discuss some of the unresolved legacies of Partition and explain why these have continued to cause instability and conflict in South Asia Teaching: There will be 20 lectures and 22 classes.

Written work: Students will be required to read documents and secondary literature for classes and to write four essays.

Reading list: A full reading list will be issued at the beginning of the course. The following are essential reading: F C R Robinson, Separatism among Indian Muslims (Cambridge University Press, 1974); G Pandey, The construction of communalism on colonial North India (Oxford University Press, Delhi, 1990); A Jalal, The sole spokesman (Cambridge University Press, 1985); Mushirul Hasan (Ed), India's Partition (Oxford University Press, Delhi, 1993); M Hasan, Legacy of a divided nation (Oxford University Press, Delhi, 1997); J Chatterji, Bengal divided (Cambridge University Press, 1994); A Lamb, The incomplete partition: the genesis of the Kashmir dispute (Roxford Books, 1997). Assessment: Three-hour written examination in the ST.

HY317 Not available in 2003/04

Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640 Teacher responsible: Dr J-P Rubiés, E500

Availability: Primarily intended for third year historians. Available for General Course students, and as an outside option where regulations permit.

Core syllabus: This course will study a number of central texts in the cultural revolution of the sixteenth and seventeenth centuries, reading them contextually and in a coherent sequence. It will aim at understanding the way in which fundamental processes of the period were debated or analysed by a number of significant writers, and how these debates transformed the cultural horizons of the Europeans. There will be a particular emphasis on the relation between religious controversy, secular learning and the formation of the state. Content: A series of introductory lectures will focus on major events like Humanism and the Renaissance, the Reformation and the Counter Reformation, the discovery and conquest of America, Europe and the Ottomans, the French Wars of Religion, the Dutch revolt, the rise and decline

of Spain, the Thirty Years War, and the Scientific Revolution.

Each of these topics will be used as background for a more focused analysis of the cultural and intellectual history of the period, including texts by Machiavelli, Castiglione, Erasmus, Luther, Ignatius Loyola, Cortés, Las Casas, Bodin, Montaigne, Bacon, Galileo, Grotius and Descartes.

Teaching: 20 lectures and 20 seminars combined in a weekly twohour session

Written work: Students will be required to write three essays, and prepare two seminar presentations, one of which will be formally assessed. Reading list: A full bibliography will be provided at the start of the course, including a wide selection of primary texts.

Background reading includes: J H Burns & M Goldie (Eds), The Cambridge History of Political Thought 1450-1700; A G Dickens, The Counter Reformation (1968); J H Elliott, Spain and its World 1500-1700 (1989); F Gilbert, Machiavelli and Guicciardini (1965); J Franklin, Jean Bodin and the rise of Absolutist Theory (1976); J Henry, The scientific revolution and the origins of modern science (1997); H G Koenigsberger, Politicians and Virtuosi. Essays in early Modern History (1986); P Kristeller, Renaissance thought (1961); H G Koenigsberger & G Mossé, Europe in the sixteenth century (1989); G Parker, The Dutch Revolt (1985); R Popkin, The history of scepticism from Erasmus to Spinoza (1979)

Assessment: Three-hour written examination in the ST.

HY318

Leadership or Detachment? British Policy towards Western Europe, 1945-1973

Teacher responsible: Dr N Piers Ludlow, E508

Availability: Primarily intended for third year students in the BA History, BSc International History, BSc International Relations and History, and BSc Government and History, although it is also available to students from other disciplines and general course students.

Core syllabus: The course will focus on Britain's relations with and policy towards its Continental neighbours during the first three post-war decades A variety of published and unpublished documents will be used to explore Britain's role in this vital formative period for Western Europe.

Content: Britain's response to the Marshall Plan, Britain's role in the birth of NATO, the Empire and Atlantic alternatives to Europe in British planning, the Schuman Plan and the 1950 split, the European policies of the 1951-4 Churchill government, Britain and the issue of German rearmament, Britain's rejection of the Messina process and the EEC, the 1956-8 free trade area scheme, the formation of EFTA, the first British application to the EEC, the nuclear politics of Macmillan's EEC membership bid, the European policies of Wilson's first and second terms, the successful entry negotiations under Heath, the legacy of late arrival, and the political, economic and popular determinants of British policy.

Teaching: The course will be taught through 20 weekly lectures (10 in MT and 10 in LT) and 22 compulsory weekly classes. The latter will be centred around the discussion and analysis of a variety of primary documents. The final three classes are intended for revision.

Written work: Student are required to write at least four essays.

Reading list: A detailed reading list will be issued at the start of the course. but key titles include: Milward, The Rise and Fall of a National Strategy, 1945-1963 (2002); Bayliss, The Diplomacy of Pragmatism: Britain and the Formation of NATO, 1942-9 (1993); Young, Britain, France and the Unity of Europe, 1945-51 (1984); Bartlett, The Special Relationship: A Political History of Anglo-American Relations since 1945 (1992); Dell, The Schuman Plan and the British Abdication of Leadership in Europe (1995); Dockrill, Britain's Policy for West German Rearmament 1950-1955 (1991); Kaiser, Using Europe, Abusing the Europeans. Britain and European Integration, 1945-1963 (1996); Camps, Britain and the European Community, 1955-63 (1964); Ludlow, Dealing with Britain: the Six and the First UK Application to the EEC (1997); Wilkes, Britain's Failure to Enter the European Community. 1961-3: the enlargement negotiations and crises in European, Atlantic and Commonwealth relations (1997); Kitzinger, Diplomacy and Persuasion: How Britain joined the Common Markets (1973).

Assessment: Three-hour written examination in the ST.

ID100

Employment Relations

Teachers responsible: Dr Sarah Ashwin, H709 and Mr Stephen Dunn, H711 Pre-requisites: Compulsory for 1st year BSc Industrial Relations & HRM; available for other Bachelor's degrees or Diplomas where permitted. No prerequisites required

Core svilabus: The svilabus introduces students to the complex relationships among employers, managers, workers, trade unions and the state. It builds from the perspective of the individual worker and his/her job and proceeds. via discussion of management strategies and trade union responses, to contemporary views on globalisation and its impact on state policy.

Content: The employment relationship in theory. Work and work methods. Job design. Emotional labour. Japanisation. Human resource management. Individual and collective resistance at work. Collective bargaining, trade unions and their impact. Industrial conflict and the right to strike. The role of the state.

Employment law. The state as employer. Emerging economies. Globalisation. Reading list: The lecture course does not follow a single prescribed textbook. A detailed reading list will be supplied. However the following are useful; M Noon & P Blyton, The Realities of Work, 2nd edn, 2002; P Blyton & P Turnbull, The Dynamics of Employee Relations, 1998. Teaching: Weekly lectures (ID100) in MLS are given by Dr Sarah Ashwin and Mr Stephen Dunn. Associated weekly classes (ID100) start in the second week of the first term.

Written work: As well as contribute to class discussion, students are expected to provide two pieces of written work per term (ML). Assessment: Three-hour unseen examination in the ST. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and classes.

ID200

Organisational Theory and Behaviour Teacher responsible: To be announced

Pre-requisites and excluded combinations: This course is an option available to Bachelor's (ID200) and Master's degree students (ID403/ID404) where the regulations permit. Aims:

(a) To introduce students to alternative social science theories and research into individual, group and organisational issues. (b) To facilitate students in their evaluation of potential employers, clients

and other pertinent organisations. (c) To encourage research and further study in this area.

Learning outcomes:

(a) To help students to understand the interrelationships among central issues in the analysis of behaviour within an organisational context. (b) To facilitate a critical evaluation of organisational policies and practices and their impact on work behaviours, attitudes and performance. (c) To increase students ability to successfully function in organisational

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology to analyse employee attitudes and behaviour in the organisational context. Content: Individual behaviour including: personality, perception and decision making, values, attitudes, motivation and performance. Group and inter-group processes including: conflict and negotiation, power and politics, and leadership. Organisational structure including: design of work, employee participation, empowerment. Organisational dynamics will address: organisational change and resistance to change, organisational learning, organisational culture, social identity theory, and cross cultural management. Reading list: A complete reading list will be provided at the start of the course. J Child, Organisations; S Dawson, Analysing Organizations; S Robbins, Organizational Behaviour: Concepts, Controversies, Applications; R Steers & L Porter, Motivation and Work Behaviour Teaching: Lectures: weekly Dr Ginka Toegel and Dr Johann Franke. Classes: weekly, starting in week 2 MT.

Written work: Undergraduate students are required to submit four pieces of written work throughout the year.

Assessment: Summer examination. Separate papers are set for undergraduate and graduate students.

ID202 Half unit

Economics of the Labour Market: Economic Analysis of Unions

Teacher responsible: Dr Steve McIntosh, R444 Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage.

syllabus: Examination of union membership, power and impact using economic analysis. Lectures are anglo-centric but classes use international evidence.

Content: labour market deregulation; collective bargaining, union membership and objectives; closed shop, industrial action, arbitration; impact on firm performance, pay and jobs.

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: A Booth, The Economics of the Trade Union, CUP 1995

Teaching: Lectures ID202 10 weekly LT. Classes ID202 14 weekly LT, ST. (Note: undergraduates and graduates have separate classes.) Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.

Assessment: Formal two-hour examination. One compulsory question and one other question chosen from about three questions.

ID203 Half unit

Economics of the Labour Market: Pay Teacher responsible: Professor David Metcalf, H707 Pre-requisites: None, but some familiarity with basic economics and

statistics is an advantage.

Core syllabus: Examination of pay distribution, structures, institutions and managerial approaches using economic analysis. Lectures are anglo-centric but classes use international evidence.

Content: pay distribution; pay structures by occupation, industry and gender; institutions: public sector, unions and national minimum wage; inside the firm: internal labour market, choice and consequences of alternative pay systems, bosses pay.

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: is: S Polachek & S Siebert, The Economics of Earnings, CUP, 1993 (paperback); E Lazear, Personnel Economics for Managers, John Wiley, New York, 1998.

Teaching: Lectures ID201 10 weekly MT. Classes ID201 14 weekly MT, ST. (Note undergraduates and graduates have separate classes.)

Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week

Assessment: Formal two-hour examination. One compulsory question and one other questions chosen from about three questions.

ID290

Human Resource Management

Teacher responsible: Ms Sue Fernie, H804

Availability: This course is compulsory for the BSc Industrial Relations and Human Resource Management. It is available for other Bachelor's degrees and Diplomas as regulations permit. No prior knowledge of human resource management or a related subject or practical experience is necessary. The course can be studied either, before, after or in conjunction with ID200 Organisational Theory and Behaviour

Core syllabus: To understand social science theory and research relevant to human resource management; to be aware of the main managerial problems in designing strategies and policies; to be able to assess the effectiveness of human resource policies and their role in overall economic performance of organizations and countries.

Content: The problems of managing the human resource and the high involvement solutions. The main substantive issues of Human Resource Management, focusing on the introduction to current trends and social science knowledge of relevance to the topic, such as recruitment and selection, reward systems; teamworking; communications and representative structures; leadership; employee involvement. The significance of Human Resource Management - does the way the human resource is managed make any difference to economic performance, employee attitudes or discrimination.

Teaching: Lecture: ID290, weekly MLS. Classes: ID290.A, weekly MLS. There will be some integrated sessions organized around case studies. The course is taught by Ms S Fernie and Mr S Dunn.

Written work: Students are required to write two essays and present papers throughout the year. It is essential that students come to classes prepared.

Reading list: There is no one textbook covering the range of the material presented but there are some useful introductions and we recommend that you purchase: J Baron & D Kreps, Strategic Human Resources: Frameworks for General Managers, Wiley, 1999; W P Anthony, P L Perrewe & K M Kacmar, Strategic Human Resource Management, Dryden, 1996; K Legge, Human Resource Management, Macmillan, 1995

Assessment: Three-hour examination paper, four questions to be answered from approximately 12 questions.

ID300

Selected Topics in Employment Relations

Teacher responsible: Ms Sue Fernie, H804

Availability: This course is compulsory for the BSc Industrial Relations and Human Resource Management. It requires a general knowledge of the social sciences including modern history and a general interest in and knowledge of institutions and processes in the contemporary industrial relations, through study or experience.

Core syllabus: The aim of this course is to explore in depth some central problems and issues of Industrial Relations and Human Resource Management.

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. In the MT the course usually examines topical issues in British Industrial Relations, whilst in the LT a comparative perspective is adopted.

Teaching: 24 two-hour seminars. This course is taught by Dr John Logan, Ms Sue Fernie, Dr Carola Frege and Professor Richard Hyman.

Written work: 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: A full reading list and seminar programme will be issued at the beginning of the course.

Assessment: Three-hour unseen examination

ID314 Half unit Industrial Psychology

Teacher responsible: Professor John Kelly, H805

Availability: Available to students on the BSc Industrial Relations and Human Management and to other students as regulations permit. The lecture programme is the same as for ID414 but students attend separate classes. 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 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. Content: Groups and intergroup relations. Conflict and cooperation. Collective bargaining and trade unions. Job insecurity. Sex discrimination and sexual harassment. Women and leadership. Psychometric Assessment. Stress. Teaching: The course is taught by Professor John Kelly, H805 and Dr Ginka Toegel.

Lectures: 1 hour weekly through the MT. Classes: (ID310.A) (1 hour) x 10, MT. Written work: A 2,000 word written assignment is required.

Reading list: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. J Arnold et al, Work Psychology, Pitman; S A Haslam, Psychology in Organizations: the social identity approach: R M Steers & L W Porter, Motivation and Leadership at Work, McGraw-Hill; P B Warr, Psychology at Work, Penguin.

Assessment: 1. A formal two-hour examination in the ST: Students should answer two questions out of a choice of seven (70%). 2. A written assignment of not more than 2,000 words (30%).

ID399

Employment Relations Project

Teacher responsible: Dr Sarah Ashwin, H709

Availability: Optional for BSc Industrial Relations and Human Resource Management, may only be taken in the third year.

Content: To be determined in each particular case by the supervisor and the student.

Teaching: Individual tutorials by arrangement.

Written work: 10,000 word project.

Assessment: Project to be handed in to the Department Office in H807.

IR100

The Structure of International Society Teacher responsible: Professor W Wallace, D508

Availability: Where regulations permit.

Core syllabus: An examination of the theories and concepts designed to explain the nature of contemporary international relations.

Content: 1. The modern international system and the emergence of the academic study of international relations; realism, idealism and the 'English School'; contemporary theories. 2. State-centric international relations: power and statecraft, the balance of power, and war. 3. International organisation: The UN System, regional organisations, international regimes, 'global governance'. 4. The politics of the world economy: globalisation, 'north-south' relations. 5. Global social movements and the new agenda of international relations.

Reading list: A full course description and guide to reading will be provided: relevant course texts include J Baylis & S Smith (Eds), Globalisation and World Politics, 2nd edn, (Oxford UP, 2001); C Brown, Understanding International Relations, 2nd edn (Macmillan, 2001); R Jackson & G Sørensen, Introduction to International Relations (OUP, revised edn., 2003). Teaching: Lectures: IR100. 20 Lectures, MT and LT.

Classes: IR100.A 20 classes, beginning week three MT, plus two revision sessions in ST.

Written work: Students are required to write four essays of approximately 1,500 words, and to give at least one class presentation.

Assessment: A formal three-hour examination in the ST (100%). Sample papers are included in the full course description.

IR200

International Political Theory

Teachers responsible: Dr P Wilson, D516 (Michaelmas and Lent Terms) and Dr K Hutchings, D409 (Summer Term)

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History.

Core syllabus: This is the core subject for specialists in international relations. It consists of a survey, in two parts, of thinking about international relations, with emphasis on the political aspects. The first part deals with classical theory, the second with modern.

Content: Ways of explaining and understanding international relations from Machiavelli, Grotius and Hobbes to the present day. The chief

concerns are war, peace, international law and order, international justice. power, intervention and non-intervention, sovereignty, diplomacy, revolution and counter-revolution, nationalism and national selfdetermination, stability, change, human rights, international organization. Teaching: There are 22 lectures (IR200) in the MT, LT and ST. For BSc International Relations, BSc IR and History and General Course students, there are also 22 classes, beginning in the third week of the MT (IR200.A). Tutors will also provide further Teaching support for BSc International Relations students in their third year, and eight weekly revision classes will be held for 3rd year students from week one of the LT.

work: Students are required to write four essays of a maximum length of 1,500 words each to be set and marked by class teachers. They are also expected to give at least one class presentation. In their third year, BSc International Relations students will write revision essays for their tutors BSc IR and History students who opt to take the examination at the end of their third rather than second year will be offered essay-marking support by the revision class teacher.

Reading list: Chris Brown, Understanding International Relations; H Bull, The Anarchical Society; E H Carr, The Twenty Years' Crisis; I Clark, The Hierarchy of States; M Donelan, Elements of International Political Theory; F H Hinsley, Power and the Pursuit of Peace; M Wight, International Relations: The Three Traditions. K Hutchings, International Political Theory; C Brown, T Nardin & N Rengger, International Relations in Political Thought

Supplementary materials: At the first lecture a full reading list will be distributed setting out the structure and Content of the course and providing detailed guidance on reading, sample examination questions, suggested essay titles, and topics for class discussion.

Assessment: A three-hour examination paper in ST which requires that four questions be answered out of twelve. Candidates for the BSc International Relations are required to attend the lectures and the main classes in their second year of registration, but to sit the examination at the end of their third year of registration. All other students will normally sit the examination in the same year as that in which they attend lectures and classes.

IR201

Europe's Institutional Order

Teachers responsible: Dr K E Smith, D415 in Michaelmas and Summer Terms and Dr S Economides, D709, in Lent Term

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History second year. Background in International Relations desirable.

Core syllabus: Examination of the development of Europe's institutional order in the post-war era and its evolution since the end of the Cold War. Analysis of the importance of European organisations for both their member states and international relations in general.

Content: The importance of international organisations for European states. Development and evolution of European organisations including: the Council of Europe, NATO, the European Union, the Organisation of Security and Cooperation in Europe, Comecon, and the Warsaw Treaty Organisation. Enlargement of European organisations. Sub-regional organisations in Europe. Reading list: Useful introductions to the subject include: Clive Archer. Organizing Western Europe (Edward Arnold, 1990); Stuart Croft et al. The Enlargement of Europe (Manchester University Press, 1999);Desmond Dinan, Ever Closer Union? An Introduction to the European Union (Macmillan, 1999); Brigid Laffan, Cooperation and Integration in Europe (Routledge, 1992); Hugh Miall, Shaping the New Europe (Pinter, 1993); Peter Stirk & David Weigall, The Origins and Development of European Integration (Cassell, 1998); J de Wilde & H Wiberg (Eds), Organized Anarchy in Europe: The Role of Intergovernmental Organizations (Tauris, 1996).

Teaching: There will be 19 weekly lectures (IR201), throughout the MT and into LT, and 19 weekly classes (IR201.A), starting in week three of the MT. plus two revision classes.

Written work: Students are expected to write three essays of a maximum length of 1,500 words each to be set and marked by the class teachers. Assessment: One 5,000-word long essay (20%), to be submitted on the last day of LT. One three-hour written examination (80%) in the ST.

IR300.1

Foreign Policies of the Powers

Teacher responsible: Dr D Jacquin-Berdal, D413

Availability: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, or as part of the Teaching for the BSc Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the MSc Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole.

Core syllabus: The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available

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/Russia, France, West Germany, Canada, India, China and South Africa.

Teaching: A number of members of the International Relations Department, as well as guest lecturers, participate in the series. There will be 30 lectures in all, held in LT.

Reading list: Recommended texts include

(a) The United States: Michael Hunt, Ideology and US Foreign Policy; G John Ikenberry (Ed), American Foreign Policy: Theoretical Essays. (b) The United Kingdom: P Byrd (Ed), British Foreign Policy under Thatcher; Michael Clarke, British External Policy-Making in the 1990s. (c) The Soviet Union/Russia: J Steele, The Limits of Soviet Power; M Light, The Soviet Theory of International Relations. (d) France: Edward A Kolodziej, French International Policy under de Gaulle and Pompidou; Herbert Tint, French Foreign Policy since the Second World War

(e) Germany: H Speier (Ed), West German Leadership and Foreign Policy.

IR300.3

Decisions in Foreign Policy Teacher responsible: Professor C J Hill, D610

Availability: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, and as part of the Teaching for the BSc Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the MSc Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole.

Core syllabus: The aim of the course of lectures is to provide case studies of six major decisions in foreign policy, with particular reference to questions of bureaucratic politics, long-range planning, and behaviour in crises. 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 drawn from the following: the UK and World War, 1939; the US and the Korean War, 1950-3; the UK and the Suez Crisis, 1956; the US and the Cuban Missile Crisis, 1962; the US and the Iranian Revolution, 1979-80; the USSR and the Invasion of Afghanistan, 1979; France and the Great Lakes Crisis, 1994; the EU and Bosnia 1995-6; the US and the Uruguay Round 1986-94. Teaching: A course of six lectures will be given in the LT which will complement the Foreign Policy Analysis lectures given in the MT (IR300.3). All students are advised to attend the lecture series IR300.2, Foreign Policy Analysis and IR300.1, The Foreign Policies of the Powers (various lectures). Other relevant lectures will be announced from time to time.

IR300

Foreign Policy Analysis I

Teachers responsible: Professor M Light, D411 and Dr C Alden, D608 Availability: Students should have attended IR300.1 in their second year. Available to other Bachelor degree and General Course students but note that BSc IR students normally attend IR300.1, IR300.2, IR300.6 and IR902 over two years

Core syllabus: The course analyses various perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states. Content: The external and internal influences on decision-making in foreign policy; the importance of bureaucracy, domestic political systems, economic development, and the groups affected by foreign policy; the problem of formulating goals and choosing policy instruments; psychological elements in policy making; the effect of transnationalism on foreign policy. The discussion classes combine a discussion of these theories with their application to the foreign policies of the United Kingdom, the United States and the Soviet Union/Russian Federation

A detailed programme of lectures will be provided at the start of the session. Reading list: Chris Brown, 'The State in Foreign Policy' in C Brown, Understanding International Relations, Macmillan, 1997, pp 67-84; M Clarke & B White, (Eds), Understanding Foreign Policy: The Foreign Policy Systems Approach, Edward Elgar, 1989; C Hill & M Light, 'Foreign Policy Analysis' in Margot Light & A J R Groom (Eds), International Relations: A Handbook of Current Theory, Pinter, 1986, pp 156-173; L Jensen, Explaining Foreign Policy, Prentice Hall, Englewood Cliffs, 1982; M Light, 'Foreign Policy Analysis' in A J R Groom & Margot Light (Eds), Contemporary International Relations: A Guide to Theory, Frances Pinter, 1994, pp 93-108; R Macridis (Ed), Foreign Policy in World Politics (8th edn), Prentice Hall, Englewood Cliffs, 1992; P A Revnolds, An Introduction to International Relations, (3rd edn), Longmans, 1994, Part II and Part IV.

A full list of references will be provided at the start of the course. Teaching: Lectures: IR300.2, 12, weekly ML; IR300.3, six, weekly LT. Classes: IR300.2A, 18, weekly, ML (starting in week 3 MT), plus two revision classes. Students will find IR902 (10 lectures, weekly, LT) useful. Written work: Students are required to write four essays of about 1,500

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words each for their class teachers during the course and to make presentations in the discussion classes.

Assessment: A formal three-hour examination in the ST.

IR301

International Institutions I

Teacher responsible: Professor W Wallace, D508

Availability: Where regulations permit to undergraduate students with solid foundations in International Relations (including international political theory, history and law),

Core syllabus: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Content: Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration, interdependence and globalization; regimes; the impact of international organisation on the practice of diplomacy between states, the maintenance of international peace and security the management of international economic relations, and the promotion of standards for states and individuals. The development of procedures within international institutions; secretariats and intergovernmental assemblies and councils.

Teaching: Lecture series (IR301). Classes (IR301.A). There will be 22 lectures, throughout the MT and LT, and first two weeks of ST, and 20. classes, starting in week three of the MT and continuing through the LT (up to ST week two), followed by two revision classes.

Written work: Students are expected to write four essays of a maximum length of 1,500 words each in addition to at least one presentation (introduction to discussion) given in class. Class teachers will set and mark the essays and presentations

Recommended reading: David Armstrong, Lorna Lloyd & John Redmond, From Versailles to Maastricht: International Organisation in the Twentieth Century, Macmillan, 1996; A LeRoy Bennett, International Organizations: Principles and Issues (7th edn), Prentice-Hall, 2002; F S Northedge, The League of Nations, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds), United Nations, Divided World: The UN's Roles in International Relations (2nd edn), Clarendon Press, Oxford, 1993; Paul Taylor & A J R Groom (Eds), International Institutions at Work, Pinter, 1988; Paul Taylor, International Organization in the Modern World, Pinter, 1993.

These are useful introductions, beyond which students are expected to read widely, in books and articles: lists to be issued in lectures and classes Assessment: Three-hour written examination in the ST.

IR302

The Ethics of War

Teacher responsible: Dr K Dalacoura, D412

Availability: Course intended primarily for BSc International Relations 3rd year. Background in international relations, political science or philosophy is a prerequisite

Core syllabus: The course examines the development of the just war tradition and the ways in which it has influenced, and it has been influenced by, the conduct of war.

Content: The beginnings of the ethical tradition: the right to go to war. Conditions governing the right. The pacifist and realist challenges to the ethics of war. The development of the rules of warfare, Geneva and the Hague. The basis of the rules: innocence and guilt, humanity and necessity. Ethical principles of warfare: discrimination, proportion and minimum force. Guerrilla warfare. Terrorism. The ethics of nuclear deterrence. The arms trade. Contemporary legal developments. Islam and just war.

Reading list: Michael Walzer, Just and Unjust Wars: A Moral Argument with Historical Illustrations, Basic Books, 2nd edn, 1992; Lawrence Freeman (Ed), War, Oxford University Press, 1994: Gordon Graham, Ethics and International Relations, Blackwell, 1997. A detailed reading list is distributed.

Teaching: Lectures: IR302, weekly for 18 weeks, ML. Classes: IR302A, weekly for 16 weeks, ML, plus two2 revision classes in ST. Four compulsory video showing

Written work: Four essays of approximately 1,500 words and one class presentatio

Assessment: ST, formal, three hours, four questions chosen from 12.

IR303

Regional Integration in Western Europe Teacher responsible: Professor W Wallace, D508

Availability: Familiarity with recent European history, politics and economic development are desirable.

Core syllabus: Development of West European institutions and integration since 1945, major policies, interaction with national governments and politics, external constraints, enlargement, developments since end of cold war.

Content: Emergence of Atlantic Alliance and of West European institutions; the cold war context; West European reconstruction and economic and social developments; contending political and theoretical approaches - federal, functional, neo-functional, intergovernmental; development of community policies, agriculture, budget, transport, etc.; the changing institutional balance among Council of Ministers, Commission, European Court of Justice,

European Parliament, and intergovernmental cooperation; US-European relations, NATO and European security; 'civilian power': Europe and external economic relations; impact of German unification and moves towards eastern enlargement of EU and of NATO.

Reading list: D Dinan, Ever Closer Union, Palgrave, 1999; M Mazower, Dark Continent: Europe's 20th Century, Penguin, 1999; B Rosamund, Theories of European Integration, Palgrave, 2000; G Lundestad, Empire by Invitation: the US and European Integration, Oxford, 1998; H Wallace & W Wallace Eds, Policy-making in the European Union Oxford, 2000; John Peterson & Michael Shackleton Eds. The Institutions of the European Union, Oxford, 2002. Teaching: 20 lectures in MT and LT (IR303); 18 classes, starting in week

three of MT, plus two revision classes.

Written work: Four essays; maximum length 1,500 words; allocated in class. Assessment: Three-hour written examination in ST.

IR304

The Politics of International Economic Relations Teacher responsible: Dr D Josselin, D515

Availability: Course intended primarily for BSc International Relations 3rd year. Students from other degree programmes will be admitted by permission of the Course Coordinator.

Core syllabus: The economic factor in foreign policy; the development of thought about the relationship between international politics and the international economy

Content: Power and politics in international economic relations. Major approaches in international political economy: economic nationalism laissez faire marxism and comparative political economy. The political economy of money, trade, production and development since 1944. Current debates: economic sanctions, environmental protection, regionalism, capital market integration, the role of non-state actors, globalisation and the retreat of the state

Reading list: Basic references are: D Baldwin, Economic Statecraft; D Balaam & M Veseth, Introduction to International Political Economy;R Heilbronner, The Worldly Philosophers; S Strange, States and Markets; J Frieden & D Lake, International Political Economy. A detailed reading list will be given at the beginning of the course.

Teaching: 15 weekly lectures (IR304) commencing in week one of the MT and 20 weekly classes (IR304.A) commencing in week three of the MT, plus two revision classes. Five lectures on Introduction to Economics (IR304). Written work: Students deliver class papers and write four essays of a maximum length of 1,500 words each.

Assessment: Three-hour written examination in ST, four questions chosen from twelve.

IR305

Strategic Aspects of International Relations Teacher responsible: Professor C Coker, D511

Availability: For second or third year students and General Course students Also to students from other institutions by arrangement with the teacher. Core syllabus: Analyses various perspectives on strategy and war, the way

war is conducted by states and within states and focuses on the way different cultures understand strategic outcomes.

Content: The attempt to humanise war; the rise of humanitarian war; the western way of warfare; non-western ways of war, including Asian/Middle East; asymmetrical warfare; the Revolution in Military Affairs; Clausewitz and the western way of warfare; war in the developing world; war and genocide, terrorism, nuclear proliferation and crime; the 'end of war' thesis. The discussion classes combine a discussion of these topics with their application by states in the international system.

Reading list: Daniel Pick, The War Machine; Martin van Creveld, War and Technology; Charles Gray, Post-Modern War; Martin van Creveld, On Future War; John Keegan, A History of Warfare

Teaching: There will be a series of 15 lectures (IR305) running through MT and LT. Fifteen weekly classes will be arranged, commencing in Week three of MT followed by two revision classes. The classes are compulsory. Students will be expected to contribute to class discussions and present papers each week. Written work: Students will be required to write four essays (c1,500 words each) in the course of the year, in MT and LT.

Assessment: An unseen, three-hour examination in the ST (100%).

IR306

Sovereignty, Rights and Justice: Issues in International Political Theory

Teacher responsible: Professor C J Brown, D410

Availability: Third year Option for BSc International Relations and BSc International Relations and History: Available as an outside option. No

Core syllabus: Combines insights and concepts from political theory and international relations theory, and focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice.

Content: The cosmopolitan-communitarian debate; sovereignty and the

norm of non-intervention; the contemporary international human rights regime; the rights of peoples; the politics of humanitarian intervention (with case studies); justice in classical international thought; global social justice. Further details will be provided at the start of the session.

Reading list: A detailed list of references will be provided: Widely used books include: C Brown, Sovereignty, Rights and Justice (Polity, 2002): T Dunne & N J Wheeler (Eds), Human Rights in Global Politics (CUP, 1999); N J Wheeler, Saving Strangers (OUP, 2000); C R Beitz (Ed), International Ethics (Princeton 1985)

Teaching: 20 weekly lectures (IR306) commencing in week one of MT and 19 weekly classes (IR306.A) commencing week two of MT, plus two revision classes in ST

Written work: Students will write four essays, maximum length of 1,500 words, each during the year, and to introduce class discussions. Assessment: A formal three-hour written examination (100%).

IR308

Systemic Change in the Twentieth Century: Theories of the Cold War

Teacher responsible: Dr J Kent, D407

Availability: For 3rd year International Relations and General Course students and as an outside option for 2nd and 3rd year students.

Core syllabus: The course examines the nature of the Cold War system, the theories of its origins, causes and consequences, its relationship to systemic change and the reasons for its end.

Content: The course will provide a general analytical overview of the nature of and debates on the Cold War system and why it has been confused with all aspects of Soviet-American relations between the end of the Second World War and the collapse of the Soviet Union. The nature and significance of the systemic changes which its onset and sudden end produced will be analysed. And from a regional and systemic perspective the course will attempt to provide explanations of how the Cold War was fought in different time periods and how the goals changed. There will be coverage of how the Cold War has been explained in the literature and of how the Cold War explains the nature of the literature on great power relations after World War II. Emphasis will be given to the changing nature of the relationship between Cold War and Hot War and their respective military requirements. There will be coverage of how domestic requirements, regional problems and international developments interacted within the Cold War system. And there will be an examination of the distinguishing characteristics of the Cold War world and the nature of the international systems which preceded and followed it.

Teaching: 13 lectures commencing week one of MT (IR308) and 19 classes (IR308.A), plus 1 revision class, commencing in week three of MT. Written work: Students are expected to write four essays, each of a

maximum length of 1,500 words, during the course of the year. Reading list: Odd Arne Westad (Ed), Reviewing the Cold War: Approaches.

Interpretations, Theory (2000); R L Garthoff, The Great Transition American-Soviet Relations and the End of the Cold War (1994); Matthew Evangelista, Unarmed Forces (1999); Scott Lucas, Freedom's War The US Crusade Against the Soviet Union1945-1956 (1999); W La Feber, America, Russia and the Cold War 1945-1996 (8th edn, 1997); M Light, The Soviet Theory of International Relations (1988); F Halliday, The Making of the Second Cold War (1983); F Fukuyama, The End of History and the Last Man (1992); Richard N Lebow & Thomas Risse-Kappen, International Relations Theory and the End of the Cold War (1995); J Young & J Kent, Global Politics: A History of International Relations since 1945 (2003).

Assessment: Three-hour unseen written examination divided into two sections with students required to answer questions on both general, theoretical and interpretative issues and more, empirical topics.

IR399

Essay Option

Notes: 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 under paper 12. 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 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 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 in the third year by the conventional examination method. 7. Tutors may give candidates 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

8. The essay must not exceed 10,000 words in length; to include footnotes but not front page, contents page or bibliography. The 10,000-word limit should be treated seriously.

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

BSc International Relations 2004. Essay submitted in partial fulfilment of the requirements for the degree

9. The essay must be handed in to room D612 in the International Relations Department not later than 1 May in the candidate's third year of study for the BSc degree. 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 Manager as to where they may be contacted during that time if they will not be at the termtime address held in the Student Services

Enquiries to the Chairman of Examiners in International Relations who is responsible for the administration of this Essay Option on behalf of the Department.

15143

Information Technology and Society Teacher responsible: Dr Edgar Whitley

Availability: This is an optional course for any Bachelor's degree for first and second year students only where the regulations permit it. There are no pre-requisites. However, students must be familiar with MS Office software. Core syllabus: This course explores concepts and themes relating to the role of information and communication technologies in society. The subject matter is aimed at social scientists who wish to develop an understanding of information and information systems resources from a social science perspective.

Content: The course explores concepts and themes concerning the role of computer-based information systems in society. These include: the information society; IT in Government, the Digital Divide, The evolution of the Internet and its impact on individual privacy and national security, IT in developing countries, IT and Gender, IT implementation in organisations. A range of computer-based information systems are discussed based around network and database technologies. Students are exposed to the fundamentals of web design and the course includes a web development assignment. Emphasis is given to electronic resources for social scientists, for example: on-line searching, bibliographic software packages and special purpose databases.

Teaching: 30 lectures, IS143.A 20 classes in the MT and LT. Reading list: W H Dutton, Information and Communication Technologies: Visions and Realities, Oxford University Press, 1996; R Kling (Ed), Computerization and Controversy: Value conflicts and social choices, Academic Press, 1996; W Stallings, Data and Computer Communications, Prentice-Hall, 1997; W H Dutton, Society on the Line: information politics in the digital age, Oxford University Press, 1999; G Walsham, Interpreting Information Systems in Organisations, John Wiley, 1993; F Webster, Theories of the Information Society, Routledge, 1995. Assessment: The course is examined on projects and exercises completed during the year worth 40% and a two-hour formal examination in the ST that counts for 60% of the final mark.

15340

Information Systems in Business

Teachers responsible: Dr N Mitey, U401 and Dr Susan Scott

Availability: This is an optional course for any Bachelor's degree where the regulations permit it. Students are expected to have knowledge of information systems to a level equivalent to IS143 Information Technologyand Society.

Core syllabus: The course deals with management issues regarding the use of information technology in contemporary organizations. Questions addressed include.

What is the process of information systems development from conception to use?

How can we decide what new information systems an organization should develop?

How are information systems introduced and implemented in organizations?

How do organisations change by utilising the potential of new technology? What value and advantage can be gained by investing in information technology systems?

What new organisational forms (virtual, e-business, e-markets) are enabled by information systems?

This is not a technical, hands-on course, rather it involves the study of a body of literature on management and socio-technical perspectives on information systems.

Content: Understanding requirements for information systems: the systems development process and methodologies; strategic perspectives of information systems; organisational change and information systems; interorganisational information systems and new organisational forms; evaluation of information systems; information systems security.

Teaching: 10 two-hour lectures in MT, 10 two-hour seminars in LT, 20 one hour classes in the MT and LT.

Reading list: C Avgerou & T Cornford, Developing Information Systems, 2nd edn, Macmillan, 1998; K C Laudon & J P Laudon, Management Information Systems: Organisation and Technology in the Networked Enterprise, 6th edn, Prentice Hall International, 2000; R D Galliers & W Currie, Rethinking Management and Information Systems, Oxford University Press, 1999; R D Galliers, D E Leidner & B S H Baker (Eds), Strategic Information Management. Challenges and Strategies in Managing Information Systems, 2nd edn, Butterworth-Heinemann, 2001; B Bloomfield, R Coombs, D Knights & D Littler (Eds), Information Technology and Organizations: Strategies, Networks and Integration, Oxford University Press, 1997.

Assessment: The course is examined on an individual project in MT (20%) and seminars in LT (20%) and a three-hour formal examination in the ST that counts for 60% of the final mark.

LI 101

English Legal Institutions

Teacher responsible: Dr Kate Malleson, A357

Availability: Available to students on any Bachelor's degree where regulations permit and to General Course students. Students are not expected to have any prior knowledge of the law.

Core syllabus: To introduce students to the basic features of the legal system; the law making system through legislation and the common law and the civil and criminal justice system.

Content: The structure of the court system; sources of law - case law and statute; civil and criminal processes - pre-trial, trial and appeal; the personnel of the legal system, including judges, magistrates, juries, parristers and solicitors; legal aid and advice.

Teaching: One lecture per week and one class per week. Alternate classes will be conducted online using WbCT. Lecture notes, course material and other information will also be disseminated via the course web-site.

Written work: One essay to be produced in the MT and one submission of contributions to online classes in the LT.

Reading list: Students are advised to buy Malleson, The Legal System (2003). Additional material will be made available through the course web-

Assessment: Three-hour essay-based written examination in the ST. Students must answer four questions out of ten

LL104

Law of Obligations

Teacher responsible: Professor H Collins, A342

Availability: This is a compulsory course for Intermediate LLB and LLB (French Law) students and BA Anthropology and Law first year students.

Core syllabus: An introduction to the basic principles of the law of obligations, which comprises the law of contract, the law of tort, and the law of unjust enrichment (restitution).

Content: Introduction to the law of contract with particular application to consumer transactions, including formation of contracts, express and implied terms, misrepresentation, exclusion clauses, remedies for breach of contract, and regulation of consumer transactions. Introduction to the

principles of the law of unjust enrichment or restitution. Liability in tort for personal injuries, including negligence, and special statutory regimes such as occupiers liability, employers liability, and product liability. Remedies for torts, including alternative compensation systems.

Teaching: The course is taught by means of two lectures (LL104) per week and one class (LL104.A) per week. The lectures will be given by a number of different teachers. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus.

Written work: A student will be expected to produce at least four pieces of written work in the course of the year. This will be set, marked and returned by each class teacher.

Reading list: A general reading list will be issued at the commencement of each term. Students should follow the advice of their class teachers as to the textbooks to be read

Assessment: Three-hour formal examination in the ST, which requires candidates to answer questions in contract, tort, and unjust enrichment (restitution).

There is a resit examination in this paper in September.

11105 Half unit

Property I

Teacher responsible: Mr R A Pottage

Availability: This is a compulsory course for Intermediate LLB and LLB (French) students and 2nd year BA Anthropology and Law.

Core syllabus: The aim is to introduce students to the role of property concepts in legal and social thought. Particular attention is paid to the context, development and function of property forms in contemporary legal systems. Content: The course encompasses a broad range of established and emergent property forms, ranging from questions of copyright and share ownership to aspects of real property. Extensive use will be made of historical and other general commentaries on the question of property.

Teaching: Two lectures a week (LL105) and one two-hour seminar (LL105.A). Reading list: Murphy & Roberts, Understanding Property Law; Ryan, Property and Political Theory; Rifkin, The Age of Access.

Assessment: Two-hour formal examination in the ST on which the entire Assessment for the course is based.

11106

Public Law

Teacher responsible: Professor Martin Loughlin, A470

Availability: This is a compulsory course for Intermediate LLB and LLB (French) students and BA Anthropology and Law students. Students are advised that they can also attend GV101, Introduction to the Study of Politics I

Core syllabus: The course covers: the conceptual framework of public law; central government and the executive; parliament; multilayered governance (the European Union, devolution and local government); judicial review; and civil liberties and human rights.

Teaching: Lectures (LL106); MT, LT and ST two lectures and one class a week (LL106.A).

Written work: Three non-assessed assignments, to be set by the class tutor, will be required

Reading list: Reading is contained in the Course Handbook (available on the Public Folders) and recommended by individual class teachers. Assessment: Three hour written examination in the ST.

LL108

Criminal Law

Teachers responsible: Professor N Lacey, A463, Dr M Redmayne, A327, Professor R Baldwin, Dr J Peay, A462 and Dr D Roche, A363

Availability: The course is compulsory for Intermediate LLB and LLB (French) students and BA Anthropology and Law 3rd year students. There are no pre-requisites for it.

Core syllabus: The course examines the emergence and structure of the 'general part' of criminal law and selected areas of the special part of criminal law in the context of theories of the aims and functions of criminalisation. Content:

The contribution of criminal law to social order in modern societies and justification for the exercise of the state's criminal justice power;

the conceptual framework of criminal liability (conduct, responsibility, capacity, defences);

criminal law's construction and regulation of interests in property (with particular reference to the offences of theft and deception); attempts:

regulatory offences (with special reference to drugs):

homicide

the criminal regulation of sexuality and the enforcement of morality (with special reference to rape and the regulation of homosexuality); criminal law's regulation of non-fatal violence against the person;

secondary participation in crime

Teaching: Teaching is by 40 hours of lectures (LL108) and 22 classes. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class Written work: This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.

Reading list: Students will be expected to read the relevant parts of Nicola Lacey, Oliver Quick & Celia Wells, Reconstructing Criminal Law (3rd edn, 2003); they may also find it useful to buy Andrew Ashworth, Principles of Criminal Law (3rd edn. 1999): or M Allen, Introduction to Criminal Law (4th edn. 2001). 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 set out on the reading sheets. Assessment: Three-hour paper in the ST. Four questions to be answered out of ten.

LL109 Half unit

Introduction to the Legal System

Teacher responsible: Professor W T Murphy, A372

Availability: Compulsory for first year LLB and LLF students. Core syllabus: The course is designed as a foundation course to make law students familiar with the basic institutions of the legal system. Content:

legislature, the courts and other methods of dispute settlement. The personnel of the legal system, including judges, lawyers and magistrates.

The basic division of substantive law; criminal law and civil law; domestic, transnational and international law.

The major differences between Civil Law and Common Law systems. Basic techniques of legal reasoning; precedent and statutory interpretation.

The provision and delivery of legal services to society. Teaching: Two lectures per week and one class per week MT.

Written work: One essay.

Reading list: There is no one set text. Suggestions for texts will be given at the start of the course. Additional material will be made available through the public folders.

Assessment: Two-hour essay-based written examination in the ST. Students must answer two questions out of ten

LL201 Not available in 2003/04 Administrative Law

Teacher responsible: Professor R Rawlings, A541

Availability: This course is optional for 2nd or 3rd year LLB and LLB. (French) students and BA Anthropology and Law. The course is available as an outside option in the BSc (Econ) and is especially appropriate for students of government and politics.

Core syllabus: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Content: History and theories of Administrative Law; the Administrative Process and its characteristics; Administrative Tribunals; Judicial Review; the Ombudsmen and the Citizens Charter: the European Dimension, Special studies will be made of the relationship between Law and Administration in such subjects as (i) Welfare Benefits; (ii) Asylum; (iii) Regulation; (iv) Parole. Teaching: 25 two-hour Seminars (LL201) held weekly. These are conducted by Professor R Rawlings.

Written work: A minimum of two essays will be required.

Reading list: Harlow & Rawlings, Law and Administration (2nd edn, 1997). 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 (4th edn, 1999); P Cane, Introduction to Administrative Law (3rd edn, 1996): G Richardson & H Genn (Eds), Administrative Law and Government Action (1994), Detailed reading lists will be made available in public folders.

Assessment: Three-hour examination in the ST, containing nine questions of which four are to be answered.

11202

Commercial Contracts

Teacher responsible: Professor Hugh Collins, A342

Availability: This is an optional course of LLB and LLB (French) part 1 and II, and BA Anthropology and Law. Completion of LL104 Law of Obligations is normally a prerequisite

Core syllabus: A study of the legal regulation of selected types commercial contracts in their business context.

Course Content: (A) Sale of goods in the context of transactions between businesses of manufactured goods, focusing on problems for the regulation of quality and the extraction of payment. (B) License of intellectual property rights in the context of a business format franchise, focusing on problems of disclosure, incentives, and agreed remedies. (C) Provision of services in the context of a construction contract, focusing on problems of risk allocation, privity of contract, competition, and alternative dispute processes. (D) Financial instruments in the context of futures contracts for raw materials, focusing on problems of negotiability, regulation of markets, enforceability and remedies.

Teaching: There will be one two-hour lecture a week, which includes discussion and small group exercises. Additional small classes meet three times each term

Written work: Written work will be required each term. Reading list: A complete reading list is distributed at the beginning of the year

Textbooks: H Collins, Law of Contract; Beale, Bishop & Furmston, Contract: Cases and Materials

References: M Bridge, The Sale of Goods; R Cranston (Ed), Commercial Law; R Goode, Commercial Law; L Sealey & R Hooley, Text and Materials in Commercial Law; S Worthington, Personal Property Law Assessment: Three-hour examination in the ST.

LL203

Law of Business Associations

Teachers responsible: Professor P Davies, A457, Dr E Micheler, A356 and Professor S Worthington, A159 Availability: This course is optional for 2nd and 3rd year LLB and LLB (French) students and BA Anthropology and Law. Students are advised, where possible, to take the course as a 3rd year rather than a 2nd year option.

Core syllabus: This course examines the structure and operation of the corporate vehicle through which much of the business of the private sector of the economy is conducted.

Content: Introduction to business associations (comparing corporate and non-corporate business vehicles); corporate personality and dealings with third parties; limited liability and creditor protection; shares and shareholding; directors' duties and their enforcement; protection of minority shareholders; corporate governance.

Teaching: 38 lectures (20 in MT and 18 in LT) plus 12 two-hour seminars, spread over MT, LT and ST. Written work: At least one piece of written work will be required in each

of MT and LT.

Reading list: L Sealy, Cases and Material on Company Law (8th edn, 2003); Gower & Davies, Principles of Modern Company Law (7th edn, 2003); P Davies, Introduction to Company Law (2002). Assessment: Three-hour written examination, plus 15 minute reading

period. Unmarked statutory materials may be taken into the examination

11204

Advanced Torts

Teacher responsible: Mr R Simpson, A357 Availability: This is an optional course for LLB and LLF Parts I and II and BA Anthropology and Law. Students must first have completed LL104 Law of Obligations

Core syllabus: The course examines a range of Torts, building on knowledge about the Tort of Negligence gained in the Law of Obligations course, but dealing also with several other discrete areas of the subject. Content: (A) Personal Injuries: Psychiatric Damage; Professional Liability for medical negligence; Trespass to the Person. (B) Economic Interests; Liability for professional negligence; the Economic Torts; Passing Off. (C) Property Rights: Trespass to Land: Nuisance and Environmental Protection: the rule in Rylands v Fletcher. (D) Reputation: Defamation and Privacy. (E) Special Topics (which may change from year to year): Occupiers' Liability and liability for Defective Premises; Transport Liability; Sports and Outdoor Pursuits Liability; Tobacco Liability; Liability for breach of statutory duty, Work-related liability, An overall perspective on tort liability. Teaching: There will be one two-hour seminar a week and a fortnightly class. Reading lists will be distributed in advance of each seminar. Written work: At least two pieces of written work will be required. Reading list: Peter Cane. The Anatomy of Tort Law (1997): B A Hepple D Howarth & M H Matthews, Tort: Cases and Materials (5th edn. 2000); B S Markesinis & S F Deakin, Tort Law (4th edn1999); John G Fleming, An Introduction to the Law of Torts (9th edn, 1998); Carol Harlow, Understanding Tort Law (2nd edn, 1995); Nicholas Mullany & Peter Handford, Tort Liability for Psychiatric Damage (1993); Jane Stapleton, Disease and the Compensation Debate (1986); Margaret Brazier, Medicine, Patients and the Law (2nd edn, 1992); Ian Kennedy & Andrew Grubb, Medical Law (2nd edn, 1994); Peter Cane, Tort Law and Economic Interests (2nd edn, 1996). Assessment: Three-hour written examination in the ST.

11205

Medical Law

Teacher responsible: Ms Emily Jackson, A328 Availability: This course is optional for Parts I and II LLB and LLB (French) and BA Anthropology and Law. Students must first have completed Law of Obligations I (LL104).

Core syllabus: A study of medical law and ethics. Content:

Malpractice Litigation: negligence, alternative dispute resolution Consent: informed consent; children; emergencies; incompetence Resource allocation; patients' rights

Medicines, licensing and control

Confidentiality Research on humans and embryos

Regulation of reproduction: abortion, surrogacy; reproductive technologies; cloning

Genetics: the Human Genome Project; screening; cloning

Mental Health Organ transplantation and donation

Euthanasia

Teaching: Lectures: weekly MLS.

Classes: weekly MLS. Seminars: fortnightly LS.

Written work: Students will be expected to prepare outline arguments for classes/seminars, in addition to handing in at least one essay each term. Reading list: Montgomery, Health Care Law: Mason McCall Smith &

Laurie, Law and Medical Ethics; I Kennedy & A Grubb, Medical Law; S Sheldon & M Thomson, Feminist Perspectives on Health Care Law. Detailed reading lists for the subjects studied within the course are available

on request.

Assessment: Formal three-hour examination (100%).

LL207

The Law relating to Civil Liberties In England and Wales Teachers responsible: Mr D N Schiff, A153, Dr K Malleson, A357 and Dr I Peav A462

Availability: This is an optional course for 2nd and 3rd year LLB and LLF students and BA Anthropology and Law students.

Core syllabus: Aspects of freedom of expression and association, freedom of the person and freedom of religion. Particular attention will be paid to developments arising from the coming into force of the Human Rights Act 1998.

Content: Theories of civil liberty and fundamental rights and their protection; public order and the right to protest: the rights of mental patients in and out of hospital; police powers and suspects rights; freedom of expression and censorship, obscenity, indecency and pornography; freedom of religion; rights in emergencies; the Human Rights Act 1998 and its impact.

Teaching: This is a seminar course. 21 two-hour seminars are held, some taught jointly. There are no lectures.

Written work: Students are expected to submit two essays during the year. Reading list: A detailed list will be available at the beginning of the course. Principal books: D Feldman, Civil Liberties and Human Rights in England and Wales (2nd edn, 2002); S H Bailey, D J Harris & D C Ormerod, Civil Liberties, Cases and Materials (5th edn, 2001); N Whitty, T Murphy & S Livingstone, Civil Liberties Law: The Human Rights Act Era; K Starmer, European Human Rights Law (1999); F Klug, Values for a Godless Age (2000).

Assessment: Three-hour unseen written examination will be held in the ST containing nine questions of which four are to be answered.

LL209

Commercial Law

Teachers responsible: Dr D Roche, A363 and Mrs V Prais, Y121

Availability: Available to Bachelor's degree and Diploma students where regulations permit. There is no pre-requisite law subject.

Core syllabus: An introduction to the fundamental principles of contract law, company law and the law of corporate insolvency. Content:

Contract law: essentials of a valid contract; capacity restrictions; privity rules; factors of invalidation; discharge; remedies.

Company law: incorporation of a company; constitutional documents; capacity and ultra vires problems; liability of the company to third parties; directors' duties; shareholders' powers and protections, including majority rule and minority protection.

Corporate insolvency law: fund raising; secured lending; receivership; liquidation.

Teaching: Lectures: weekly MLS.

Classes: weekly MLS.

Written work: Students will be expected to complete two essays during the year, and to prepare outline arguments for weekly classes.

Reading list: Core texts: E McKendrick, Contract Law; J Lowry & L Watson, Company Law. Supplementary texts: Collins, The Law of Contract; Hicks & Goo, Cases and Materials on Company Law; Davies, Gower's Principles of Modern Company Law; Finch, Corporate Insolvency Law: Perspectives and Principles. Further reading will be recommended at the start of each segment of the course.

Assessment: Formal three-hour examination in the ST, comprising ten questions of which four must be answered.

11210

Information Technology and the Law

Teacher responsible: Mr Andrew Murray, A473 Availability: Available to students on Parts I and II LLB and LLB (French) and to students on BA Anthropology and Law.

Core syllabus: The course examines the major legal ramifications of computerisation of society, including electronic contracting, intellectual property rights in computer software and hardware, the effects of the Internet on modern society, data protection and privacy rights in relation to electronic information and freedom of speech.

Content:

Introduction to Computer Technology and Cyberspace: Linking, framing and caching

Intellectual Property Rights: Copyright in computer software; Patenting software applications; Copyright and peer to peer networks; Trade marks and domain names/meta tags

Content Control: Libellous materials, Spam, Pornography and other illegal content

E-Commerce: Electronic contracts; Encryption and Electronic signatures and digital cash

Computer Crime: Computer Misuse and Viruses

Data Integrity: Data Protection and Interception of communications International Aspects: IPL and choice of law; Internet Regulation ICANN, WIPO and the registrars

Future developments

Teaching: Classes: LL210, weekly ML5.

Written work: Students will be required to produce two essays during the year and are expected to give class papers.

Reading list: Blackstone's Statutes on IT & e-Commerce (Blackstone, 2002); Lloyd, Information Technology Law (3rd edn, Butterworths, 2000); Reed & Angel, Computer Law (4th edn, Blackstone, 2000); Bainbridge, An Introduction to Computer Law (4th edn, Longman, 2000); Edwards & Waelde, Law and the Internet: A Framework for Electronic Commerce (Hart, 2000); Susskind, The Future of Law (1996, revised 1998, Clarendon Press.) Please note: new editions of course texts are expected in Summer 2003. Please do not purchase any course texts before joining the class Assessment: Formal three-hour examination in the ST.

LL212 Not available in 2003/04

Conflict of Laws

Teacher responsible: Dr Eva Micheler A356

Availability: Students are not recommended to take this course before their third year of the LLB course. A good knowledge of law is required. Core syllabus: Conflict of Laws examines cases in which the facts giving rise to the litigation contain one or more significant foreign elements. This occurs, for example, when a court is asked to decide on a breach of a commercial contract which was made abroad or is largely to be performed abroad, or on a tort committed there, or on property situated there. The problems involving conflict of laws arise in the context of jurisdiction, choice of the applicable law, recognition and enforcement of foreign judgements. Content: Jurisdiction, foreign judgements and awards, general doctrine relating to the choice of law, contracts, tort, property.

Teaching: 22 weekly two-hour seminars (LL212).

Written work: Two essays.

Reading list: Peter North & James Fawcett, Private International Law, Butterworths, 1999; David McClean, Morris: The Conflict of Laws, Sweet & Maxwell, 2000.

Assessment: Three-hour written examination paper in ST.

11221

Law of Domestic Relations

Teacher responsible: Mr David Bradley, A465

Core syllabus: The course examines the development and structure of domestic relations law and legal policy as an aspect of political economy. Comparative material is introduced to highlight distinctive features of English law.

Content: Topics examined in the course include: (i) state and church: foundations of the institution of marriage; (ii) state and family: personal and property relations in marriage; (iii) abortion, gender and class equality; (iv) state and society: divorce traditions in English law; (v) the family and the welfare state; (vi) financial and property relations on divorce and influence of the common law tradition; (vii) the concept of child welfare implicit in legal policy; (viii) sexual morality: regulation of unmarried heterosexual cohabitation, same sex relationships and the status of children of unmarried parents.

Teaching: The course is taught in a lecture, seminar format.

Written work: Students are set three essays, which do not count for assessment purposes, in the first and second terms, in addition to the assessed essay referred to below.

Reading list: Students are provided with course packs and a reading list for seminars. S M Cretney, Family Law, 4th edn, Sweet & Maxwell, 2000 provides background reading for the course.

Assessment: (i) Assessed essay on either a prescribed topic or a topic

selected by the student and approved by the responsible teacher (25%), (ii) Three hour examination in which students answer three questions (75%). Approved statutory materials may be taken into the examination in accordance with School Regulations

LL223 Not available in 2003/04 Economic Analysis of Law

Teacher responsible: To be announced

Availability: This course is optional for LLB and LLB (French) 2nd and 3rd year students, BA Anthropology and Law and for other degrees where regulations permit. Students would benefit from some knowledge of elementary microeconomics

Core syllabus: An introduction to applications of elementary microeconomics to law.

Content: Economic theories of legal topics such as:

Property - private and common property rights, trespass, nuisance, compulsory purchase.

Contract - consideration, mistake, frustration, fraud, damages, specific performance, penalty clauses, bargaining power.

Torts - negligence, strict liability, products liability, no-fault insurance schemes, workmens' compensation.

Crime - optimal criminal sanctions, crime prevention.

Other topics may be introduced from time to time.

Teaching: Lectures (LL223): one a week. Classes (LL223 A): one a week Written work: Students are encouraged but not required to write one short paper each term.

Reading list: Detailed advice will be given at the beginning and during the course. Reference will be made to Cooter & Ulen, Law and Economics; Posner, Economic Analysis of Law (3rd edn); Polinsky, An Introduction to Law and Economics (2nd edn); and a limited number of journal articles. Assessment: Three-hour formal examination in the ST. Four questions to be attempted from about twelve

11226

Elements of Labour Law

Teacher responsible: To be announced

Availability: This course is available to BSc Management Science students and other Bachelor's degree students where regulations permit.

Core syllabus: The first part of the course covers the individual labour relationship between each worker and his/her employer. The second is concerned with collective labour relations between employers and trade unions or other forms of worker representation.

Content: Individual labour law: legal nature of the employment relationship; rights during employment; discrimination including equal pay, maternity and parental rights; rights on business transfers; rights on termination of employment.

Collective labour law: freedom of association; trade union governmentmembership rights and union democracy; collective bargaining, including trade union recognition; information and consultation rights for workers' representatives; industrial disputes.

Teaching: Seminars: LL226. 22 weekly MLS.

Written work: Students will be required to do two pieces of written work in each of the first two terms

Reading list: Students are advised to obtain the latest edition of one of the following: Deakin & Morris, Labour Law; Smith & Wood, Industrial Law; Pitt, Employment Law, Also relevant are Collins, Ewing & McColgan, Labour Law Text and Materials, Anderman, Labour Law: Management Decisions and Workers Rights; Pitt, Cases and Materials on Employment Law.

Assessment: Formal three-hour examination in the ST. The paper contains 10 questions of which four have to be attempted.

LL231

The Substantive Law of The European Union Teacher responsible: Ms Imelda Maher

Availability: This course will only be available to third year LLB or LLB (French) students who have already successfully completed LL232 Law and Institutions of the European Union or to students who have previously taken a university course on European Union Law.

Core syllabus: An introduction to the substantive law of the European Union Content: Governance of the Single European Market: 'The New Approach to the Single Market' and Its Consequences; EU migration policy and the area of 'freedom, security and justice'; EU non-discrimination law; Economic coordination and Social Europe; EC competition law; the liberalisation of economic sectors; the EU, the WTO and globalisation.

Teaching: One two-hour seminar per week.

Written work: In addition to the assessed essay a minimum of two pieces of written work will be required.

Reading list: Chalmers & Szyszczak, EU Law: Towards a European Polity? (Ashgate, 1998); Craig & De Búrca, EU Law (3rd edn, OUP, 2002); Craig & De Búrca (Eds), The Evolution of EU Law (OUP, 1999); Soysal, Limits of Citizenship: Migrants and Postnational Membership in Europe (Chicago, 1994); Gerber, Law and Competition in Twentieth Century Europe (OUP,

1997); Snyder, International Trade and Customs Law of the European Union (Butterworths, 1998).

Assessment: 75% of the mark will be a written unseen examination in the ST. 25% will be by an assessed essay of 3,500-5,000 words length, chosen by the student in consultation with the teacher.

11232

Law and Institutions of the European Union Teacher responsible: Dr V Heyvaert, A539

Availability: This course is optional for 2nd or 3rd year LLB and LLB (French) students and BA Anthropology and Law. Core syllabus: An introduction to the institutional and economic law of the European Union.

Content: Evolution of the European Union. Institutions and Legislative Procedures of the European Union. Interest Representation and the Democratic Deficit within the European Union. Constitutionalism and the EC Legal System. Fundamental Rights. EC Administration and Comitology. Administrative Accountability of the EC and the European Ombudsman The Judicial Architecture of the European Union and relations between national courts and the Court of Justice. Subsidiarity, Flexibility and Multilevel Governance. The Economic Constitution and Free Movement of Goods. EU Citizenship and Free Movement of Persons. The Social Economy and the Freedom to Provide Services.

Teaching: Two lectures and a class per week.

Written work: A minimum of two essays and a mock exam will be required. Reading list: Craig & De Búrca, EU Law (3rd edn), 2002; Weatherill & Beaumont, EU Law (3rd edn), 1999; Hartley, The Foundations of EC Law (4th edn), 1999; Weiler, The Constitution of Europe (1999); Hix, The Political System of the European Union (1999)

Assessment: Three-hour examination in the ST, containing 10 questions of which four are to be answered.

11233

Law of Evidence

Teacher responsible: Dr Mike Redmayne, A327 Availability: This course is optional for LLB and LLB (French) Part I and II and BA Anthropology and Law. It is better viewed as a final year subject. First year law training, and preferably second year as well is required. Core syllabus: This course explores aspects of evidence and proof, with an emphasis on theoretical and conceptual understanding. Content: The course is organised around various themes: (i) the history of the law of evidence: the shift from the ordeals and the use of torture to 'rational' modes of proof. (ii) technologies of proof: narrative and rhetoric; the ideal of free proof; law and the construction of facts; probability. (iii) the modern law of evidence: burden and standard of proof; relevance; hearsay; character evidence; sexual history evidence; expert evidence: fingerprinting and DNA profiling.

Teaching: 20 weekly two-hour seminars (LL233), Sessional. Written work: Students will be expected to produce two essays during the year

Reading list: To gain an understanding of the modern law of evidence students may find it useful to consult McEwan, Evidence and the Adversarial Process (2nd edn, 1998); and Zuckerman, The Principles of Criminal Evidence (1989). The full reading list will be available at the beginning of the year; some indicative reading is also available on the public folders. Assessment: Three-hour examination in the ST.

LL235 Not available in 2003/04 Housing Law

Teacher responsible: Mr R L Nobles, A328

Availability: This is an optional course for Part I and II LLB and LLB (French) degree and BA Anthropology and Law. Core syllabus: This course will examine the legal framework surrounding

the provision of housing. 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: There will be a two-hour seminar (LL235) each week throughout the MT, and for the first five weeks of the LT. 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, eg LAG Bulletin,

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ROOF; statutory material; Rent Acts, Housing Acts and Public Health Acts. Assessment: 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.

11241

Introduction to Civil Law

Teacher responsible: Dr Igor Stramignoni, A469 (secretary: Ms Yvonne Holmes A371

Availability: The course is available as an option to all LLB students - whilst it constitutes a degree requirement for LLF students.

Core syllabus: Whilst generally the course is intended as an introduction to the continental law of Europe mainly for the benefit of students reading for a Common law degree, the syllabus is geared around the study of the legal culture(s) and legal institutions of contemporary France.

Content: Renaissance, Enlightenment and the French Revolution: what consequences for the laws of modern Europe? The case of the legal culture(s) and legal institutions of modern France: so very different? Civil Law and Common Law in a globalized world: an uncertain future.

Teaching: One two-hour lecture weekly. The lectures are held by Dr Stramignoni in English. However, a small percentage of the reading list is in French, so some ability to read French is advisable, LLF students (only) may be offered the possibility of attending weekly one extra one-hour French language class. Where such class is offered, attendance will be optional.

Written work: Students will be asked to do some written work on select topics covered by the syllabus.

Reading list: Dr Stramignoni will indicate which textbook is required at the beginning of each academic session. In addition, students will be expected to read widely in appropriate journals and sections of books. A list of references will be provided as the course progresses

Assessment: Formal three-hour examination in English.

11242

International Protection of Human Rights Teacher responsible: Dr C Beyani, A456

Availability: This is an optional course for LLB and LLB (French) Parts I and II, BA Anthropology and Law students and other Bachelor's degrees as regulations permit. Students need to have already taken and done well in a course in Public International Law or in Civil Liberties Law. Numbers of those admitted will be restricted.

Core syllabus: Comprehensive study of the expanding international law of human rights and institutions, both at a universal and regional level.

Content: The course is divided in three parts. The first part deals with conceptual issues, namely: definitions of human rights; the role of international law in the protection of human rights; the individual and the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; the role of non-discrimination individual and group rights; economic, social and cultural rights. The second part is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter as well as the UN Covenants. Among the rights examined through the case law are fair trial: property: freedom of expression: right to life: privacy: freedom from torture; and non-discrimination; minority rights; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees. The third part is concerned with the system of international protection of human rights. There is the UN System in respect of which a detailed examination of the various UN institutions and techniques for the protection of human rights is covered. Also various non-institutional methods of promoting human rights, including the role of Non-Governmental Organisations, are studied.

Teaching: This course is taught by one-hour weekly seminars (LL242) 10 in MT, 9 in LT; and tutorial classes (Group A, Group B, and Group C); supplemented by writing requirements and consultation on these. Reading list: A detailed reading list is provided.

Assessment: Three-hour formal examination in the ST, based on the syllabus in the MT and LT. There are usually 10 questions, of which four are to be answered. The paper comprises both essay and problem questions.

LL247 Not available in 2003/04 Land Development and Planning Law

Teacher responsible: To be announced Availability: This course is optional for LLB and LLB (French) Parts I and II and BA Anthropology and Law.

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.

Content:

Setting the Scene: (a) Actors and Institutions: Central and Local Government; the Courts. Planners and Lawyers. (b) Ideas and Ideologies: market, plan; land as private property; land as a national resource; public and private

The Plan: The legal framework; nature; purpose; function; roles of the actors public participation and debate. The future of development plans. Land Development: (a) The regulation of private development: development control; the interaction of law, policy and politics; the public/private interface; enforcement; roles of central and local government. (b) Public Development; compulsory acquisition and compensation; joint ventures; public authorities as developers; conflicts of interests.(c) Large-scale Development; EIA; Private Bill procedures; Big Public Inquiries; Statutory Undertakers.

Inner City Regeneration: UDCs; HATs; derelict land; urban development grants; development trusts; economic development initiatives by local authorities; EZs.

Protection and Use of the Countryside: National Parks and development therein; AONBs; Management agreements; Mineral development; access to the countryside; regulation of agriculture; caravans; waste disposal.

The European Dimension: The single European Act; EIAs; the environmental programme of the EEC.

Teaching: 20 seminars (LL247) Sessional.

Assessment: An essay, counting for 25% of the marks; and an examination in the ST, consisting of three questions over three hours, and counting for 75% of the marks.

LL250

Law and The Environment

Teacher responsible: Dr Veerle Heyvaert, A539 also taught by Professor Martin Loughlin, A470

Availability: This course is optional for Parts I and II of LLB, LLB (French), and BA Anthropology and Law; other students with a keen interest in the environment are welcome

Core syllabus: The aim of this course is to assess from an interdisciplinary perspective the role of UK law in the environmental field.

Content:

The origins and development of environmental law in the UK

Environment, ecology and economy: theoretical and philosophical influences on the development of environmental principles and practices Critiques of environmental regulation and regulatory alternatives

The domestic organisation of environmental protection: the institutional framework; objectives and instruments of environmental policy and regulation - sustainable development, best available techniques and integrated pollution control

The relationship between environmental law and planning law; problems raised by the built environment

Environmental protection and the common law - issues of environmental liability

Modern regulatory frameworks for environmental protection – IPPC and the new regime for contaminated land

Discussion of environmental problems and legal solutions to the hazards and risks of modern farming, biotechnology, chemicals production, waste, etc.

Critical analysis of the supranational and international environmental framework, including the relation between international trade and environmental protection

Teaching: 20 seminars (LL250) MT and LT.

Reading list: There is no set book that covers the entire course, however, several sessions use Bell & McGillivray (also known as Ball & Bell), Environmental Law (5th edn, Blackstone Press, 2000). A detailed reading list is provided for each class, and, with the exception of materials available on-line, key readings are available from a private library with Ms Yvonne Holmes. Useful introductory books include: Holder & McGillivray, Locality and Identity: Environmental Issues in Law and Society, 1999; Churchill, Warren & Gibson (Eds), Law, Policy and the Environment, 1991; R Carson, Silent Spring, 1962; R Eckersley, Environmentalism and Political Theory, 1992

Assessment: The scheme of examination will be: (i) 25% assessed essays of between 4,000-5,000 words and (ii) 75% three hour examination in the ST in which three out of at least eight questions will have to be answered.

LL251

Intellectual Property Law

Teacher responsible: Anne Barron, A155

Availability: This course is optional for Parts I and II LLB, LLB (French). Core syllabus: An introduction to the law relating to copyright, trademarks and patents in the UK.

Content: The rules and concepts governing the subsistence, scope, duration, ownership and exploitation of copyrights and trade marks, together with a more limited consideration of the criteria for patenting inventions and the scope of the patent right. These legal regimes will be considered against the backdrop of an analysis of Intellectual Property Law's history and theoretical foundations; its increasing importance in sustaining an 'information economy'; and trends towards the global harmonisation of Intellectual Property Law.

Teaching: Two lectures per week; classes fortnightly.

Written work: Students will be expected to submit two pieces of written work during the year.

Reading list: The recommended text will be Lionel Bently & Brad Sherman,

Intellectual Property Law (Oxford University Press 2001), and students will also be required to purchase one of the available edited collections of statutes. The full reading list will be issued at the beginning of the year. Assessment: Three-hour examination in the ST.

LL253

The Law of Corporate Insolvency Teacher responsible: Vanessa Finch, A540

Availability: This course is optional for Parts I and II LLB, LLB (French) and BA Anthropology and Law. (Not available for General Course students). Students will be required to have either studied The Law of Business Associations LL203 or be taking that course concurrently.

Core syllabus: The course examines the law relating to insolvent companies and to companies in distress and assesses the impact of corporate insolvency on individuals involved with troubled companies. Content:

Role & Objectives of Corporate Insolvency Procedures; Corporate Borrowing; Rescue Procedures: Informal & Formal; Liquidation and Pari Passu Distribution; Repercussions of Corporate Insolvency on Individuals -Directors and Employees; and European & International Dimensions Teaching: 22 weekly two hour seminars (LL253).

Written work: Students will be expected to prepare for participation in weekly seminar discussion. A minimum of two essays will be required.

Reading list: Report of the Review Committee on Insolvency Law & Practice (the Cork Report) Cmnd 8558 (1982); R Goode, Principles of Corporate Insolvency Law (2nd edn, Sweet & Maxwell, 1997); V Finch, Corporate Insolvency Law - Perspectives and Principles (Cambridge University Press, 2002); CCH British Companies Legislation. More detailed reading lists will be provided during the course.

Assessment: Formal three-hour examination in the ST based on the full syllabus. Unmarked, approved versions of the relevant legislation may be taken into the examination.

LL257

Labour Law

Teacher responsible: Professor H Collins, A342

Availability: LLB and LLB (French Law), BA Anthropology and Law, Core syllabus: The law of the UK and relevant European law governing collective labour relations and individual employment.

Content: Collective bargaining, trade unions and their members, industrial conflict, and other forms of worker representation and consultation. Forms of employment, regulation of the employment relation, termination of employment, effects of restructuring of businesses, discrimination, and human rights in the workplace.

Teaching: Weekly two-hour seminars (LL257).

Reading list: Reading lists are supplied for each week's seminar. Students should read the latest edition of a text book eg H Collins, K Ewing, A McColgan, Labour Law: Text and Materials. Students will also need to refer to a current collection of statutes, such as Butterworths Student Statutes: Employment Law or Blackstone's Statutes on Employment Law

Assessment: Three-hour written examination in the ST. Candidates are permitted to take into the examination an unmarked copy of a collection of statutes.

LL259

Legal and Social Change since 1750 Teacher responsible: Professor W T Murphy, A372

Availability: This course is optional for LLB and LLB (French) Parts I and II and other degrees as regulations permit, including BA Anthropology and Law. The course assumes a basic knowledge of the history of modern Britain. Students who lack this background should obtain the preliminary reading guide for the course from the teacher named above before the summer vacation.

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.

Content: The relationship of legal and social change in England from 1750. The history of the following will be considered.

Changes in methods of law-making, administration of the law and dispute adjudication. Influence of ideas and of interest groups upon such changes. 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.

Teaching: The course meets once a week for a two-hour seminar (LL259)

in MT and LT.

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LL265

Legislation

Teacher responsible: Mr J Jacob, A341 Availability: This is an optional course for LLB and LLB (French) Parts I and II and BA Anthropology and Law. Core syllabus: The essay should throw new light on the legislative process. This may be done either by a case study of eg the passage of a Bill or 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. Content: Ideas for Legislation: Parliamentary Procedure and Scrutiny of Legislation: Standing Committees; Delegated Legislation; Private Bills; The House of Lords. (a) Government Bills and (b) Private Members Bills. Ethics: Lobbying; Conflict of Interest. Draftsmanship and Parliamentary Counsel. Interpretation of Statute the Role of the Courts. Statutory Instruments. Access to Legislation.

The reform of each of the above matters. Teaching: The teaching is by way of frequent supervision of the research method and progress

Reading list: Reading will be suggested during the course. Assessment: The examination is by extended essay of about 10.000-12,000 words on a subject of the student's choice and approved by Joe Jacob rather than by a written paper. It should be word processed. It must be submitted by the end of the LT. There will be an oral examination soon after the beginning of the ST. 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.

LL269 Not available in 2003/04 **Civil Litigation – Processes and Functions** Teacher responsible: Mr J Jacob, A341 of the teacher.

Core syllabus: The nature and functions of negotiation within the litigation process; various functions of litigation; what lawyers do and how nonlawyers use the law. The problems of enforcement. Content: (A) Lawyers and Lawyering. Litigation: Disputes and their relation to litigation; Litigation as an authoritative resolver of issues. The symbolism of the forum. Types of party. The supporting cast, professional lawyers, nonlawyers, and enforcing officers. Costs. Types and forms of action. Openness. The powers of the Court. (B) Civil Litigation: Remedies; Enforcement; Commencement; Limitation of actions. Interim Proceedings. Trial; role, effects and limits of orality. Appeals. Teaching: 22 two-hour seminars per week, Sessional Written work: A minimum of two essays will be required but they will not count towards the examination. Reading list: There no fully suitable text but Jacob, Shifting Cultures and Civil Dispute Resolution will be found useful. There is much useful material in, among other journals, Civil Justice Quarterly. Neil Andrews's Principles of Civil Litigation (1994); J A Jolowicz, On Civil Procedure (2000) are among the further reading. Assessment: Three-hour formal examination in the ST.

LL272 Half unit **Outlines of Modern Criminology** Teacher responsible: Professor Robert Reiner, A207 Availability: This half-course is optional for LLB and LLB (French) Part I and II, and BA Anthropology and Law. Some familiarity with sociological or psychological literature would be an advantage, but is not a prerequisite. It is also suitable for General Course students, and a limited number may be admitted on application. Core syllabus: The course examines the main theories about crime and its explanation, including biological, psychological and psycho-analytic perspectives. The emphasis is on sociological theories, including critical approaches. It also considers a number of aspects of contemporary crime and criminal justice issues, such as the overall trends and patterns of

Written work: Students are expected to complete two essays on particular aspects of the course, one at the end of the first term, the other at the end

Assessment: Three-hour formal examination in the ST, based on all the material dealt with in the course during the year or with the approval of the Department (to be obtained no later than the end of the MT), a full-unit essay on a topic approved by the subject examiners.

Availability: This course is optional for Parts I and II of the LLB, LLB (French) students and BA Anthropology and Law. Others may take it by permission

contemporary crime, policing and crime prevention, race and sex discrimination in criminal justice, victims of crime, and the role of the mass media.

Content: The history of criminological theory; individualistic explanations of crime (biological and psychological); social theories of crime; critical perspectives on crime and criminal justice; crime trends and patterns, and the problems of interpreting criminal statistics; policing; race and sex discrimination; victims of crime; mass media representations of crime and criminal justice.

Teaching: There will be 10 two-hour seminars held weekly in the MT.

Written work: Two essays are required during this course.

Reading list: Introductory; S Jones, Criminology (2nd edn, 2001) or K Williams, Textbook on Criminology (4th edn, 2003). Core texts: M Maguire, R Morgan & R Reiner, The Oxford Handbook of Criminology (3rd edn, 2002); D Downes & P Rock, Understanding Deviance (4th edn, 2003). Detailed reading for each topic will be recommended at the outset of the course.

Assessment: Two-hour examination in the ST in which candidates have to answer three out of nine questions.

LL275

Property II Teacher responsible: Mr R Nobles, A156

Availability: This is an optional course for LLB and LLB (French) Part I and Il students, and compulsory for BA Anthropology and Law 2nd or 3rd year students requiring exemption from the Law Society's Part I exam. Students must have completed Property I (LL105).

Core syllabus: The aim of the course is to explore key conceptual problems in English land transfer law and the law of trusts.

Content: The general principles of English land transfer law: the evolution of the system of registration of titles and the structure of property in land. The general nature of equitable principles and remedies. The structure of commercial interests in land: leases, mortgages and land obligations. A historical introduction to the trust form in commercial and family contexts: perspectives on the judicial approach to the acquisition of shares in family property; a treatment of the issues raised by pension trusts; the nature of trusteeship; evolution of trusteeship.

Note: the content of this course is under review and may be changed.

Teaching: Teaching is conducted through seminars. Students are required to give presentations. There are no lectures.

Writing requirement: One essay per term

Reading list: Moffat, Trusts Law: Text and Materials; Murphy & Roberts, Understanding Property Law; Gray, Elements of Land Law; Nobles, Pensions Employment and the Law; Penner, The Law of Trusts.

Assessment: Three-hour formal examination in the ST on which the entire assessment for the course is based.

LL278

Public International Law

Teachers responsible: Professor Christopher Greenwood CMG, QC, A387 and Mr Gerry Simpson, A471

Availability: An optional course available in the second and third years of the LLB, LLF and BA in Anthropology and Law, as well as for other bachelor's degrees where regulations permit.

Core syllabus: Law-making and law-enforcement in international society, the concept of Statehood, jurisdiction and jurisdictional immunities, State responsibility, sovereignty over territory, the legal regime of the use of force and an introduction to the law of human rights.

Content: The emphasis is on the application of international law in modern international society. Close attention is paid to legal aspects of current developments. (1) The international constitution: sources of law, treaties, institutions, States and international organizations, the individual in international law, the relationship between international law and national law. (2) Selected issues in international law: jurisdiction and immunities, State responsibility, the treatment of foreign nationals, expropriation of foreign property, the use of force.

Teaching: Two one-hour lectures and one hour of small group teaching each week

Written work: Student are expected to write four essays during the year. These are organized through the small group classes.

Reading list: Detailed guidance is given at the start of the course. Principal books: D J Harris, Cases and Materials in International Law (5th edn, 1997; a 6th edition is due in 2003-04); M Shaw, International Law (5th edn, 2003); Evans, International Law Documents (6th edn, 2003); Evens, International Law (1st edn, 2003). For reference: I Brownlie, Principles of Public International Law (6th edn, 2003); R Jennings & A Watts, Oppenheim's International Law, Vol 1 (9th edn, 1992).

Assessment: Three hour written examination taken in the ST.

LL282 Not available in 2003/04 Law of Restitution

Availability: This course is optional for LLB and LLB (French) Part I and II students and BA Anthropology and Law. A general knowledge of the law of contract is essential. A knowledge of the fundamental principles of property law is advisable.

Course syllabus: The aim of the course is to build an analytical framework for the Law of Restitution and to analyse the relationship between restitution on the one hand and contract and tort on the other hand.

Content: Historical and analytical introduction to the structure of the law of restitution. Restitution on the ground of vitiation of consent: payments made in ignorance, payment by mistake, payment under compulsion, over-payment of taxation and payments made as a result of inequality between the payer and payee. Restitution on the ground that the plaintiff did not intend to benefit the defendant in the circumstances which have occurred; the concept of total failure of consideration. Restitution and free acceptance. Restitution and wrong doing. Restitution in the second measure, with particular reference to the rules of tracing. Defences to a restitutionary claim.

Teaching: Teaching is by way of 21 seminars (LL282) of two-hours duration. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class discussion

Written work: This will be set by the teacher in charge of the course. A minimum of two pieces of written work will be required, usually one essav and one proble

Reading list: P B H Birks, An Introduction to the Law of Restitution (Oxford, 1989). Reference should also be made to Goff & Jones, The Law of Restitution (3rd edn 1986)

Assessment: Three-hour formal examination in the ST on which the entire assessment for the course is based.

LL284 Half unit

Sentencing and Treatment of Offenders Teacher responsible: Dr Sheila Moore, c/o A303

Availability: Optional for LLB and LLB (French) Part I or II and BA Anthropology and Law students. Most students coming to this course will be familiar with the structure of the English courts, both at trial and appeal levels, so the course is not so suitable for General Course students.

Core syllabus: Criminal justice is a topic of considerable political debate and change. The syllabus is liable, therefore, to alter year by year. The course examines the aims and justifications of punishment, how courts carry out their sentencing function, and considers areas for sentencing reform.

Content: Community and custodial punishment; sentencing theory and practice; sentencing of dangerous, persistent and mentally disordered offenders; containment and treatment of offenders; parole and release; reform. Teaching: Nine two-hour seminars (LL284) in the LT. Teaching is by a combination of formal student presentations and group discussion.

Written work: Submission of written presentations (as above) is expected. Reading list: A list will be supplied at the beginning of the term together with key questions to be addressed in class. The recommended text for the course is A Ashworth, Sentencing and Criminal Justice (3rd edn, Butterworths 2000).

Assessment: Two-hour examination in the ST.

LL287 Half unit Not available in 2003/04 Social Security Law I

Teacher responsible: Dr Julian Fulbrook, A368

Availability: These courses are optional for LLB and LLB (French) - Parts I and II, BA Anthropology and Law. 55 I is a pre-requisite for SS II.

Core syllabus: The course analyses principal benefits such as jobseekers' allowances, incapacity benefit, industrial injuries benefits and income support, and the lawyering process that enables claimants to pursue their legal entitlements.

Content: (1) Social Security I (SSI): General Introduction to National Insurance and Income Support Law. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system, the Beveridge structure, New Labour Reforms. Contributions. Types of benefits. Social Security Appeal Tribunals. The Commissioners. Job Seeker's Allowance. Sickness and Incapacity Benefits. Income Support. Social Security and strikes. (2) Social Security II (SSII): Interviewing techniques for lawyers. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: opening submissions, examination-in-chief, cross-examination and final submissions. Tribunal hearings. Appellate work and counselling.

Teaching: The course is taught by two-hour seminars (LL287 weekly MT and LL288 weekly LT). Lectures are used to cover a lot of ground quickly, whereas the seminars enable us to discuss issues and details on the basis of prior reading and interview transcripts. 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: Neville Harris, Social Security in Context (2000); Ogus, Barendt & Wikeley, The Law of Social Security (Butterworths, 1995); Julian Fulbrook, Administrative Justice and the Unemployed (1978); Max Atkinson, Our Masters' Voices (1984); Marcus Stone, Cross-Examination in Criminal Trials (1988)

Assessment: (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.

LL288 Half unit Not available in 2003/04 Social Security Law II

Teacher responsible: Dr Julian Fulbrook, A368

Availability: These courses are optional for LLB and LLB (French) - Parts I and II, BA Anthropology and Law. SS I is a pre-requisite for SS II.

Core syllabus: The course analyses principal benefits such as jobseekers' allowances, incapacity benefit, industrial injuries benefits and income support, and the lawyering process that enables claimants to pursue their

Content: (1) Social Security I (SSI): General Introduction to National Insurance and Income Support Law. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system, the Beveridge structure, New Labour Reforms. Contributions. Types of benefits. Social Security Appeal Tribunals. The Commissioners. Job Seeker's Allowance. Sickness and Incapacity Benefits. Income Support. Social Security and strikes. Teaching: The course is taught by two-hour seminars (LL287 weekly MT and LL288 weekly LT). Lectures are used to cover a lot of ground quickly, whereas the seminars enable us to discuss issues and details on the basis of prior reading and interview transcripts. 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: Neville Harris, Social Security in Context (2000); Ogus, Barendt & Wikeley, The Law of Social Security (Butterworths, 1995); Julian Fulbrook, Administrative Justice and the Unemployed (1978): Max Atkinson, Our Masters' Voices (1984); Marcus Stone, Cross-Examination in Criminal Trials (1988).

Assessment: (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.

LL293

Taxation

Teachers responsible: Dr I Roxan, A460 and Dr A Mumford, A370 Availability: This is an optional course for LLB and LLB (French) second and third year and BA Anthropology and Law.

Core syllabus: The aim of the course is to examine the UK tax system against a background of tax law principles and to study selected policy problems as they arise during the course of this examination.

Content: General principles of taxation, objectives of tax system, types of taxation, structure and administration; powers of the Inland Revenue. Application and interpretation of tax legislation by the UK Courts; evasion and avoidance. The individual's tax position. Tax and families. Relationship with social security benefits. Taxation of employment and business income. including corporations. Annual wealth tax and taxes on the transfer of wealth. Capital gains tax and inheritance tax.

Teaching: Two-hour weekly seminars (LL293) plus additional classes as necessary.

Written work: Will form an integral part of the course although it will not be assessed for degree mark purposes.

Reading list: Detailed reading lists will be distributed during the course. General: Tiley, Revenue Law; Whitehouse, Revenue Law; Easson, Cases and

Materials; James & Nobes, The Economics of Taxation. Legislation: Butterworths, Yellow Tax Guide; or CCH, Tax Statutes and

Statutory Instruments. Assessment: Three-hour written examination. 'Legislation' listed above

may be taken into the examination, with non-verbal markings only.

LL294 Not available in 2003/04

Law, Theory and the Policy of Consumer Markets Teacher responsible: Mr Colin Scott. A340

Availability: This course is optional for LLB and LLB (French) Part I and II students and BA Anthropology and Law. Contract and Tort Law, Obligations, Public Law and Criminal Law are all desirable but not essential background. Core syllabus: The course seeks to explore the selected areas of law relating to activity in consumer markets, in the context of theories of consumption and consumer transactions and public policy in relation to such activity

Content: Rationales and institutions for consumer regulation; regulating marketing and advertising; quality of goods and services; regulating consumer credit and financial services; product safety. Teaching: 22 weekly two-hour seminars (LL294). Written work: Students will be expected to submit two essays during the

year in addition to the assessed essay. Reading list: C Scott & J Black, Cranston's Consumers and the Law (3rd

edn, 2000); D Oughton & J Lowry, Consumer Law (2nd edn, 2000); S Weatherill, EC Consumer Law and Policy (1997); B Harvey & D Parry, The Law of Consumer Protection and Fair Trading (6th edn, 2001). Assessment: (a) assessed essay on a topic to be approved by the responsible teacher (50%); (b) two hour formal exam in the ST in which candidates will be asked to answer two out of 10 questions (50%). Unmarked statutory materials may be taken into the examination.

LL297 Not available in 2003/04 Women and the Law

Availability: This course is optional for 2nd and 3rd year LLB and LLB (French) students and BA Anthropology and Law. Core syllabus: The course looks at the position of women in society; discrimination and inequality; and the possibilities and limitations of legal intervention

Content: Introduction to feminist jurisprudence; women, law and the labour market; the politics of engagement with the law; the regulation of sexuality; reproductive rights; women as victims; women as offenders Teaching: One two-hour seminar (LL297) held weekly. Written work: Two essays will be required.

Reading list: K O'Donovan & E Szyszczak, Equality and Sex Discrimination Law; C Smart, Feminism and the Power of Law.

Assessment: A choice of assessment 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 an oral examination. 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 MT.

LL298 Half unit

Essay on an approved Legal Topic

Notes: The regulations for the LLB 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. 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 Chair of the Part I and Part II LLB Board. 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 Student Services Centre not later than the first day of the ST.

11299

Full Unit Essay Option

Notes: The current regulations permit a student taking the LLB or LLB (French) degree to make up courses to the value of three and a half subjects in either Part I or Part II by writing a half subject essay of about 6,000-8,000 words on a legal topic approved by the School. This option has now been extended to include a full subject essay of about 12,000-15,000 words. The conditions attached to the full essay option are broadly the same as those which currently apply to the half subject essay option. It is necessary for a student to have the approval of both a member of staff who is willing to supervise the essay and the Chair of the LLB Part I and II Examiners for the proposed essay.

It may be possible to use the essay option to do some work in a subject which is not being offered as a taught course in the year in question. Alternatively, students may be able to use it to do some more detailed work on a topic of particular interest to them, providing that this does not overlap with any course which they are taking to an unacceptable extent. It should

be stressed that no member of staff is under an obligation to agree to supervise any proposed essay and that the approval of the chair of examiners must be obtained by 31 October of the year in question. Where this option is taken students can expect to see the essay supervisor to discuss their work on a regular basis in each of the first two terms with at least three meetings in each term. The essay should be handed in to the Student Services Centre not later than the first day of the ST.

Finally, it should be noted that it will not be possible to submit a full subject essay and half subject essay in the same year.

11305

Jurisprudence

Teacher responsible: Mr D N Schiff, A153

Availability: This course is compulsory for LLB and LLF Part II students. Core syllabus: To introduce jurisprudence, legal theory and the philosophy of law. To explore foundation jurisprudence theories and their historical development. To examine selected modern legal theories that represent extensions or negations of those foundation theories.

Content: Foundation theories that are studied include those of ancient and modern Natural Law; British and continental Legal Positivism; Sociological, Realist and Critical reactions to Positivism; modern Post-Positivist theories. Six selected topics (extensions or negations) from the following list: Disobedience, Punishment, Hohfeld and the Analysis of Rights, Legal Reasoning, Justice, Feminist Legal Theory, Economic Analysis of Law, The Autonomy of Law, Foucault and Law, Recent Developments in Legal Theory. Teaching: Students should attend two lectures and one class each week. Written work: Students will be expected to write one essay each term.

Reading list: The course will principally rely on: J E Penner, D Schiff & R Nobles (Eds), Jurisprudence and Legal Theory: Commentary and Materials (2002)

Assessment: Three-hour unseen written examination will be held in the ST. The examination paper will be divided into first (section A) and second (section B) term questions. Students will be required to answer three questions from a wide choice of questions, but at least one question from each section.

LN100

Russian Language and Society 1 Teacher responsible: Dr Olga Sobolev, C513

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes: and (e) Transferable skills.

Teaching: four hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials. Written work: Weekly exercises.

Reading list: R Sakwa, Russian Politics and Society Routledge, 1993; R Seivice, Russian History in Twentieth Century, Penguin, 1999; C Kelly & D Shepherd, Russian Cultural Studies: an introduction, Oxford University Press, 1998: Sputnik-novosti newspaper.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN101

Russian Language and Society 001: Ab-initio Intensive Teacher responsible: Dr Olga Sobolev, C513

Availability: For undergraduates where regulations permit. No previous knowledge of Russian language is required.

Core syllabus: Beginners to intermediate study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, with reference to Russian culture and society.

Content: (a) Speaking: individual and group oral presentations and role plays; (b) Grammar and vocabulary work; (c) Writing: guided short essays; (d) Reading responding based on topical texts; (e) Listening: video and audio tapes; and (f) Transferable skills.

Teaching: six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials. Written work: Weekly exercises.

Reading list: L Pargment, Beginners Russian Reader, National Text Book Company, 1985; A Vasys et al, Russian Area Reader, National Text Book Company, 1996.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); (c) Portfolio of language work (20%).

LN102

Russian Language and Society 01: Post-intermediate Intensive

Teacher responsible: Dr Olga Sobolev, C513

Availability: For undergraduates where regulations permit. A good pass at GCSE-level or foreign equivalent is required.

Core syllabus: A bridge from intermediate to advanced studies of Russian language in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and guided short essay; (c) Reading and responding based on topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: five hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar seminars; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials. Written work: Weekly exercises.

Reading list: A Vasys et al, Russian Area Reader, National Text Book Company, 1996; R Seivice, Russian History in Twentieth Century, Penguin, 1999; L Rzhevsky, The Cambridge Companion to Modern Russian Culture, Cambridge University Press, 1998; Sputnik-novosti newspaper.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); (c) Portfolio of language work (20%).

LN110

German Language and Society 1

Teacher responsible: Mrs Astrid Küllmann-Lee, C616 Availability: For undergraduates where regulations permit. An A-level pass

or foreign equivalent is required. Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d)

Listening, within the framework of German culture and society. Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d)

Listening: TV, video and audio tapes; and (e) Transferable skills. Teaching: four hours per week, which will feature: (a) Interactive Lectures;

(b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Showroom, IT and Web-based material. Written work: Weekly exercises.

Reading list: Students are encouraged to make full use of the resources of German books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. D Grosser, Politik, Wirtschaft und Gesellschaft; V Braun, Unvollendete Geschichte; M Frisch, Andorra; H Bö; II, Die verlorene Ehre der Katharina Blum; Tatsachen über Deutschland/Facts about Germany (Societäts-Verlag, 1999) Assessment: (a) three-hour examination (60%); (b) Oral presentation

(20%); and (c) Portfolio of language work (20%).

LN111

German Language and Society 001: Ab Initio Intensive Teacher responsible: Mrs Astrid Küllmann-Lee, C616

Availability: For undergraduates where regulations permit. No previous knowledge of the German language is required.

Core syllabus: Beginners to intermediate study in: (a) Speaking; (b) Writing: (c) Reading; (d) Listening, with reference to German culture and society.

Content: (a) Speaking: individual and group oral presentations and role plays; (b) Grammar and vocabulary work; (c) Writing: guided short essays; (d) Reading of and responding to topical texts; (e) Listening: video and audio tapes; and (f) Transferable skills.

Teaching: six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using the Language Showroom, IT and web-based materials.

Written work: Weekly exercises.

Reading list: TANGRAM Kursbuch 1 & Arbeitsbuch 1 (MT) TANGRAM Kursbuch 2 & Arbeitsbuch 2 (LT), Hueber Verlag, Ismaning, 1998. Assessment: (a) three-hour examination (60%), (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN112

German Language and Society 01: Post-intermediate Intensive

Teacher responsible: Mrs Astrid Küllmann-Lee, C616

Availability: For undergraduates where regulations permit. A good pass at GCSE or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of German culture and society.

Content: (a) Speaking: individual and group activities; (b) Writing: summary translation and short guided compositions; (c) Reading: basic topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills. Teaching: Five-hours per week, which will feature: (a) Interactive Topic work; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Showroom, IT and Web-based material.

Written work: Weekly exercises.

Reading list: Kenntnisse, An Advanced German Course (Students Book) Routleade, London/New York 1999; Buscha:Mittelstufenbuch, 2000; Tatsachen über Deutschland/Facts about Germany (Societäts-Verlag, 1999) Recent issues of the magazine 'Deutschland', published in cooperation with the Presse- und Informationsamt der Bundesrepublik. Assessment: (a) three-hour examination (60%); (b) Oral presentation

(20%); and (c) Portfolio of language work (20%).

LN120

Spanish Language and Society 1

Teacher responsible: Ms Mercedes Coca, C806 Availability: For undergraduates where regulations permit. An A-level pass

or foreign equivalent is required. Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d)

Listening, within the framework of politics, economics and society. Content: (a) Speaking: individual and group oral presentations; (b) Writing:

translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills. Teaching: Four hours per week, which will feature: (a) Interactive Lectures;

(b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material. Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. E Galeano, Las Venas Abiertas de América Latina, 1988; H Graham & J Labanyi (Eds), Spanish Cultural Studies, OUP 1995; J Hooper, Los Nuevos Españoles, 1996.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN122

Spanish Language and Society 01: Post GCSE Intensive Teacher responsible: Ms Mercedes Coca, C806

Availability: For undergraduates where regulations permit. A good pass at GCSE or its equivalent is required.

Core syllabus: Study of the Spanish language: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society. Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary writing and short guided compositions; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Five hours per week, which will feature: (a) Interactive Topic work; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Laboratory, IT and Web-based material. Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. USO de la gramática española: intermedio, Francisca Castro, editorial Edelsa (más clave con respuestas); Avance. Ed SGEL; Linc, Spanish Intermediate and AdvancedCD Rom; Para conjugar, CD Rom. Readings: 'Los carros vacios' de Francisco García Pavón; 'Las tres de la madrugada' de Miguel Buñuel; 'Las inquietudes de Santi Andía' de Pio Baroja; 'Lista de locos y otros alfabetos' de Bernardo Atxaga; 'Las ataduras' de Carmen Martín Gaite; 'Las ataduras' de Carmen Martín Gaite; 'Requiem por un campesino español' de Ramón J Sender: 'Cuentos' de Ignacio Aldecoa: 'Don Oujjote de la Mancha' (Primera y Segunda Parte) de Miguel de Cervantes.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN130

French Language and Society 1

Teacher responsible: Mr Hervé Didiot-Cook, C803

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required. Please contact the Teacher responsible to discuss course requirements and level BEFORE registering for this course. Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of history, politics, economics and society. Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Four hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly language exercises. Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: Didier Daeninckx, Meurtres pour mémoire;

Serge Bernstein et Pierre Milza, Histoire de la France au XX ème siècle Assessment: (a) three-hour examination (60%); (b) Oral presentation

(20%); and (c) Portfolio of language work (20%).

LN132

French Language and Society 01: Post GCSE Intensive Teacher responsible: Mr Christophe Millart, C802, Email: c.millart@lse.ac.uk

Availability: For undergraduates where regulations permit. A good pass at GCSE-level or foreign equivalent is required. Please make sure to contact the Teacher responsible above to discuss course requirements and level BEFORE registering for this course.

Core syllabus: A bridge from intermediate to advanced studies of French language in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary and guided short essay; (c) Reading and responding based on topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable

Teaching: Five hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar seminars; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials. Written work: Weekly exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following manuals are recommended: D Bourdais et al, Élan 1, French AS (2002); G Thomas, Francothèque, A resource for French studies (2002); M Mitchell, Pour parler affaires, Méthode de français commercial (2001), D Bourdais et al, Essor (2000); G Capelle & N Gidon, Le Nouvel Espaces 2 (1995); A McLachlan, Zénith (2000); E Armstrong et al, Au point, nouvelle édition (2001).

Assessment: Portfolio of language work (20% of the final mark), Oral presentation (20% of the final mark); three-hour examination (60% of the final mark) which includes: Listening (15%), Summary in French (15%), Essay writing (20%), Grammar and lexis (10%).

LN200

Russian Language and Society 2

Teacher responsible: Dr Olga Sobolev, C513 Availability: For undergraduates who have either successfully completed LN100 programme or can show other evidence of the necessary degree of proficiency

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills. Teaching: Three hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials Written work: Weekly exercises.

Reading list: R Sakwa, Russian Politics and Society, Routledge, 1993; R Seivice, Russian History in Twentieth Century, Penguin, 1999; C Kelly & D Shepherd, Russian Cultural Studies: an introduction, Oxford University Press, 1998: Sputnik-novosti newspaper.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN210

German Language and Society 2

Teacher responsible: Mrs Astrid Küllmann-Lee, C616 Availability: For undergraduates who have either successfully completed the first year programme (LN110) or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of German culture and society. Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material. Written work: Weekly exercises.

Reading list: Students are encouraged to make full use of the resources of German books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. H Plö;tsch, Die Deutsche Demokratie; G Buchner, Die Bundesrepublik Deutschland. Basiswissen für Staatsbürger; R Menasse, Erklär mir Ästerreich

Assessment: (a) three-hour examination (60%): (b) Oral presentation (20%): and (c) Extended essay (20%).

LN220

Spanish Language and Society 2 Teacher responsible: Ms Mercedes Coca, C806

Availability: For undergraduates who have either successfully completed

the first year programme (LN120) or can show other evidence of the necessary degree of proficiency. Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c)

Reading; (d) Listening, within the framework of politics, economics and society.

Content: a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three hours per week, which will feature: (a) Lectures; (b) Oral Classes: (c) Workshops: (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: J P Fussi & J Palafox, España: el Desafio a la Modernidad 1808-1996, 1997; P Preston, Las Tres Españas del 36, 1997: G Garcia Marquez, Fantasía y creación artística en América Latina y el Caribe 1981: L De Sebastián, Mundo Rico, Mundo Pobre, Sal Terae, 1992: TVE, 'Crónicas de la Transición Española' 1992; V Prego, 'Crónicas de la Transición Española' 1992.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN230

French Language and Society 2

Teacher responsible: Mr Hervé Didiot-Cook, C803

Availability: For undergraduates who have either successfully completed the first year programme (LN130) or can show other evidence of the necessary degree of proficiency. Please contact the teacher responsible to discuss course requirements and level BEFORE registering for this course.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and

Content: a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material and a virtual learning environment supported by WebCT.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: Daniel Pennac, La fée carabine; René Rémond, Notre siècle 1918-1988; Hubert Védrine, Les mondes de François Mitterrand 1981-1995

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN250

English Literature and Society Teacher responsible: Mr Angus Wrenn, C614

Availability: For undergraduates where regulations permit. An A-level pass or equivalent is recommended but not required (especially for General Course students)

Core syllabus: (a) Study of 20th century British literature in its sociopolitical context; (b) Critical appreciation of British Literature and the elements of style in prose, poetry and drama; (c) Study of major cultural themes eg Literature of War; Imperialism; Feminism; (d) Study of individual authors.

Content: (a) Modernism; Political Engagement; Social Realism; Theatre of the Absurd; Post-Colonial Literature; Celtic Literature; Post-Modernism; (b) Several trips to theatre productions during the year; (c) Extensive use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

Teaching: Two hours per week, featuring: (a) Lectures on a range of authors and themes; (b) Classes including students' presentations; (c) Revision Workshops; (d) Tutorials.

Written work: Three essays per term; presentations.

Reading list: Malcolm Bradbury, The Modern British Novel; Raymond Williams, Culture and Society; Edward Said, Culture and Imperialism; Elaine Showalter, A Literature of Their Own: Paul Fussell. The Great War and Modern Memory: John Carey, The Intellectuals and the Masses

Assessment: Three-hour written examination (80%); coursework essay (20%).

LN302

Russian Language and Society 3 Teacher responsible: Dr Olga Sobolev, C513

Availability: For undergraduates who have either successfully completed LN200 programme or can show other evidence of the necessary degree of proficiency which will be close to native speaker competence.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of culture and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Two hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials.

Written work. Weekly exercises

Reading list: L Rzhevsky, The Cambridge Companion to Modern Russian Culture, Cambridge University Press, 1998; R Milner-Gulland, The Russians, Blackwell, 1999.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN310

German Language and Society 3

Teacher responsible: Mrs Astrid Küllmann-Lee, C616 Availability: For undergraduates who have either successfully completed the second year programme (LN210) or can show other evidence of the necessary

degree of proficiency which will be close to native speaker competence. Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of culture and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Two hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly exercises.

Reading list: Students are encouraged to make full use of the resources of German books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web 'Kulturelles Leben in der Bundesrepublik Deutschland', Bonn, 1992; C Fohrbeck, Private Kulturförderung in der Bundesrepublik, Bonn, 1989. Herrmann Glaser: Kultur-geschichte Deutschlands im 20. Jahrhundert, Beck, München, 2002.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN320

Spanish Language and Society 3

Teacher responsible: Ms Mercedes Coca, C806

Availability: For undergraduates who have either successfully completed the programme (LN220) or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society

Content: a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Two hours per week, which will feature: (a) Lectures: (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are core texts: Eduardo Tijeras, Crónica de la frontera, Antología de de primitivos historiadores de Indias; Miguel de Cervantes Novelas Ejemplares; Gabriel Garcia Marquez, Cien Años de Soledad; Benito Perez Galdos, La de Bringas; Carmen Laforet, Nada; Tomas Eloy Martinez, Santa Evita.

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN330

French Language and Society 3

Teacher responsible: Mr Hervé Didiot-Cook, C803

Availability: For undergraduates who have either successfully completed the programme (LN230) or can show other evidence of the necessary degree of proficiency. Please contact the teacher responsible to discuss course requirements and level BEFORE registering for this course. Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of art, literature, power, politics, gender, race, and social classes.

Content: a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Two hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are core texts: M Wieviorka & J Ohana, La différence culturelle (2001); J F Dortier, Philosophies de notre temps (2000); J C Ruano-Bordalan, L'identité, L'individu, Le groupe, La société (1998); P Bréchon, Les grands courants de la Sociologie (2000).

Assessment: (a) three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

MA100

Mathematical Methods

Teachers responsible: Dr J Davies and Dr M Harvey, B404

Availability: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics. It is not available to students who have previously taken Ouantitative Methods (Mathematics) (MA107).

Core syllabus: This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses.

Content: Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables, derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. Vectorvalued functions, derivatives and their manipulation. Inverse functions, local inverses and critical points, use in transformations. Integration, differential and difference equations. Some applications of the above topics. For further information see www.maths.lse.ac.uk/Courses/ma100.html

Teaching: The lecture course MA100 is two hours each week (one hour of linear algebra and one hour of calculus) in the MT, LT and early ST (44 lectures in all). In addition weekly classes MA100.A are given (MA100.B for BSc Mathematics and Economics, MA100.C for BSc Actuarial Science and MA100,D for BSc BMS only).

Written work: Students will be expected to complete exercises assigned weekly in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends on dealing with this written work as it is assigned, in a regular and systematic manner

Reading list: Ken Binmore & Joan Davies, Calculus, Concepts and Methods; Howard Anton, Elementary Linear Algebra

Assessment: The course assessment is based exclusively on a three-hour formal examination in the ST.

MA103

Introduction to Abstract Mathematics

Teachers responsible: Professor N Biggs, B412, Dr M Anthony, B409 and Dr B von Stengel, B408

Availability: Students should have taken, or be taking concurrently, the course Mathematical Methods (MA100).

Core syllabus: Introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary set theory, number theory, linear algebra, algebra and analysis.

Content: Logic, integers, sets and functions, prime numbers, relations, real and complex numbers, greatest common divisor and modular arithmetic, infimum and supremum, sequences, limits, continuity, groups and vector spaces.

For further information see www.maths.lse.ac.uk/Courses/ma103.html

Teaching: 40 lectures (MA103) and 20 classes (MA103.A, for BSc in Mathematics and Economics students: MA103.B) in MT and LT. Revision lectures in ST.

Written work: Weekly exercises are set and marked.

Reading list: M Liebeck, A Concise Introduction to Pure Mathematics; R Allenby, Numbers and Proofs; N L Biggs, Discrete Mathematics; Victor Bryant, Yet another Introduction to Analysis; R G Bartle & D R Sherbert, Introduction to Real Analysis

Assessment: Three-hour formal examination in the ST.

MA106 Half unit

Introductory Quantitative Methods (Mathematics) Teacher responsible: Dr Jan van den Heuvel, B410 Availability: This course is not available to students with A Level Mathematics, or to students with other experience of calculus. Students with (eq) AS Level Mathematics should normally take Quantitative

Methods (Mathematics) (MA107) instead. Core syllabus: This course is intended to provide elementary quantitative skills for students without mathematics or statistics to A level standard. Students will be introduced to basic mathematical concepts and manipulations. The presentation will indicate some applications of quantitative methods for economics and management Content: Arithmetical operations, powers and roots; basic algebra; series, logarithms and exponential growth; sets, functions and graphs; linear and quadratic equations; differentiation of functions of one variable; optimisation; integration; matrix algebra; systems of linear equations. Applications to economic situations are included throughout. For further information see http://www.maths.lse.ac.uk/Courses/ma106.html Teaching: Lectures MA106: 20 hours MT. Classes MA106.A: 10 hours MT. Revision lectures will be arranged in the ST.

Written work: Weekly example sheets will be set and students are expected to submit solutions each week

Reading list: Notes covering all essentials will be handed out throughout the term. The following books provide additional material. Ian Jacques, Mathematics for Economics and Business; Mike Rosser, Basic Mathematics for Economists; E T Dowling, Mathematical Methods for Businessand Economics, Schaum's Outline series; T Bradley & P Patton Essential Mathematics for Economics and Business. Assessment: Two-hour formal examination in the ST.

MA107 Half unit

Quantitative Methods (Mathematics) Teacher responsible: Dr A Ostaszewski B406

Availability: This is a basic course in mathematics intended primarily for students who have already reached A level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A level (eg AS Level) and are proficient in basic calculus. Core syllabus: Additional mathematical tools necessary for further study in economics. Ideas are taught systematically, with emphasis on applicability to economic problems. Liberal use of examples throughout for motivation and illustration.

Content: This course is to give students the additional mathematical tools necessary for further study in economics or related disciplines as used in the description and forecasting of some selected economic phenomena and to develop basic mathematical modelling skills for these phenomena. Techniques of calculus (partial differentiation, integration, optimisation), methods of linear algebra (use of matrices), the solution of difference and differential equations are the focal points. Specific topics are as follows: sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions, Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation, geometry of lines and planes, convexity. Matrix notation, solution of linear systems, inverse matrices. Integration. Differential equations. Note: Each mathematical section will be intimately linked to one or more economic models; for details see www.maths.lse.ac.uk/Courses/ ma107 html

Teaching: Lectures MA107: 20 during MT and LT. Classes MA107A: 10 during MT. LT and ST. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis

Reading list: The course follows M Anthony & N L Biggs, Mathematics for Economics and Finance: Methods and Modelling, CUP, 1996. A useful background text which is the basis of a follow-on course is A Ostaszewski, Mathematics for Economics: Models and Methods, Blackwell, 1993. There are many other books with titles like Mathematics for Economists but none of them are close to this course. Further information will be provided in the lectures.

Assessment: Two-hour examination in the ST.

MA200 Half unit

Further Mathematical Methods (Calculus) Teacher responsible: Professor G Brightwell, B405 Availability: Ideally Mathematical Methods(MA100) or equivalent, entailing intermediate-level knowledge of calculus, and proficiency in techniques of differentiation and integration.

Core syllabus: This course develops ideas first presented in MA100. It studies how integrals may be calculated, or transformed by a variety of manipulations, and how they may be applied to the solution of differential equations. Content: Limiting processes. The Riemann integral. Multiple integration. Improper integrals. Manipulation of integrals. Laplace transforms. The

Riemann-Stielties integral.

For further detail, see www.maths.lse.ac.uk/Courses/ma200.html Teaching: 20 lectures (MA200) MT accompanied by weekly classes MA200.A MT. Revision lectures in ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: A Ostaszewski, Advanced Mathematical Methods. Useful background texts include: Ken Binmore & Joan Davies, Calculus, Concepts and Methods; M.R. Spiegel, Laplace Transforms; R.A. Adams, Calculus Assessment: Two-hour formal examination in the ST.

MA201 Half unit

Further Mathematical Methods (Linear Algebra) Teacher responsible: Dr R Johnson, B414

Availability: Students should ideally have taken the course Mathematical Methods (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation.

Core syllabus: This course develops the ideas and results first presented in the algebra part of Mathematical Methods (MA100)

Content: This course makes connection between formal method and geometrical insight (visual intuition). It develops a selection of optimisation problems in a number of application areas including statistics and finance; it develops vector and matrix methods including orthogonal representation of vectors and representation of projections by matrices, and representation of matrices in canonical form. Specific topics are as follows: Vector spaces, Wronskians, Inner Products, Orthogonality, Geometry of Rn, Direct Sums, Projections, Least Squares, Spectral Theory, Generalized Inverses, and selected applications of the theory (including Linear Regression, Capital Asset Pricing Model, Population Dynamics and Differential Equations). For further information see www.maths.lse.ac.uk/Courses/ma201.html

Teaching: 20 lectures (MA201) LT accompanied by weekly MA201.A classes (MA201.B for BSc Mathematics and Economic students). Revision lectures will be held in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: A Ostaszewski Advanced Mathematical Methods and H Anton & C Rorres, Elementary Linear Algebra: Applications version (Wiley, 1994). Additional background reading: C Simon & L Blume, Mathematics for Economists (Norton, 1994); D Luenberger, Investment Science (1998). Assessment: Two-hour formal examination in the ST.

MA203 Half unit Real Analysis

Teacher responsible: Dr M Anthony, B409

Availability: Introduction to Abstract Mathematics (MA103), or some equivalent giving experience with formal proofs.

Core syllabus: A course in real analysis for those who have already met the basic concepts. The emphasis is on functions, sequences and series in real n-dimensional space, and the more general concept of a metric space.

Content: We study the formal mathematical theory of: series of real numbers; series and sequences in n-dimensional real space Rn, limits, continuity and derivatives of functions mapping between Rm and Rn, uniform convergence of continuous functions, closed and open sets, and compactness. These topics are set in a more general context by introducing metric spaces. For further detail, see www.maths.lse.ac.uk/Courses/ma203.html

Teaching: 20 lectures (MA203) MT accompanied by weekly classes MA203.A MT. Revision lectures in ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: Lecture notes will be provided. The following may prove useful. Robert G Bartle & Donald R Sherbert, Introduction to Real Analysis; K G Binmore, Mathematical Analysis: a straightforward approach; Victor Bryant, Yet Another Introduction to Analysis; W A Sutherland, Introduction to Metric and Topological Spaces.

Assessment: Two-hour formal examination in the ST.

MA207 Half unit

Further Quantitative Methods (Mathematics) Teacher responsible: Dr M Harvey, B404

Availability: This course is intended primarily for students of Management, Management Sciences, Economics and Accounting and Finance who have previously taken Quantitative Methods (Mathematics) (MA107). It is not available to students who have taken Mathematical Methods (MA100), or equivalent, nor higher level methods courses.

Core syllabus: This is a second course in quantitative methods, following on directly from Quantitative Methods (Mathematics) (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance.

Content: Matrix methods in portfolio analysis. Linear independence. Rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear systems of recurrence equations. Markov process. Second-order recurrence equations. Macroeconomic models. Vector geometry. Gradient and

directional derivative. Tangent hyperplanes and the optimal bundle. Resource allocation and Pareto efficiency. Orthogonal matrices and quadratic forms. Critical points of quadratic functions. Taylor's approximation. Optimisation of functions of two or more variables. For further information see www.maths.lse.ac.uk/Courses/ma207.html

Teaching: 20 Lectures (MA207) and 10 classes (MA207.A) in the LT. Revision lectures in the ST

Written work: Written answers to set problems will be expected on a veekly basis.

Reading list: M Anthony & N Biggs, Mathematics for Economics and Finance (Cambridge, 1996); A Ostaszewski, Mathematics in Economics (Blackwell 1993)

Assessment: Two-hour paper in the ST.

MA208 Half unit

Optimization Theory

Teacher responsible: Professor G Brightwell, B405

Availability: Mathematical Methods (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in Introduction to Abstract Mathematics (MA103) or Real Analysis (MA203), is desirable. Students who have not done MA203 should contact the teacher responsible. Core syllabus: The course describes various techniques of continuous optimisation, gives a mathematical presentation of the relevant theory, and shows how they can be applied.

Content: Introduction and review of relevant parts from real analysis, with emphasis on higher dimensions. Weierstrass' Theorem on continuous functions on compact set. Review with added rigor of unconstrained optimisation of differentiable functions. Lagrange's Theorem on equality constrained optimisation. Kuhn-Tucker's Theorem on inequality constrained optimisation. Linear programming and duality. Finite and infinite horizon dynamic programming.

For further information see www.maths.lse.ac.uk/Courses/ma208.html Teaching: 20 lectures (MA208) and 10 classes (MA208.A) in the LT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis

Reading list: R K Sundaram, A first Course in Optimisation Theory is the required textbook, which will be accompanied by notes handed out throughout the course. Useful background reading can be found in A U Dixit, Optimization in Economic Theory. Assessment: Two-hour written examination in the ST.

MA209 Half unit

Differential Equations

Teacher responsible: Dr Jan van den Heuvel, B410

Availability: Mathematical Methods (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in Introduction to Abstract Mathematics (MA103)or Real Analysis (MA203), is desirable. Students who have not done MA203 should contact the teacher responsible.

Core syllabus: The course concentrates on the theory and qualitative analysis of (ordinary) differential equations, although some solution techniques will be considered as well. Special attention will be paid to geometric concepts and the role of differential equations in the theory of dynamical systems.

Content: Review of relevant mathematical background. First examples; illustrations of use of the computer package Maple. Existence and uniqueness of solutions. Autonomous 1-dimensional systems. Linear equations and systems: phase portraits; classification of systems in the plane; higher dimensional systems and higher order equations; inhomogeneous equations and systems. Nonlinear systems in the plane: local and global behaviour; linearisation and stability at fixed points; Lyapunov functions. General nonlinear systems: attracting sets and attractors; conservative systems and integrals.

For further information see www.maths.lse.ac.uk/Courses/ma209.html

Teaching: 20 lectures (MA209) and 10 classes (MA209.A) in the LT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a

Reading list: The required text book will be D K Arrowsmith & C M Place, Dynamical Systems - Differential Equations, Maps and Chaotic Behaviour. Notes containing additional material will be handed out throughout the course. Useful material closely related to parts of the course are R Grimshaw, Nonlinear Ordinary Differential Equations and W A Brock & A G Malliaris, Differential Equations, Stability and Chaos in Dynamic Economics. Assessment: Two-hour written examination in the ST.

MA300

Game Theory

Teacher responsible: Dr B von Stengel, B408

Availability: Basic knowledge of matrices as covered in Mathematical Methods (MA100) or Quantitative Methods (MA 107). Some knowledge

of probability. Knowledge of economics as covered in Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202). Core syllabus: Concepts and methods of game theory with applications to economics.

Content: Part I: same as for Game Theory I (MA301). Part II: Repeated Games. Static Games with Incomplete Information. Dynamic Games with Incomplete Information. Introduction to Cooperative Game Theory.

For further information see www.maths.lse.ac.uk/Courses/ma300.html Teaching: 40 lectures (MA300.1 and MA300.2), 20 classes (MA300.1A and MA300.2A) in MT and LT. Revision lectures in ST. Written work: Weekly exercises are set and marked.

Reading list: K G Binmore, Fun and Games, 1992; R Gibbons, A Primer in Game Theory, 1992

Assessment: Three-hour written examination in ST.

MA301 Half unit

Game Theory I

Teacher responsible: Dr B von Stengel, B408 Availability: Basic knowledge of matrices as covered in Mathematical Methods (MA100) or Quantitative Methods (MA 107). Some

knowledge of probability. Core syllabus: The theory of games and its applications in economics. Content: Game trees with perfect information, NIM. Backward induction.

Extensive and strategic (normal) form of a game. Nash equilibrium. Commitment. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for two-person games. Extensive games with information sets, behaviour strategies, perfect recall. The Nash bargaining solution. Multistage bargaining.

For further information see www.maths.lse.ac.uk/Courses/ma301.html Teaching: 20 lectures (MA300.1), 10 classes (MA300.1A) in MT. Revision classes in ST

Written work: Weekly exercises are set and marked. Reading list: K G Binmore, Fun and Games, 1992.

Assessment: Two-hour formal examination in the ST.

MA303 Half unit Chaos in Dynamical Systems

Teacher responsible: Dr M Luczak, B411

Availability: Ideally Mathematical Methods (MA100) or equivalent, entailing intermediate-level knowledge of calculus. Some familiarity with proving theorems would be useful.

Core syllabus: This course introduces the useful notion of a dynamical system to describe the evolution of a system over time. Particular emphasis is given to systems with chaotic behaviour. The connection with fractal sets is explained.

Content: Dynamical Systems. Orbit analysis. Bifurcations. Symbolic Dynamics. The quadratic systems $f(x) = r \times (1-x)$. Devaney's definition of chaos. Sarkovskii Theorem. Fractal sets.

For further information see www.maths.lse.ac.uk/Courses/ma303.html Teaching: 20 lectures in LT accompanied by weekly classes. Revision lecture

Written work: Weekly exercises will be set and graded.

Reading list: Required Text: R Devaney, A First Course in Chaotic Dynamical Systems. Also R Devaney, An Introduction to Chaotic Dynamical Systems; E Scheinerman, Invitation to Dynamical Systems. Assessment: Two-hour formal examination in the ST.

MA305 Half unit

Control Theory

Teacher responsible: Dr A Ostaszewski, B406

Availability: Students should have attended a course in Mathematical Methods, ideally Further Mathematical Methods (Calculus) (MA200). Core syllabus: A course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples.

Content: This course develops a geometric approach to those optimisation problems which involve the choice of functions. Applications relevant to Economic Theory are studied. It introduces key methods of continuous time optimisation in a deterministic context, and later under uncertainty, including the Calculus of Variations, Pontryagin's Principle and Bellman's Principle. Specific topics include: Introductory examples including problems in Finance. Calculus of variations. Euler-Lagrange Equations. Necessary conditions. Maximum Principle. Extremal controls. Transversality conditions. Linear timeinvariant state equations. Bang-bang control and switching functions. Dynamical programming. Control under uncertainty. Applications to Economics and Finance.

For further information see www.maths.lse.ac.uk/Courses/ma305.html Teaching: 20 lectures (MA305) and 10 classes (MA305.A), in the MT. Revision lectures will be arranged in the ST,

Written work: Written answers to set problems will be expected on a regular basis

Reading list: A full set of lecture notes will be provided. G Leitmann,

Calculus of Variations and Optimal Control, Plenum. Assessment: Two-hour formal examination paper in the ST.

MA310 Half unit

Mathematics for Finance and Valuation Teacher responsible: Dr A Ostaszewski, B406

Availability: Students should have attended courses in Mathematical Methods and Statistics. For example MA107, ST107 and MA207, or the pair MA100 and ST102 would be suitable. An intermediate level course in mathematics and/or statistics may prove

helpful

Core syllabus: Main mathematical ideas in the modelling of asset price evolution and the valuation of contingent claims (eg calls, puts); discrete methods will dominate. Introductory treatment of the Black-Scholes continuous-time model.

Content: This course introduces the main mathematical ideas involved in the modelling of asset price evolution and the valuation of contingent claims (such as call and put options) in a discrete and a continuous framework. It develops a formulation of the principles of risk-neutral valuation including some No-Arbitrage Theorems. Replication and pricing of contingent claims in certain simple models (discrete and continuous) are central themes. Derivation of the Black-Scholes equation, its solution in special cases and the Black-Scholes formula are its focal points. Specific topics followed are these: Two-period and multi-period modelling of asset price evolution. Relation to mean-variance portfolio analysis. Risk-neutral valuation of call and put options in the absence of arbitrage. Hedging and replicating portfolios. Martingale measure. Weak and strong forms of arbitrage (Law of One Price). Binomial modelling and Tree-form representation of price evolution. American options. Path dependent options. Brief and informal treatment of Itô's Lemma and the Black-Scholes equation. Kac-Feynman formula. Girsanov's Theorem (discussion only).

For further information see www.maths.lse.ac.uk/Courses/ma310.html Teaching: 20 lectures (MA310) and 10 classes (MA310.A), in MT. Revision lectures will be arranged in the ST.

work: Written answers to set problems will be expected on a weekly basis. Reading list: The main texts for the course will be: Stanley R Pliska, Introduction to Mathematical Finance, Blackwell, 1997 and A Etheridge, A course in financial calculus, CUP. Background texts to which we shall refer will include: J Hull, Options, Futures and other derivatives, Prentice-Hall, 1977; P Wilmott, S Howison & J Dewynne, The Mathematics of Financial Derivatives, CUP, 1995; M Baxter & A Rennie, Financial Calculus, CUP, 1996. Assessment: Two-hour formal examination in the ST based on the full syllabus for the lecture course.

MA311 Half unit

Discrete Mathematics

Teacher responsible: Dr R Johnson, B414 Availability: Introduction to Abstract Mathematics (MA103) (or some other course based on formal definitions and proofs) is a pre-requisite. Core syllabus: A course of discrete mathematics intended mainly for thirdyear students who have previously taken the Introduction to Abstract Mathematics (MA103) course.

Content: Introduction to counting. Combinations and selections. Properties of binomial numbers. The principle of inclusion-exclusion. Recurrence relations and generating functions. Partitions of a positive integer, graphs, their degree sequences, Eulerian and Hamiltonian properties. Trees, maximum spanning trees, greedy algorithm. Vertex-colouring, the five-colour theorem. Edgecolouring and applications to Latin squares.

For further information see www.maths.lse.ac.uk/Courses/ma311.html Teaching: 20 lectures (MA311) and 10 classes (MA311.A) in the MT. Revision lectures will be arranged in the ST. Written work: Written answers to set problems will be expected on a

weekly basis. Students may be required to give short presentations based on their

written work.

Reading list: N L Biggs, Discrete Mathematics; Ian Anderson, A First Course in Combinatorial Mathematics; S Barrett, Discrete Mathematics, Numbers and Beyond; R J Wilson, Introduction to Graph Theory. Assessment: Two-hour formal examination in the ST.

MA312 Half unit

Geometry and Convexity Teachers responsible: Dr J van den Heuvel, B410 Availability: Students are expected to have followed Introduction to Abstract Mathematics (MA103) and Real Analysis (MA203). Students

who have not done MA203, but feel they have sufficient mathematical background, should contact the teacher. Core syllabus: This course covers the theory of geometric objects in ndimensional Euclidean space, concentrating on convex sets. It also gives an

introduction to topological concepts.

Content: Introduction to geometry in Rn. Convex sets and convex functions. Separation theorems and supporting hyperplanes. Polytopes. Application to

Linear Programming, Convexity and continuity. Introduction to topology. For further information see www.maths.lse.ac.uk/Courses/ma312.html Teaching: 20 lectures (MA312) and 10 classes (MA312.A) in the LT and ST. Written work: Weekly exercises will be set and marked. Reading list: Most of the material will be covered in the lecture notes,

which will be handed out regularly. Background reading: A Ostaszewski, Advanced Mathematical Methods; R J Webster, Convexity; G M Ziegler, Lectures on Polytopes; Yu A Shashkin, Fixed Points.

Assessment: Two-hour formal examination in the ST.

MA313 Half unit

Probability for Finance and Economics

Teacher responsible: Dr M Luczak, B411

Availability: Introduction to Abstract Mathematics (MA103) or equivalent, together with Mathematical Methods (MA100) and Elementary Statistical Theory (ST102). Attendance at more advanced courses, e Real Analysis (MA203), Further Mathematical Methods (Calculus) (MA200) and/or Probability, Distribution Theory and Inference (ST202) would be highly desirable.

Core syllabus: The purposes of this course are (i) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (ii) to explore those aspects of the theory most used in advanced analytical models in economics and finance.

Content: The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. Martingales. Stochastic processes. Brownian motion. The Itô integral.

For further information see www.maths.lse.ac.uk/Courses/ma313.html Teaching: 20 lectures and 10 classes in the MT and ST.

Written work: Exercises will be set and marked on a weekly basis. Reading list: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, A first look at Rigorous Probability Theory: G R Grimmett & D R Stirzaker, Probability and Random Processes; D Williams, Probability with Martingales; N H Bingham & R Kiesel, Risk-Neutral Valuation: Pricing and Hedging of Financial Derivatives.

Assessment: Two-hour formal examination in the ST.

MA314 Half unit

Theory of Algorithms

Teacher responsible: Dr B von Stengel, B408

Availability: Familiarity with abstract concepts, advisable course Introduction to Abstract Mathematics (MA103). Willingness to cope with technical details of computer usage.

Core syllabus: Introduction to the theory of algorithms, data structures, and computational complexity.

Content: Basics of programming in Java. Sorting and searching. Running times. Stacks. Linked lists. Tables. Graphs and graph traversal. Polynomialtime algorithms.

For further information see:www.maths.lse.ac.uk/Courses/ma314.html

Teaching: 20 lectures (MA314), 10 classes (MA314.A), and optional computer help sessions in IT.

Revision lectures will be arranged in the ST.

Written work: Weekly exercises are set and marked. Some are programming exercises in the programming language Java on school computers.

Reading list: T H Cormen, C E Leiserson & R L Rivest, Introduction to Algorithms, MIT Press 1990 (or 2nd edn, 2001); D Flanagan, Java in a Nutshell, 3rd edn. O'Reilly 1999.

Assessment: Two-hour written examination in the ST.

MA315 Half unit

Algebra and its Applications

Teacher responsible: Professor N L Biggs, B412

Availability: Students must have passed Introduction to Abstract Mathematics (MA103). The course is intended for 3rd year students on the Mathematics and Economics or Business Mathematics and Statistics degrees. Students on other degrees may take this course provided that they satisfy the pre-requisite

Core syllabus: The aim of the course is to introduce abstract algebraic structures, such as groups, rings and fields, and show how these structures can be used to solve concrete problems.

Content: Basic results about permutations. Abstract groups: cyclic groups, subgroups, Lagrange's theorem. Permutation groups: orbits and stabilizers. the orbit-stabilizer theorem; applications to counting problems. Rings and polynomials: the Euclidean algorithm for polynomials. Finite fields: construction, the primitive element theorem, applications to orthogonal latin squares, symmetric designs. Error-correcting codes: linear codes, cyclic codes, perfect codes. Cryptography: basic notions, algebraic methods, public-key systems.

For further information see:www.maths.lse.ac.uk/Courses/ma315.html Teaching: 20 lectures (MA 315) and 10 classes (MA 315.A) in LT, plus revision sessions in the ST

Written work: Sets of exercises will be distributed regularly, and students

solutions will be collected, marked, and discussed in the classes. Reading list: The main text is N L Biggs, Discrete Mathematics, specifically Chapters 20-24, together with some introductory material from earlier chapters. Students may also find the following useful: D J A Welsh, Codes and Cryptography

Assessment: Two-hour formal examination in the ST.

MN100

Orientation for Management Students

Teacher responsible: Dr Michael Barzelay, G507 excluded combinations: Compulsory course, exclusively for first year BSc Management students.

Core syllabus: The course introduces students to the degree as a whole. Content: The course consists of student group work and presentations on companies, governmental bureaux, or non-profit organisations. Teaching: Seminars (MN100) are held weekly in the MT beginning in week

2 and held in weeks 2 to 5 of the LT. Written work: There is no written work for this course.

Reading list: There is no reading list for the course. Assessment: The course is not examined.

MN101

Introduction to Psychology and Behavioural Science for Management

Teacher responsible: Professor Peter Abell

Availability: Compulsory for and exclusive to all first year management students.

The course comprises

(a) 20 lectures PS102 Self, Others and Society: Perspectives on Social and Applied Psychology

(b) 10 lectures MN101 (term 2) - Introducing management/sociology (c) 20 classes covering (a) and (b) and applied to management issues organised by the IIM

Syllabus for (a) - See PS102

Syllabus for (b) - The lectures will introduce students to the following topics: the analysis of decisions; actions, interactions, norms and roles: the relationship between individuals, groups, organisation; strategic analysis (game theory); bargaining and power; exchange in social networks; organisations; incentives and norms; ideas of corporate culture.

Reading list: Jon Elster, Nuts and Bolts, CUP, 1996; Garry J Miller, Managerial Dilemmas, CUP, 1992; John McMillan Games, Strategies and Managers, OUP, 1992

Assessment: Three-hour written examination.

MN200

The Process of Management

Teacher responsible: Dr Michael Barzelay, G507

Availability: This course is compulsory for BSc Management 2nd year students. MN101 is considered a prerequisite.

Core syllabus: Theory and knowledge relevant to analyzing organizational functions and designing managerial practices. The course examines theories of organizational governance, decision-making and operation, complemented by historical and institutional perspectives on firm evolution and organizational environments. The main part of the course examines functions related to strategy formulation and strategy implementation, focusing on prescriptive argumentation and research on effective practice. The course includes a case study component concerned with analysis of strategic issues as they have arisen historically in major corporations.

Content: Managerial Argumentation, Decision-making, Organizational Politics, Organizational Structural Design, Long-Term Corporate Evolution, Corporate Governance, Public Policy and Institutional Context, Production, Product/Process Innovation, Management Control, Strategy Formulation, and Leadership. Case studies of major corporations

Teaching: Lectures: (MN200.1) 10 MT and 10 LT. Classes (MN200.1A) 22: MT (10) LT (10) ST (2). Case study classes (MN200.2) are organised in the LT (10). Written work: Students are expected to produce two pieces of written work per term

Reading list: A reading list will be available to students taking the course. Assessment: 1. Formal three-hour examination - 70%.

2. Case study reports - 30% (15% each)

Two case study reports are to be submitted, each report is expected to be a maximum of 3,000 words in length. Reports are to be submitted by the end of the eighth week of the LT and the first week of the ST.

MN201

Economics for Management

Teacher responsible: Professor Diane Reyniers, G510

Pre-requisites and excluded combinations: EC102 Economics (B) or equivalent is a pre-requisite. This course cannot be combined with Microeconomic Principles I (EC201) or Microeconomic Principles II

Core syllabus: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on problem solving and applying microeconomics ideas.

Content: Consumer behaviour, labour market, economics of the firm, government intervention, competitive structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, moral hazard, bargaining, auctions.

Teaching: Lectures (MN201): 2 hours x 10 MT and LT, 2 hours x 2 ST. Classes (MN201.A): 1 hour x 8 MT: 1 hour x 10 LT: 1 hour x 2 ST.

Written work: Students are expected to prepare answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous preparation for the weekly tutorials is essential to achieve a good exam performance.

Reading list: No textbook covers the whole course but Hal R Varian, Intermediate Microeconomics (1990) is a good reference book for the course. In addition students are advised to use T C Bergstrom & H R Varian, Workouts in Intermediate Microeconomics (1990); P Milgrom & J Roberts, Economics, Organisation and Management (1992) and J Tirole, The Theory of Industrial Organisation (1990) will also be referred to.

Assessment: Two, two-hour, end of term written exams counting for 15% each and a three-hour written final exam counting for the remaining 70%.

MN203

Social Science Research Methods for Management Teacher responsible: Dr Satoshi Kanazawa, B809

Availability: Core course for second year BSc Management students.

Core syllabus: The research process; aims of enquiry; relationship between research and theory; falsifiability; testable propositions; causality; case studies; experimental and non-experimental research designs; longitudinal studies; cross-sectional studies; questionnaire design; question wording; mailed questionnaires and personal interviews; telephone interviews; attitude measurement; scale and index construction; coding and preparation of data; relationships between variables; sampling; simple random sampling; sampling frames; stratification and clustering; ethical aspects of social research; asking questions about sensitive issues; an introduction to some selected statistical techniques sufficient to be able to read the management research literature.

Content: The course is concerned with the nature of empirical investigation in the social sciences relevant to the study of management. It deals with the question of how we establish systematic knowledge about the social and economic world. The course will consider in turn the various stages of the research process, the different types of research strategies that are in use, and some general methodological problems about the conduct of inquiry. At each stage in the course we will consider examples of empirical studies that illuminate aspects of the subject under discussion

Teaching: 20 one-hour lectures in the MT and LT and 22 one-hour classes in the MT. LT and ST.

Written work: One class presentation and one essay, based on the presentation, per term

Reading list: C M Judd, E R Smith & L H Kidder, Research Methods in Social Relations, (International edn), Fort Worth, Holt, Rinehart and Winston (1991); C A Moser & G Kalton Survey Methods in Social Investigation (2nd edn) Heinneman; P Maxim, Quantitative Methods of Social Research, Oxford University Press, New York (1999); G King, R O Keohane & S Verba, Designing Social Inquiry, Princeton University Press (1994).

Assessment: One three-hour examination in the ST worth 70% and one coursework exercise worth 30%.

MN302

International Marketing: A Strategic Approach Teacher responsible: Dr Rafael Gomez, G514

Pre-requisites and excluded combinations: This course is compulsory for all BSc Management 3rd year students. BSc Management students must have already taken MN200.

Core syllabus: The course covers the main theories in Marketing Management. It emphasises theories as a way of understanding the marketing behaviour of both consumers and firms in an international setting. It also involves a case study that applies theoretical concepts to industry.

Content: The course focuses on the 'theory' of marketing. One of its important aims is to emphasise the range of social science disciplines that are elevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis in the MT will be on understanding strategic concepts with broader applicability. The lectures will encourage students to question the limitations and problems of marketing management. In the LT, attention is paid to applied marketing concepts and a case study where students learn to adapt the knowledge learned in MT lectures to a marketing based problem in industry.

Teaching: Lectures: 15 one-hour lectures. 15 one-hour classes (MN302.A) in the MT, LT and ST beginning in the fourth week of the MT. Case study meetings in the LT. Review lectures in ST will be scheduled.

Reading list: Some useful texts are J-J Lambin, Strategic Marketing

Management, The McGraw-Hill Company (1997). And S Jagpal, Marketing Strategy and Uncertainty, Oxford University Press, New York (1999). Further references will be given during the course. Assessment: 1. One case study report - 30%. 2. One formal three hour examination - 70%.

MN303 Half unit

International Context of Management Teacher responsible: Mr Nilesh Dattani, G206 Availability: This is a compulsory course for BSc Management third year students and is only available to these students.

Core syllabus: The course aims to apply social science theory to the analysis of the conduct and management of transnational activities; to critically appraise concepts such as globalisation, regionalisation, national competitiveness, transnationality of firms, etc. in the context of international management structures and processes; to delineate the international political, economic, social and legal structures and environments within which the activity of management takes place. Content: The nature of the contemporary global political economy. The globalisation of business, finance and trade in goods and services. Global competition. The transnational corporation in the global economy. The tension between globalisation and regionalisation. The international trading order. The international monetary regime. The impact of culture on global business. The changing position of the state in the global economy. The new diplomacy of states and firms.

Teaching: 10 lectures and 10 classes in the MT. Reading list: P Dicken, Global Shift: Transforming the World Economy (3rd edn), Paul Chapman (1998); R W Griffen & M W Pustay, International Business: A Managerial Perspective (3rd edn), Prentice-Hall (2002); Financial Times, Mastering Global Business, Financial Times-Pitman Publishing (1998).

Assessment: Two-hour examination in the ST.

MN304 Half unit

Introduction to Strategy

Teacher responsible: Dr Tobias Kretschmer, G509 Pre-requisites and excluded combinations: The course is compulsory for the BSc Management third year. Knowledge of MN201 or a comparable Microeconomics course is advisable.

Core syllabus: The aim of this course is to introduce students to strategic analysis and its relevance for management. The success of a firm depends on the decisions it makes, and these decisions have to take the reactions of other strategic forces (competitors, suppliers, customers and employees) into account who act in their own self-interest. This course aims at a strategic understanding of the decision situations that a firm faces. Starting from game theory and industrial organisation, we will outline general principles of consistent strategic thinking, and apply these principles to specific interactions in managerial settings.

Content: The course is an interaction of game theory, economics and strategic management. Roughly, the following topics will be covered. Basic concepts from game theory and oligopoly theory. Analysis of market structure. Interfirm cooperation. Economies of scale, scope and learning. Vertical Relations. Adding and Capturing Value. Distinctive capabilities. R&D competition. Technology adoption. Network Effects. Teaching: There will be 10 two-hour lectures and 8 one-hour classes in the

Reading list: The main textbook is L Cabral, Introduction to Industrial Organization, MIT (2000). Other sources include: D Besanko, D Dranove & M Shanley, The Economics of Strategy, Wiley (1996); J Kay, Foundations of Corporate Success, Oxford University Press (1993); articles from Economics and Management journals will complement the textbooks. A detailed reading list will be provided at the beginning of the course. Assessment: Two-hour examination in the ST.

MN307 Half unit

Aspects of Marketing Management Teacher responsible: Dr Rafael Gomez, G514 Pre-requisites and excluded combinations: This course is for non BSc Management Students. It is available to students in Management Science, General Course and students in other degrees as an outside option with approval from the instructor. The course can be taken in conjunction with ST307 Aspects of Market Research

Core syllabus: The course covers the main theories in Marketing Management (MN302). No case study is part of this course. Content: The course focuses on the 'theory' of marketing. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis will be on understanding strategic concepts with broader applicability. The course will encourage students to question the limitations and problems of marketing management.

Teaching: Lectures: 15 one-hour lectures (MN302) in MT and LT. Review lectures in the ST will be scheduled.

Classes: 10 one-hour classes (MN307.A).

Reading list: Some useful texts are J-J Lambin, Strategic Marketing Management, McGraw-Hill (1997). And S Jagpal, Marketing Strategy and Uncertainty, Oxford University Press, New York (1999). Further references will be given during the course.

Assessment: 1. One formal three-hour examination in the ST (70%); 2. One exam in MT (30%).

OR201

Operational Research for Management

Teacher responsible: Dr D Read, G313

Availability: For second and final-year students on the BSc degrees in Accounting and Finance, in Economics, in Management; as an outside option to students on other degrees where permitted by the regulations: and for the diploma in Accounting and Finance and MSc Economics (preliminary year). Students will need a basic fluency in mathematical manipulations and statistical concepts such as is provided by Introduction to Quantitative Methods. This course is not suitable for those who have passed Elementary Statistical Theory, for whom OR202, Operational Research Methods, is more appropriate.

Core syllabus: An elementary introduction to the formal techniques of Management Science/Operational Research, which is an approach to the structuring and solution of managerial decision problems in business, industry, government, and in everyday life. The techniques are mathematical, although this course requires only a basic understanding of mathematics.

OR201.1 Operational Research: Techniques treated include linear programming, critical path analysis, Markov chains, queueing theory, computer simulation, inventory management, decision analysis, game theory, and problem structuring methods. Full lecture notes will be provided.

Teaching: Lectures: OR201.1: 31 MT, LT and ST.

Classes: OR201.1A: 32 MT, LT and ST.

Remedial lectures: 0201.2 6 MT, and classes: OR201.2A 6 MT, for those with no knowledge of elementary probability theory; attendance is voluntary and the material will not be assessed in the examination.

Written work: Written answers to set exercises will be expected on a regular basis.

Reading list: : Recommended books

OR201.1: D R Anderson, D J Sweeney & T A Williams, Introduction to Management Science; F S Hillier, M S Hillier & G J Lieberman, Introduction to Management Science; P Goodwin & G Wright, Decision Analysis for Management Judgment; J Rosenhead (Ed), Rational Analysis for a Problematic World

OR201.2: M Arthurs, Probability Theory; L Lapin, Statistics for Modern Business Decisions; T H Wonnacott & R J Wonnacott, Introductory Statistics Assessment: Three-hour formal examination in the ST based on the material in OR201.1

OR202

Operational Research Methods

Teacher responsible: Dr A Prvor. G310

Availability: Mathematics, Statistics and Probability Theory to the level of the course Quantitative Methods is required. 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. Students must be prepared to use computer packages when required. It is possible to take a further course OR301 Model Building In Operational Research which extends the Mathematical Programming component and covers Simulation in some detail.

Core syllabus: An introduction to all the main theoretical techniques of **Operational Research**

Content: OR202.1 Operational Research Techniques. Some methodological aspects of operational research, and some of the main OR techniques, including: Critical Path Analysis, Production, Scheduling, Markov Chains, Queueing Theory, Replacement, Simulation, Stock Control. Dynamic Programming, Decision Theory, Theory of Games.

OR202.2 Mathematical Programming. Linear programming: from the most basic introduction 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, and algorithm for hand computation. Full lecture notes are provided.

Teaching: Lectures: OR202.1 22 in MT, LT and ST; OR202.2 10 MT. Classes: OR202.1A 23 in MT, LT and ST, and 4 x 2 hours computer help in

LT; OR202.2A 12 MT and LT with 3 revision classes in ST; 10 x 2 hours computer help in MT and LT, and 3 x 2 hours computer help in ST.

Written work: Written answers to set problems will be expected on a regular basis

Reading list: Recommended books are H G Daellenbach, J A George & D C

MrNickle Introduction to Operations Research Techniques, Allvn & Bacon: A Ravindran, D T Philips & J J Solberg, Operations Research, H P Williams, Model Building in Mathematical Programming, Wiley; H P Williams, Model Solving in Mathematical Programming, Wiley; Wayne L Winston, Operations Research, Duxbury Press.

Students may also wish to consult R L Ackoff & M W Sasieni, Fundamentals of Operations Research; N A J Hastings, Dynamic Programming with Management Applications; F S Hillier & G J Lieberman, Operations Research; E Page, Queueing Theory in OR; M Sasieni, A Yaspan & L Friedman, Operations Research: Methods and Problems

Assessment: A two-and-a-half-hour written examination (80% of the marks) and a one-hour computer examination (20%) in the ST. The computer-based examination will be based upon software taught in OR202 1 and OR202.2.

OR301

Model Building in Operational Research Teacher responsible: Dr 5 Powell, G308

Availability: Students must also complete OR202 Operational Research Methods. (For third year students who have not taken OR Methods in their second year, OR Methods may be a co-requisite, taken in the same year).

Core syllabus: The concepts, techniques and practical aspects of the development and analysis of discrete event simulation models and of mathematical programming models for management decision support. A critical assessment of the use of Operational Research models in a range of applications paying attention to the power and limitations of a mathematical model when applied to the complexities and uncertainties of practical decision making.

Content: There are three lecture courses.

ST325 (See separate entry in Statistics course guide).

OR301.1 Mathematical Programming Models in Operational Research. Introduces more complex models, including integer programming, so extending the mathematical programming models of the course Operational Research Methods. The emphasis is on large-scale models necessitating the

use of an algebraic modelling system OR301.2 Operational Research in Practice. Students are required to present critical reviews of two published papers and then to write reports on them, the second of which is assessed.

Teaching: ST325 (See separate entry in Statistics course guides).

OR301.1 10 lectures MT, OR301.1A 10 classes MT and nine computer help sessions MT

OR301 2 10 seminars IT

Written work: ST325 and OR301.1: students will be expected to prepare answers to set problems for discussion. OR301.2: students will be expected to present a paper.

Reading list: ST325: see entry in Statistics course guide. OR301.1: H P Williams, Model Building and Mathematical Programming. OR301.2: suitable papers from OR journals will be available.

Assessment: Examined entirely by course work and projects as follows: 40% for a report on the simulation project, 40% for the mathematical programming project, and 20% for a critical review of a published paper.

OR302

Applied Management Sciences

Teacher responsible: Dr S powell, G308

Availability: Only to students in the final year of the BSc (Management Sciences). Students must also have taken or be taking the course OR301 Model Building in Operational Research. Any student intending to offer this course in the third year should contact Dr Powell before the beginning of the ST of her or his second year.

Core syllabus: The student will carry out and report on a substantial piece of operational research.

Content: See Core syllabus above.

Teaching: Students will be assigned to a supervisor who will continuously monitor progress and give tutorial guidance as required.

Written work: Each student will produce terms of reference by week four of the MT and write a project report during the Easter vacation.

Reading list: J Mitchell, How to Write Reports, Fontana; B M Cooper, Writing Technical Reports, Pelican; Sir Ernest Gowers, The Complete Plain Words, Pelican; Chapman & Mahon, Plain Figures, HMSO, 1986.

Assessment: Assessment is based entirely on the report submitted to the supervisors by the end of the second week of the ST. Guidance will be given on the basis of a draft report.

OR303 Half unit

Combinatorial Optimization

Teacher responsible: Professor H P Williams, G314 Availability: Mathematical Programming to the level of OR202.2 (given in

the MT).

Core syllabus: Discrete and combinatorial techniques for solving optimization problems: both those involving graphs and networks, and those of a more general structure.

Content: Shortest path algorithms in networks, various matching algorithms, the Chinese postman problem, solution techniques for Travelling Salesman and other Combinatorial Optimization problems. Also polyhedral combinatorics, heuristic approaches and a brief introduction to complexity theory. Teaching: OR303 18 lectures LT, OR303A 18 classes LT.

Written work: Lecture notes containing problems are supplied. Written answers will be expected on a regular basis, and the problems will be

discussed in the problem class. Reading list: Relevant sections from the following texts will provide useful

supplementary reading - N Christofidis, Graph Theory: An Algorithmic Approach; M R Garey & D S Johnson, Computers and Intractability; E Lawler, Combinatorial Optimization; E L Lawler, J K Lenstra, Rinnoov Kan & D H Shimoys (Eds), The Travelling Salesman Problem; Nemhauser, Rinnooy Kan & Todd, Optimization; Nemhauser & Wolsey, Integer and Combinatorial Optimization; C H Papdimitiou & K Steiglitz, Combinatorial Optimization; C F Laywine & G L Mullen, Discrete Mathematics using Latin Squares, Wiley & Sons 1998. As concise reference material for the graph theoretic part of the course R Wilson's book Introduction to Graph Theory should prove useful. Assessment: Two-hour formal examination in the ST.

OR304

Decision Analysis

Teacher responsible: Professor R G Bevan

Availability: Pre-requisites are Mathematics, Probability Theory, and Statistics to the level of the course Quantitative Methods. The course must not be taken with ST331, Decision Theory and Bayesian Statistics Core syllabus: 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 intended to be genuinely inter-disciplinary. Content: 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. There are four lecture courses, as follows:

ST331.1 Fundamentals of Decision Theory (Dr B Blight) The normative theory of subjective probability and expected utility.

OR304.1 Behavioural Decision Theory (Professor L D Phillips). An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories. ST331.2 Bayesian Statistical Methods(Dr B Blight) General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems.

OR304.2 Decision Analysis in Practice(Professor L D Phillips). Applications of Decision Theory in both public and private sectors, illustrating how Decision Theory is modified and supplemented to provide a workable technology. Teaching: There are four lecture courses, each accompanied by a

fortnightly class.

ST331.1 10 MT; ST331.1A 5 MT;

OR304.1 10 MT; OR304.1A 5 MT and LT;

ST331.2 10 LT; ST331.2A 5 LT; OR304.2 10 LT; OR304.2A 5 LT and ST.

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading list: H Raiffa, Decision Analysis: Introductory Lectures on Choices Under Uncertainty; S R Watson & D M Buede, Decision Synthesis; P M Lee, Bayesian Statistics: An Introduction; P R Goodwin & G Wright, Decision Analysis for Management Judgment: D von Winterfeldt & W Edwards. Decision Analysis and Behavioural Research; D V Lindley, Making Decisions

(2nd edn); J Baron, Thinking and Deciding (2nd edn)R Clemen, Making Hard Decisions: An Introduction to Decision Analysis (2nd edn). Assessment: Three-hour formal examination in the ST, covering the full

syllabus for the four lecture courses.

OR306 Half unit

Models in Mathematical Programming Teacher responsible: Dr S Powell, G308

Availability: Students must also complete OR202 Operational Research

Methods. (For third year students who have not taken OR Methods in their second year, OR Methods may be a co-requisite, taken in the same year). Must not be taken with OR301. Core syllabus: The aim of the course is:

(a) to build on the introduction to Mathematical Programming given in the course OR Methods

(b) to give experience in constructing and developing Mathematical 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; and

(c) to illustrate, by examining case studies, the range of situations to which Mathematical Programming has been applied and the problems in so doing. Content: There are two lecture courses.

OR301.1 See the entry under OR301.

OR306.2 Studies the use of Mathematical Programming models in a range of applications.

Teaching: OR301.1 10 lectures and, OR301.1A 10 classes MT. OR306.2.5 x 1 hour seminars IT.

Written work: OR301.1: students will be expected to prepare answers to set problems for discussion. OR306.2: students will be expected to study and present a paper on a published mathematical programming model. Reading list: H P Williams, Model Building and Mathematical Programming. OR306.2: suitable papers from OR journals will be available. Assessment: Examined entirely by course work and projects as follows: 80% for a mathematical programming project, and 20% for a review of a paper about a mathematical programming model.

PH101 Logic

Teacher responsible: Professor John Worrall, T501b Availability: This course is available as an outside option. Core syllabus: The course aims to give a precise formulation of correct deductive reasoning - of what it means for a sentence to follow from a set of other sentences taken as premises - and to investigate on this basis other important logical notions such as that of consistency. Content: Mathematicians lay down certain axioms and establish theorems by deducing them as consequences of the axioms; scientists postulate certain theories and test them by deducing certain consequences from them that can be checked experimentally; ordinary reasoners try to win (intellectual) arguments by showing that some position that they favour follows deductively from assumptions that everyone accepts. This course studies what exactly is involved in correct deductive reasoning. It begins by considering certain very simple inferences that can be formalized in a system called propositional logic. The semantic notion of deductive validity is developed for this system and the truth table, 'no counterexample' and tree methods for establishing validity in propositional logic are introduced. The connections between validity and other important logical notions such as equivalence, consistency and independence are precisely detailed. Some simple results about prepositional logic are proved. More complex inferences require a system called (first order) predicate logic. The course shows how to formalize some ordinary informal sentences (and therefore ordinary informal inferences) in predicate logic; and introduces methods for establishing the validity or invalidity of predicate logic inferences: both a system based on rules of proof and one based on the tree method will be studied. Again the relationships between validity of inference, on the one hand, and the notions of the logical equivalence of two sentences, the consistency of a set of sentences or the independence of one sentence from a set of sentences, on the other, are investigated for the more powerful system of predicate logic.

Both the systems that we shall study - of propositional and predicate logic - are entirely formal. Although we shall emphasize how some especially simple ordinary arguments can be 'captured' within such systems, it is of course true that 'ordinary reasoners' do not explicitly employ such formal techniques. How then, if at all, can formal logic help in assessing ordinary deductive reasoning in science, social science and elsewhere? Teaching: Lectures PH101 x 30 (ML). Classes PH101.A x 20 (ML). Prerequisites: None. Logic is formal but presupposes no particular mathematical background or training.

Written work: Regular exercises will be set on the basis of the material covered in lectures; students are required to complete these exercises and to be ready to present and discuss answers in the associated class. Reading list: Extensive lecture notes will be provided covering all aspects of the course. Students will however find it useful to consult C Howson, Logic with Trees, Routledge. This text concentrates exclusively on the method of trees, while the lecture also introduces other equivalent methods. Assessment: Three-hour written examination in the ST.

PH103

Reason, Knowledge and Values: An Introduction to Philosophy

Teacher responsible: Dr Helen Billinge, T401b

Availability: The course is available as an outside option. Core syllabus: A critical introduction to some of the central problems of modern western philosophy from the theory of knowledge, metaphysics, philosophy of science, moral and political philosophy, and ethics. Content

1. Introduction to Philosophical Reasoning: Reasoning and Argument (when is an argument valid? when is it sound) case studies: cultural relativism, the theological problem of evil, reasoning about infinity, 2. Theory of Knowledge and Philosophy of Science: Proof and evidence: what can we expect to prove about the external world? (Attempted proofs of the existence of god); what can we know for sure? (Descartes, Sceptical Doubt and the Cogito); how do we get evidence for general claims? (David Hume and the Problem of Induction, Karl Popper's anti-inductivism); how do we explain things in science? does the same model apply to explanation in the social sciences?

3. Metaphysical Problems: Problems of identity and personal identity: how can something change and yet remain the same thing? Free will and

determinism: is science incompatible with the idea that humans possess free will'? The mind-body problem: do humans have minds as well as brains? or are mental states just brain states? can computers think?

4. Moral, Ethical and Political Philosophy: Facts and values; the nature of moral properties; moral relativism; theories of good: utilitarianism, deontological theories, and virtue ethics; the nature of political freedom. Teaching: Lectures PH103 x 20 (ML); Classes PH103.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading and course material: There will be handouts for each topic, which give (i) an outline of the lecture material (ii) essential readings and suggestions for further readings and (iii) study questions for students to think about. The readings are in the form of journal articles or selections from books. Most of the readings are available on line through the library in an electronic course pack. Those readings that are, for copyright reasons, not available in this way will be available from the Library's Offprint Collection.

Assessment: Three-hour written examination in the ST.

PH200 Not available in 2003/04 Mathematical Logic

Availability: This course is not available as an outside option. Logic (PH101) or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is a pre-requisite for this course

Core syllabus: A second course in deductive logic giving detailed proofs of the fundamental meta-theorems concerning the power and limitations of formal theories based on first-order logic; and a detailed analysis of the general notion of a computation or algorithm.

Content: Propositional logic: its decidability. The propositional calculus; its soundness and completeness. First-order languages; their (Tarskian) semantics. The first-order predicate calculus; its soundness; the Gödel-Henkin completeness theorem; compactness; the Löwenheim-Skolem theorem; Skolem's paradox. Computers; recursive functions and relations; recursively enumerable relations. Church's thesis. The MRDP theorem (every re relation is diophantine) stated without proof. Formal first-order theories of arithmetic Non-categoricity of complete first-order arithmetic. Code-numbering. Tarski's

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH200 20 x 2hr (ML): Classes PH200.A x 20 (ML).

Written work: Written answers to set problems will be expected on a regular basis

Suggested reading: The text for the course is H Enderton, A Mathematical Introduction to Logic, (Academic Press Inc. 1972).

Assessment: Three-hour written examination in the ST at the end of the course.

PH201

Scientific Method

Teacher responsible: Mr Roman Frigg, T501a

Availability: This course is available to all 2nd and 3rd year philosophy students; it is also available as an outside option.

Core syllabus: The problem of induction and principles of scientific reasoning. The nature of scientific theories and laws of nature. Scientific Explanation, Realism versus Antirealism, Reductionism, Issues in the metaphysics of science. Sociological perspectives on science.

Content: The problem of induction and various responses to it. Different approaches to issues in the confirmation of theories by evidence. The structure of scientific theories and the character of laws of nature. Understanding and scientific explanation. Realism versus Antirealism: does science produce true theories or only ones that 'save the phenomena'? Reductionism. Philosophy of the special sciences: the metaphysics of space and time. Sociological points of view: social constructivism feminis

Teaching: Lectures PH201 x 20 (ML); Classes PH201.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class presentations. Reading list: Detailed reading lists will be distributed during the course as

part of handouts.

Preliminary reading: K Lambert & G G Brittan, An Introduction to the Philosophy of Science

Assessment: Three-hour written examination in the ST.

PH203

Philosophy of the Social Sciences

Teacher responsible: Dr Jason Alexander, T506

Availability: No formal pre-requisites, but PH103 or equivalent is recommended.

Core syllabus: Philosophical issues concerning the nature of social scientific theory and its applications.

Content: Topics to be covered will include some or all of: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role of values in social science. Philosophical problems of particular social sciences

such as anthropology, sociology, and history will also be addressed. Teaching: Lectures PH203 x 20 (ML); Classes PH203.A x 20 (ML). Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. Useful background readings are: D Little, Varieties of Social Explanation; A Rosenberg, Philosophy of Social Science; M Hollis, The Philosophy of Social Science. A useful anthology is M Martin & L McIntyre (Eds), Readings in the Philosophy of Social Science.

Assessment: A course project of 3,000 to 4,000 words submitted at the beginning of the ST (worth 25% of the final grade) and a three-hour written examination in the ST (worth 75% of the final grade).

PH206

19th Century Continental Philosophy

Teacher responsible: Dr Jeff Seidman, T301 Availability: This course is not available as an outside option.

Core syllabus: The philosophies of Hegel, Schopenhauer, and Nietzsche.

Content: (a) Hegel (10 lectures). The philosophy of Hegel, with reference to The Phenomenology of Spirit; (b) Schopenhauer (five lectures). The central doctrines of Schopenhauer's metaphysics, epistemology, aesthetics, and ethics, with particular reference to The World as Will and Representation; (c) Nietzsche (five lectures). Among the texts studied will be The Birth of Tragedy, Beyond Good and Evil, and The Genealogy of Morals. Points of contact with Schopenhauer's philosophy will be one issue considered.

Teaching: This is an intercollegiate course and is only offered in alternate years. Lectures are taught at one of the colleges of the University of London. classes are held at LSE. Lectures PH206 x 20 (ML); Classes PH206.A x 20 (ML). Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: R Solomon, In the Spirit of Hegel A Study of Hegel's Phenomenology of Spirit; M J Inwood, Hegel; C Taylor, Hegel; T Pinkard, Hegel's Phenomenology of Spirit; C Janaway, Schopenhauer; C Janaway, Self and World in Schopenhauer's Philosophy; A Danto, Nietzsche as Philosopher; A Nehamas, Nietzsche: Life As Literature; M Clark, Nietzsche on Truth and Philosophy. Also the works mentioned in the Content Assessment: Three-hour written examination in the ST.

PH209

Philosophical Logic and Metaphysics

Teacher responsible: Dr Helen Billinge, T401b

Availability: This course is not available as an outside option. Core syllabus: Some of the main contemporary philosophical problems in philosophical logic and metaphysics. Topics may vary by year.

Content: (a) Philosophical Logic: reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics; probable content for 2003-2004: truth, names and descriptions, necessity and modality; (b)Metaphysics: universals and particulars, materialism and dualism, freewill and determinism, personal identity, substance, events, causation, time, realism and idealism; probable content for 2003-2004; modality, causation, substance and identity.

Teaching: PH209 x 20 (ML); Classes PH209.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class presentations

Reading list: (a) Philosophical Logic: P Geach & M Black (Eds), Translations from the Philosophical Writing of G Frege; B Russell, Logic and Knowledge; S Kripke, Naming and Necessity: R M Sainsbury, Logical Forms; J Etchemendy, The Concept of Logical Consequence; R Stalnaker, Inquiry; D Lewis, On the Plurality of Worlds; M Loux (Ed), The Possible and the Actual (b) Metaphysics: P Geach Reference and Generality; D Wiggins, Identity and Spatio-Temporal Continuity; J Perry, 'The Same F' in Philosophical Review; D Davidson, Essays on Actions and Events; P Horwich, Asymmetries in Time: J Perry (Ed), Personal Identity; R Le Poidevin & M Macbeath (Eds), The Philosophy of Time; E Sosa & M Tooley (Eds), Causation; G Watson (Ed), Freewill. The specific list of readings for the year will be announced in the course handbook.

Assessment: Three-hour written examination in the ST.

PH211

Philosophy of Economics

Teacher responsible: Mr Till Grüne, T301b

Availability: This course is not available as an outside option. Students are expected to have taken or to be taking Microeconomic Principles II EC201 or Microeconomic Principles II EC202 or their equivalent elsewhere.

Core syllabus: The course examines philosophical issues in economics. Content: The status of economic theories and laws. Explanation and idealisation in economics, theory assessment, the role of models in economic theory, causal reasoning in economics. Positive/normative economics. The nature of rationality: decision and game theory. Social choice theory: Arrow's impossibility theorem and the problem of interpersonal comparisons of welfare. Sen's Paretian liberal paradox. Contractarianism and libertarianism.

Welfarism and utilitarianism. The concept of a perfectly competitive market and market failures. Institutional economics. Distributive justice; constitutional political economy

Teaching: Lectures PH211 x 20 (ML); Classes PH211.A x 20 (ML). Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: D Hausman, The Inexact and Separate Science of Economics; D Hausman (Ed), The Philosophy of Economics; Heap et alThe Theory of Choice: A Critical Guide; L Robbins, The Nature and Significance of Economic Science; J Rawls, A Theory of Justice; R Nozick, Anarchy, State and Utopia; J Elster & J E Roemer (Eds), Interpersonal Comparisons of Well-Being; A Sen & B Williams (Eds), Utilitarianism and Beyond; J Buchanan & G Tullock, The Calculus of Consent; R Hardin, Liberalism, Constitutionalism and Democracy (1999). Assessment: Three-hour written examination in the ST.

PH213 Not available in 2003/04

Scientific Revolutions: Philosophical & Historical Issues Availability: No prior systematic knowledge of physical and biological science is presupposed.

Core syllabus: The course examines a number of fundamental issues in philosophy of science, as they arise in the history of science from instances of important theory-changes in science (so-called 'scientific revolutions'). Content: 1. The Copernican revolution: the switch from the Ptolemaic geocentric view of the world to the Copernican heliocentric one was probably the greatest revolution in human thought ever: what justified the switch? was Ptolemaic theory definitively refuted by the data? was Copernican theory simpler? was the Church's view that Copernican theory should only be thought of as an instrument for calculating astronomical data purely theologically motivated or does it hav some scientific rationale? was role was played by predictive success?

2. Galileo: Galileo and the telescope: are all observations 'theory-laden' and does this mean that there is a subjective element to all theory-choices? Galileo and the argument for his law of free fall: can theories be 'deduced from the phenomena'?

3. The Newtonian revolution: what was the relationship between Newton's theory and Kepler's and Galileo's laws? what does this tell us about theory-change in general?

4. 'Revolutions' in optics: can there be such things as 'crucial experiments' in science? scientific realism and the so-called pessimistic meta-induction does the history of theory-change in science (and particularly in optics) support an anti-realist view of scientific theories? when has one theory been 'reduced' to another? what do theory-changes in optics tell us about the reference' of theoretical terms?

5. The Darwinian Revolution: testability (is 'survival of the fittest' a tautology?); underdetermination (can creationists explain everything that Darwin can?); particular aspects of Darwinian theory and the empirical support for them (altruism, sexual selection and humans as Darwinian animals) Teaching: Lectures PH213 x 20 (ML); Classes PH213.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: Background reading:T S Kuhn, The Structure of Scientific Revolutions; Imre Lakatos 'Falsification and the Methodology of Scientific Research Programmes' in his The Methodology of Scientific Research Programmes, Philosophical Papers 1; G Holton (revised by S Brush): Theories and Concepts in Physical Science.

There will be a hand-out for each topic that (i) outlines the material to be covered in the lectures (ii) specifies essential reading and makes suggestions for further reading and (iii) sets 'study questions' to guide your thought. Reading for particular topics will be in the form of articles and selections from books. These will be made available through a combination of electronic course pack (available free of charge through the Library) and the Offprint Collection

Assessment: Three-hour written examination in the ST.

PH214

Morality and Values

Teacher responsible: Dr Jeff Seidman, T301b

Availability: No formal pre-requisites, but PH103 or equivalent is

Core syllabus: Central topics in moral philosophy.

Content: The course addresses, amongst others, questions such as the following: How should we understand such ethical concepts as obligation, good, and virtue? How do they relate to one another? Why be moral? What is the relation between morality and self-interest? What is happiness? What is the relation between a happy life and a meaningful life? Are there objective answers to ethical questions, or are whatever answers we give no more than the expressions of our subjective attitudes? If ethical propositions can be true or false, what makes them true or false?

The course seeks to approach these questions by careful reading of a seminal texts in the history of philosophy by Aristotle, Hume, Kant, Mill, and Nietzsche. These readings are supplemented by writings of such contemporary moral philosophers as J.L. Mackie, Bernard Williams, Christine Korsgaard, Onora O'Neill, John McDowell, and David Wiggins. amongst others. The attempt throughout is to link the classic texts to contemporary debates in moral theory.

Teaching: Lectures PH214 x 20 (ML); Classes PH214.A (ML). Written work: Students will be expected to write two essays per term and to give class presentations.

Reading list: A detailed reading list, including classic texts and contemporary readings will be supplied at the beginning of the course. Most of the classic readings can be found in Michael L Morgan (Ed), Classics in Moral and Political Theory (2001). A very short, but very useful contemporary introduction to the whole subject is Bernard Williams Morality: an Introduction to Ethics (1972). A useful anthology of contemporary writings is S Darwall, A Gibbard & P Railton (Eds), Moral Discourse and Practice (1997). Assessment: Three-hour written examination in the ST.

PH215 Not available in 2003/04 History of Modern Philosophy A

Availability: The course is available as an outside option. Core syllabus: A critical historical review and an introduction to some of the main problems of philosophy. The main philosophers of the seventeenth and eighteenth centuries.

Content: The main philosophical ideas of Descartes. Hume and Spinoza. Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH215 x 20 (ML); Classes PH215.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: : Descartes: (a) Primary Sources: Descartes, Meditations on First Philosophy and Discourse on Method. (b) Modern Secondary Literature: | Cottingham Descartes: E.M. Curley, Descartes Against the Skeptics: A Kenny, Descartes: B Williams, Descartes, Hume: (a) Primary Sources: Hume, A Treatise of Human Nature and An Enquiry Concerning Human Understanding. (b) Modern Secondary Literature: J Bennett, Locke, Berkeley, Hume; A Flew, Hume's Philosophy of Belief; R J Fogelin, Hume's Skepticism in the Treatise of Human Nature; D Hume, Treatise of Human Nature, Book 1; B Stroud, Hume.

Spinoza: (a) Primary Sources: Spinoza, Ethics. (b) Modern Secondary Literature: E M Curley, Behind the Geometrical Method: A Reading of Spinoza's Ethics; E M Curley, The Metaphysics of Spinoza; S Hampshire, Spinoza; R Scruton, Spinoza.

Detailed readings will be circulated through the class system on particular philosophers and particular topics.

Assessment: Three-hour written examination in the ST.

PH216

History of Modern Philosophy B

Teacher responsible: Dr Helen Billinge, T501b Availability: The course is available as an outside option. Core syllabus: A critical historical review and an introduction to some of the main problems of philosophy. The main philosophers of the seventeenth and eighteenth centuries.

Content: The main philosophical ideas of Leibniz, Locke and Berkeley. Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH216 x 20 (ML); Classes PH216.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: Leibniz: G W Leibniz, Discourse on Metaphysics: TheMonadology;New Essays on Human Understanding; Correspondence with Clarke and with Arnauld;S Brown, Leibniz; N Rescher, The Philosophy of Leibniz.

Locke: J Locke, An Essay Concerning Human Understanding; E J Lowe, Locke on Human Understanding; R Woolhouse, Locke; N Jolley, Locke; J L Mackie. Problems from Locke.

Berkeley: M R Ayers, Berkeley's Philosophical Works; J Bennett, Locke. Berkeley, Hume; D Berman, George Berkeley: Idealism and the Man; J Dancy, Berkeley; A C Grayling, Berkeley: The Central Arguments; G Pitcher, Berkeley; G J Warnock, Berkeley; K Winkler, Berkeley: An Interpretation. Detailed readings will be circulated through the class system on particular philosophers and particular topics.

Assessment: Three-hour written examination in the ST.

PH217

Set Theory and Further Logic

Teacher responsible: Dr Helen Billinge, T401b Availability: This course is available as an outside option. Logic (PH101) or a similar introductory course covering the syntax and semantics of sentential and predicate logic is a pre-requisite. Aims: This course will advance a student's knowledge of formal logic in areas beyond the scope of an introductory course, paying attention to both formal results and their philosophical implications.

Learning outcomes: Knowledge of Set Theory and its philosophical foundations. Knowledge of a least one extension of or alternative to classical first order logic. Advanced ability for logical analysis and proof.

Core syllabus: Set Theory and advanced topics in logic and its applications. Content: The course is structured in two parts: (a) Set Theory, including: the axioms of set theory and their rationale; Russell's Paradox; relations, functions and orderings; ordinals and cardinals; infinity; the basics of transfinite arithmetic. (b) Some extension of or alternative to Classical Logic. including one or more of the following: Modal Logic; Intuitionistic Logic; Probability and Decision Theory; Deontic Logic; the logic of vagueness.

Teaching: Lectures PH217 20 x 2hr (ML). Classes PH217.A 20 (ML).

Written work: Written answers to set exercises will be expected on a regular basis

Reading list: Recommended readings: H Enderton, Elements of Set Theory, Academic Press; K J Devlin, Fundamentals of Contemporary Set Theory, Springer-Verlag; G Hughes & M Cresswell, An Introduction to Modal Logic, Routledge; D Gabbay & Guenthner, Handbook of Philosophical Logic, Reidel; V McGee, Truth, Vagueness and Paradox, Hackett; R Hilpinen, Deontic Logic, Reidel; B Skyrms, Choice and Chance, Wadsworth; E Adams, A Primer for Probability Logic

Assessment: Three-hour written examination in the ST.

PH299

Essay on an approved subject in Philosophy

Teacher responsible: Professor John Worrall, T501b Availability: This course is not available as an outside option.

Core syllabus: The essay may be on any topic falling within the scope of the philosophy courses for 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 but must develop out of some established part of the philosophical literature. Students should carefully discuss the topic and approach of the essay with their tutor who will also advise on background reading. Students may ask a member of the Department other than their tutor to supervise the essay if this is more appropriate. Students must have regular meetings with their supervisor and keep a formal record of their work and progress.

Assessment: Essays must be submitted by June 4. They should be 5,000-7.000 words, and should be typewritten

PH300

Special Topics in the Philosophy of Natural and Social Science

Teacher responsible: Dr Stephan Hartmann, T401a

Availability: This course is available as an outside option. Prerequisites: PH201 or PH203 or equivalent.

Aims: This course will provide students with the opportunity to study advanced topics in the philosophy of the social and natural sciences. Core syllabus: Philosophical issues connected with the natural and social

Content: The course will cover a number of advanced topics in the philosophy of natural and social science. Precise information on the course content will be made available on public folders before the beginning of the course

Teaching: Lectures PH300 x 20 (ML), Classes PH300, A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. For background readings consult the readings for PH201 and PH203

Assessment: Three-hour written examination in the ST.

PS102

Self, Others and Society: Perspectives on Social and Applied Psychology

Teacher responsible: Dr Bradley Franks, S313

Availability: No restrictions or pre-requisites.

Core syllabus: Introduction to major perspectives on social and applied psychology: theories used to explain social perception, cognition and behaviour, and their application to real, practical social problems.

Content: Theories and concepts including: Personality, self and identity; relationships, bonds and family; making sense of the social world; communication, influence and persuasion; groups, organisations and crowds. Applications including: health and illness, sexuality and intimate relationships; crime and eyewitness testimony; effects of media on children; leadership and motivation.

Teaching: Lectures, 23 weekly, MLS (PS102), classes 23 weekly, MLS (PS102A)

Written work: Students are expected to write four essays during the Session, which will be assessed by the class teachers, and to give class

presentations

Reading list: Recommended reading: C Brotherton, Social Psychology and Management, Open University, 1999; J L Carroll & P R Wolpe, Sexuality and Gender in Society, Harper Collins, 1996; M Hogg & G Vaughan, Social Psychology, 2nd edn, Prentice Hall, 1998; C R Hollin, Criminal Behaviour: a Psychological Approach to Explanation and Prevention, Falmer Press, 1992: R M Kaplan, J F Sallis & T C Patterson, Health and Human Behaviour, McGraw-Hill, 1993; A Lewis, P Webley & A Furnham, The New Economic Mind, Prentice Hall, 1995; E R Smith & D M Mackie, Social Psychology, Worth, 1995; V Walkerdine & L Blackman, Psychology and the Media, Macmillan, 1999. Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and available in \$302. Assessment: A formal three-hour examination in ST: four questions from a choice of 12.

PS203

Societal Psychology: Theory and Applications Teacher responsible: Dr Jan Stockdale, S366

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: This course discusses major areas of application of social psychology to real-world issues. Emphasis is put on the complexities of translating theory into practice and on the theoretical developments which are prompted by research on topical social issues. A recurrent theme is the reciprocal interaction between theory and practice in relation to social issues of theoretical interest and practical import.

Content: The interplay of theory and practice will be examined in relation to specific topics which illustrate the application of social psychology in real world settings, such as: living with new technology; consumer behaviour; illness and lifestyle; leadership and communication; mass media; crime and anti-social behaviour; gender and sexuality; evolutionary perspectives on mating; social relationships; identity, self and others; language and communication: psychological assessment

Reading list: Detailed reading lists will be distributed at the beginning of the course. The following are useful general works. D M Buss, The Evolution of Desire. Strategies of Human Mating, Basic Books, New York, 1994; R East, Consumer Behaviour: Advances and Applications in Marketing, Prentice Hall, 1997; R Harre, Social Being, Blackwell, 1979; H Himmelweit & G Gaskell, Societal Psychology, Sage, 1990; S W Sadara & D R McCreary (Eds), Applied Social Psychology. Prentice Hall, 1997; E H Schein, Organizational Psychology (3rd edn), Prentice Hall, New York, 1998; E P Serafino, Health Psychology: Biopsychological Interactions (2nd edn), Wiley, 1994. Additional references. and a synopsis of lectures and class topics are distributed in the first lecture of the series and are also available in Outlook/Public Folders/Departments/Social Psychology/PS203.

Teaching: 20 weekly lectures (PS203) and 20 weekly classes (PS203.A). Written work: Students are expected to write four essays during the Session, which will be assessed by the class teachers, and to give class presentations. These will not count towards the final examination result. Assessment: A formal three-hour examination in ST: four questions from a choice of 10

PS303

Social Psychology and Society

Teacher responsible: Dr Catherine Campbell, S387

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: Applications of social psychology to social problems and contemporary issues; the study of society from a socio-psychological perspective; the interface between theoretical concepts and the real world. Content: In exploring the theory-practice interface, emphasis will be placed on the complexities involved in applying social psychological theories and principles in a range of contexts, such as: the public understanding of science, economic psychology, health-related behaviours, understanding new media, organisational processes, policing communities, gender at work, moral choices, communities and multiculturalism, cultural psychology, survey questionnaires and opinion polls and ideology in social psychology.

Teaching: One hour lectures/seminars 20 in MT: 20 in LT. Written work: Students will be expected to write two essays of 2,500 words each.

Reading list: A detailed reading list will be handed out at the beginning of

the course. M Billig, Ideological dilemmas: a social psychology of everyday thinking, Sage, 1988; H Coolican, Applied Psychology, Hodder and Stoughton, 1996; A Lewis, The new economic mind, Harvester Wheatsheaf, 1995; F Moghaddam, Social psychology: exploring universals across cultures, Freeman, 1998; J Ogden, Health Psychology, Open University Press, 2000; R Brown, Prejudice: its social psychology, Blackwell, 1995; J Turner, Rediscovering the Social Group: A self-

categorisation theory, Blackwell, 1987; M Wetherell & J Potter, Mapping the

Language of Racism: Discourse and the legitimation of exploitation, Harvester

Wheatsheaf, 1992; R Farr & S Moscovici (Eds), Social Representations, Cambridge University Press, 1984; J Orford, Community psychology: theory and practice, Wiley, 1992; G Gardner & P Stern, Environmental problems and human behaviour, Allyn and Bacon, 1996; D Lupton, The imperative of health, Sage, 1995.

Assessment: A three hour examination in the ST: four questions from choice of 10.

In addition, candidates may submit an essay to the examiners. The marks obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

SA100

Foundations of Social Policy

Teacher responsible: Dr S Morris, A236

Pre-requisites: Compulsory for Bachelor's degrees in social policy, and available to students on other degrees where regulations permit.

Core syllabus: The course examines changes in the way in which social welfare provision has been made over time. The focus is on change in the responses made to particular social issues in 19th and 20th century Britain in comparison with other developed countries.

Content: The course: considers how social problems are defined and policies formulated with reference to the fields of poverty, health, education, housing and income maintenance; discusses the implications of these policies for the equality and citizenship of different class, gender, generational and racial groupings; explores the changing boundaries between the roles of the state. the market, the family and the voluntary sector in the mixed economy of welfare; examines the role of ideology, social need, institutional interests and economic conditions in explaining development and historical change in social welfare provision.

Reading list: P Alcock, A Erskine & M May (Eds), The Student's Companion To Social Policy, 2nd edn, 2003; J Baldock, N Manning & S Vickerstaff (Eds), Social Policy, 2nd edn, 2003; H Glennerster, British Social Policy Since 1945, 2000; R Lowe, The Welfare State in Britain Since 1945, 3rd edn, 2003; M May, E Brundson & R Page (Eds), Understanding Social Problems, 2001; R Page & R Silburn (Eds), British Social Welfare in the Twentieth Century, 1999; C Pierson, Beyond the Welfare State 1998; P Thane, The Foundations of the Welfare State, 1996. These are introductory texts; a full reading list will be provided in the first lecture of MT.

Teaching: Lectures: 22 x SA100, Classes: 22 x SA100, MIS

Written work: Students are expected to submit two pieces of written work per term, and to read for and prepare contributions to class discussion each

Assessment: Three-hour written examination in the ST.

SA101

Sociology and Social Policy

Teacher responsible: Professor T Newburn, A280

Pre-requisites: This course is required for Bachelor's degrees in Social Policy. Available for undergraduates as an 'outside option' with the approval of the course organiser.

Core syllabus: The course will examine a series of policy issues in contemporary British society, viewed sociologically. Basic concepts in the analysis of social stratification, the distribution of power, modes of organisation, professionalisation, race and gender are discussed in relation to questions of social and political choice and social policy.

Content: The core of the course consists of the examination of a series of topics including class and social status in Britain, political power and elite formation, demographic change, race relations and the position of women, bureaucracy, the role of expertise, the family, poverty and deprivation, health and illness, education, crime and deviance, housing, development planning, the individual and the state, social care and ageing. The variable contribution of sociology to policy formation and the understanding of policy issues and processes are emphasised.

Reading list: There is no set text for the course, and a full reading list is provided at the first class.

D Lee & H Newby, The Problem of Sociology; A Giddens, Sociology; C Wright Mills, The Sociological Imagination; R A Pinker, Social Theory and Social Policy; F Williams, Social Policy; a critical introduction; J Hills (Ed), The State of Welfare: P Alcock (Ed), Student's Companion to Social Policy; V George & R Page (Eds), Modern Thinkers on Welfare; A Deacon, Perspectives on Welfare, 2002; J Baldock, et al, Social Policy, 1999.

Teaching: Lectures: 20 x SA101.Classes: 20 x SA101.A, MLS. Written work: One essay per term is required.

Assessment: Three-hour written examination in the ST.

SA103

Population, Economy and Society

Teachers responsible: Dr E Coast, A232, Dr R Sear, A270 and Dr W Sigle-Rushton, A271

Pre-requisites: This is a core course for Bachelor's degrees in Population Studies. It is available to students on other degrees as permitted by the regulations. As a general introduction to Population Studies, it assumes no

previous knowledge of the subject.

Core syllabus: The course deals with the inter-relationships between the demographic characteristics of a society (fertility, mortality and migration) and their economic and social context. The causes of demographic change and their consequences are examined. The approach of the course is comparative, both across time and between developed and less developed societies.

Content: A wide range of topics are covered, including: the relationship between population size and available resources; social, biological and economic influences on population growth rates, especially the role of famine, disease and war; the demographic and health transitions; HIV/AIDS; fertility decline and the role of family planning programmes; the changing characteristics of the family; global trends in population ageing and their social and economic consequences for the elderly; theories and trends in migration: urbanisation.

Reading list: Detailed reading lists are provided at the beginning of each term, and are also available in the course public folder. Key overview texts include: M Livi-Bacci, A concise history of world population; H Jones, Population Geography; E A Wrigley, Population and History; W Lutz, The Future Population of the World.

Teaching: Lectures: 24 x SA103. Classes: 22 x SA103.A, MLS. Written work: Students are expected to prepare at least two class presentations per term and submit two essays per term. Assessment: Three-hour written examination in the ST.

SA104

Social Economics and Policy

Teachers responsible: Professor D Piachaud, A243 and Dr F Sassi, A259 Pre-requisites: This course is intended for Bachelor's degrees in Social

Core syllabus: An introduction to economics and its application to social policy.

Content: The nature of the economic problem. The role of prices in a market economy. Demand and consumer choice; supply, production costs and market structure. State and market provision of health services, social care, housing and education. Market and state failure. Quasi-markets in social policy. The distribution of incomes. The determination of wages: the role of trade unions; minimum wage legislation. Low pay and poverty. Unemployment and government economic management. Policies of income redistribution.

Reading list: J Le Grand, C Propper & R Robinson, The Economics of Social Problems; A B Atkinson, The Economics of Inequality; N Barr, Economics of the Welfare State; J Le Grand & W Bartlett, Quasi-markets and Social Policy; H Glennerster, Understanding the Finance of Welfare. Written work: Essays, problem sets and presentations will be required. Teaching: Lectures: 20 x SA104 (ML). Classes: 22 x SA104.A, (MLS). Assessment: Three-hour written examination in the ST.

SA201

Research Methods for Social Policy

Teachers responsible: Dr E Munro, A272 and Dr R Sear, A270 Pre-requisites: This is a compulsory course for most Bachelors' degrees in Social Policy, and is available to students on other degrees where regulations permit.

Core syllabus: The paper aims to give students a comprehensive introduction to methods of social research in social policy. Content: The design and analysis of social policy research. The nature of social measurement. 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. Ethics and politics of Social Policy Research. Strengths and weaknesses of commonly used research methods. Methods of analysing qualitative data. Reading list: F Clegg, Simple Statistics; C Robson, Real World Research;D Rowntree, Statistics Without Tears; HMSO, Social Trends (annually); SCPR, British Social Attitudes (annually); HMSO, General Household Survey (annually).

Teaching: The course combines two elements

SA201.1 Data Analysis for Social Policy: Dr R Sear. Lectures: 10 x SA201.1. Classes: 15 x SA201.1.A, MT fortnightly and LT

SA201.2 Research Methods for Social Policy: Dr E Munro. Lectures: 10 x SA201.2.fortnightly Classes: 10 x SA201.2.A, fortnightly MT and LT. Two revision classes, ST.

Written work: For the Research Methods class, students are required to write one essay of 1,500-2,000 words. Participation in group work in class, and in preparation for classes, is essential.

For the Data Analysis class, students will use a computer to analyse data. and will be expected to produce summaries and interpretations of their results. Successful completion of a Project Report is a condition of examination entry.

Assessment: A project report (30%). The project topic will be given out during the LT, and the project report must be handed in to the Undergraduate Administrator in the first week of the ST. A three-hour written examination in the ST (70%)

SA204

Educational Policy and Administration

Teacher responsible: Professor A West, A139

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where the regulations permit

Core syllabus: An introduction to the main issues in educational policy and administration. It draws on interdisciplinary research literature and focuses on contemporary Britain although there is a comparative component. The course will aim to show how major concepts in social policy can be applied to the study of education, for example, inequality (in terms of class, ethnicity and gender), social justice (special educational needs) and redistribution of resources.

Content: The first part of the course focuses on broad issues of educational policy, from the end of the 19th century onwards, including the 1944 Education Act, recent education reforms, further and higher education including market oriented reforms in the UK and elsewhere. The second part of the course focuses on specific issues that have implications for equality of opportunity, equity and social justice, social class and education, ethnicity/race and education, special educational needs, gender and education and early years education.

Reading list: Some introductory texts are recommended: M Flude & M Hammer The Education Reform Act 1988: its origins and implications 1992; P Gordon, R Aldrich & D Dean, Education and Policy in England in the Twentieth Century, 1991; D Lawton, Education and Politics in the 1990s: conflict or consensus? 1992; A H Halsey et al, Education: Culture, Economy, Society, 1997; A Hayton (Ed), Tackling Disaffection and Social Exclusion, 1999. A comprehensive bibliography will be provided.

Teaching: Lectures: 10 x SA204, MT. Classes: 22 x SA204.A, MLS.

Written work: Presentation of two or three short class papers during the session and two essays per term.

Assessment: Three-hour written examination in the ST.

SA212 Not available in 2003/04 Family, Gender and Society

Teacher responsible: Professor K Kiernan, A279

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy and other degrees where regulations permit.

Core syllabus: This course examines the dimensions of family change over the post-war period and their implications for the private and public domains of life. The approach is interdisciplinary and although primarily concerned with Britain has a substantial comparative component.

Content: The course provides an overview of the history of the family and reviews the theoretical perspectives and current debates on the family. Gender differences will be a focus. The major themes covered include: partnership and parenthood; family conflict and disruption; work and family issues; intergenerational links between parents and children and the elderly and their families; social change and the public and private family; family, state and social policy.

Reading list: A detailed reading list will be provided at the beginning of the session. General reading: G Alland & G Crow, Families, Households and Society, Palgrave, 2001; ONS, Social Focus onFamilies, 1997; S McRae (Ed), Changing Britain: Families and Households in the 1990s, OUP, 1999; F.R. Elliott, Gender Family and Society, Macmillan; L F Harding, Family, State and Social Policy, Macmillan, 1996; D Utting, Family and Parenthood: a guide to the debate, Joseph Rowntree Foundation; K Kiernan & M Wicks, Family Change and Future Policy, Joseph Rowntree Foundation; K Kiernan, H Land & J Lewis, Lone-Motherhood in the twentieth century: from footnote to front page, OUP, 1998.

Teaching: Lectures: 20 x SA212. Classes: 22 x SA212.A, MLS.

Written work: Presentation of 2 or 3 short class papers during the session and two essays

Assessment: Three-hour written examination in the ST.

SA213

European Social Policy

Teacher responsible: Dr S Mangen, A261

Pre-requisites: This course is available to students on Bachelor's degrees where regulations permit, and to General Course students.

Core syllabus: The course examines the emergence and subsequent development of welfare states and contemporary social policies in Western Europe, focusing particularly on EU countries. Social policy-making at the EU level also forms an equally important component.

Content: A cross-national analysis 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 social provisions from the last quarter of the nineteenth-century. In the second part, lectures and classes focus on current 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; the fiscal crisis and the funding of social security; health care; social exclusion; women and the welfare state: labour market and training issues; urban problems. Teaching in the third part is devoted to social policy-making at the EU level and to the issue of the 'social dimension' of the Single European Market.

Reading list: No one book covers the whole course. A detailed graduated reading list will be available at the beginning of the session.

Some introductory texts are: L Hantrais, Social Policy in the EU, Macmillan (2nd edn): M Kleinman, A European Welfare state? EU Social Policy in Context, Palgrave: A Cochrane & J Clarke, Comparing Welfare States, Sage; M Wise & R Gibb, Single Market to Social Europe, Longman; Esping-Andersen, The Three Worlds of Welfare Capitalism, Polity.

Teaching: Lectures: 20 weekly lectures (SA213) in MT and LT. Classes 21 x SAZIZA MIS

Assessment: An essay of 2,000 words in both the MT and LT to be handed to the Undergraduate Administrator in the first week of the LT and ST respectively (30%). A three-hour written examination in the ST (70%).

SA217

Psychology of Crime and Criminal Justice Teacher responsible: Dr J Rumgay, A255

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. It is compulsory for students studying for the BSc Social Policy. Criminal Justice and Psychology in the second year. General Course students are welcome

Core syllabus: The course examines the contribution of psychology to our contemporary understanding of crime and criminal justice processes. It explores the application of psychological theory and research to policy development in relation to prevention and treatment of criminal behaviour, prevention and investigation of crime and the effectiveness of the criminal justice system.

Content: The course examines the development of individual criminality and criminal careers: social group processes in criminal activity; drug and alcohol related crime; varieties of criminal behaviour including violent, sexual and property crime; mental disorder and crime; victims and victimisation; situational crime prevention; offender profiling; criminal investigation and interviewing of suspects; courtroom testimony; jury deliberations and verdicts; sentencing and rehabilitation.

Teaching: Lectures x 20; Classes x 20, MT and LT, plus two revision classes,

Written work: Two essays per term (MT and LT) will be required. Students will be expected to present class papers.

Reading list: P B Ainsworth, Psychology and Crime: Myths and Reality, 2000; R L Akers & G F Jensen (Eds), Social Learning Theory and the Explanation of Crime, 2003; D Canter & L Alison, The Social Psychology of Crime: Groups, Teams and Networks, 1999; G Gudjonsson, The Psychology of Interrogations and Confessions, 2002; D Howitt, Forensic and Criminal Psychology, 2002; E Leyton (Ed), Serial Murder: Modern Scientific Perspectives, 2000; J Maguire, 1 Mason & A O'Kane (Eds), Behaviour, Crime and Legal Processes: A Guide for Forensic Practitioners, 2000; R F Meier, L Kennedy and V F Sacco (Eds), The Process and Structure of Crime: Criminal Events and Crime Analysis, 2001; T.D. Meithe & R C McCorkle Crime Profiles: The Anatomy of Dangerous Persons, Places and Situations, 2001; N G Ribner, The Handbook of Juvenile Forensic Psychology, 2002; G B Traverso & L Bagnoli (Eds), Psychology and Law in a Changing World: New Trends in Theory, Research and Practice, 2001. Assessment: Three-hour written examination in the ST.

SA220

Health and Social Care

Teachers responsible: Professor M Murphy, A234 and Dr M Bhatia, A225 Pre-requisites: This course is an option for Bachelor's degrees in Social Policy, and other degrees where regulations permit. It assumes no previous knowledge of the subject.

Core syllabus: This course brings together the main issues in health and mortality in developed countries and the policy and service responses to them from an international perspective.

Content: Context and determinants of health from an international perspective; Trends and patterns of health and mortality; Trends and patterns of morbidity and disability; Measuring health and mortality; Measuring sickness and disability; The major killers and the emerging new threats in developed society; Inequalities in health and the health of the elderly in Great Britain and Europe; Unemployment and health, Social networks and health; The role of health care systems in health policy; Health planning and priority setting; Long term care, Changing role of Government and International Organisations; Health sector reforms.

Teaching: Lectures: 22 x SA220. Classes: 22 x SA220.A, MLS.

Written work: A minimum of two written essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once each term.

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: WHO, The World Health Report 2000 - Health systems: Improving Performance, 2000: M Marmot & R Wilkinson (Eds), Social Determinants of Health, 1999J Charlton & M Murphy (Eds). The Health of Adult Britain, 1841‑:1994, Vols 1 & 2, 1997; B Davey, A Grav & S Clive, Health and Disease: a reader, 2002; R Freeman, The Politics of Health in Europe, 2000; J Campbell & N Ikegami (Eds), Long-term Care for Frail Older People: reaching for the ideal system, 1999.

Assessment: An essay of 2,000 words to be handed in to the Undergraduate Administrator in the first week of the ST (30%). A threehour written examination in the ST (70%).

SA221

Poverty, Social Exclusion and Social Change Teacher responsible: Dr H Dean, A262

Pre-requisites: This is an optional course for Bachelor's Degrees in Social Policy and for other degrees where regulations permit.

Core syllabus: Definitions, measurement and causes of poverty and social exclusion. Analysis of the impact of social changes on family composition, employment, housing, health and education and the consequences for poverty and social exclusion.

Content: The course will examine poverty and social exclusion in general and analyse selected aspects drawn from the following: demographic change, racial inequality, homelessness and housing deprivation, unemployment, worklessness, social security and poverty, area deprivation, educational inequality, crime and social exclusion

Teaching: Lectures: 20 x SA221. Classes: 24 x SA221.A, MLS.

Written work: A minimum of two written essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once each term.

Reading list: A detailed list will be provided a the start of the session. P Alcock, Understanding Poverty, Macmillan, 1997; H Dean, Poverty, Riches and Social Citizenship, Macmillan, 1999; J Hills (Ed), Understanding Social Exclusion, OUP, 2002; R Lister (Ed), Charles Murray and the Underclass IEA, 1996; Cm 5598, Opportunity for All: Fourth Annual Report, TSO 2002. Assessment: An essay of 1,500 words (25%) to be handed to the Undergraduate Administrator in the first week of the ST and a three hour written examination in ST (75%).

SA222

Principles of Social Policy

Teacher responsible: Dr 5 Mangen, A261

Pre-requisites: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit. There are no pre-requisites for students from other degrees. Core syllabus: The range of theoretical approaches to social policy, and the

economic and social impact of such policies. Content: The course is divided into three parts. The first deals with the

contrasting theories of the state and what each imply for the role the state plays in meeting human need. It contrasts the ways in which different states have evolved different modes of intervention based on varied traditions of the role of the state, family and individual. The second part deals with issues involved in translating these values and policies into practice - the implementation of social policy. Concepts like need, entitlement, solidarity, reward and redistribution are addressed. The final part examines research evidence to study the impact of social policies on society.

Teaching: 20 x Integrated Teaching Units ML. 1 revision session. Students will be required to give individual and group presentations in class.

Written work: Each student will be required to submit an essay to the class teacher at the end of the MT and LT.

Reading list: V George & P Wilding, Welfare and Ideology; M Hill, The Policy Process: A Reader; M O'Brien & S Penna, Theorising Welfare; P Dunleavy & B O'Leary, Theories of the State; C Pierson & F G Castles, The Welfare State: a reader. Those new to social policy should begin with P Alcock et al, The Student's Companion to Social Policy, 1998; J Baldock et al, Social Policy, 1999; G Esping-Andersen, The Three Worlds of Welfare Capitalism. A detailed reading list will be provided for each class

Assessment: Three-hour written examination in the ST.

SA250

Demographic Description and Analysis Teacher responsible: Dr A Gjonça, A229

Pre-requisites: Compulsory for Bachelor's degrees in Population Studies, but may also be taken as an option by students on other degrees where regulations permit; it assumes no previous knowledge of the subject. The course is not particularly mathematical or statistical and students with nonmathematical backgrounds should not be at a disadvantage.

Core syllabus: 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.

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: period and cohort methods of description and analysis; the construction of life tables; measurement of fertility, mortality, nuptiality and migration; the determinants of age structure and the intrinsic growth rate; use of survey data; the interpretation of demographic statistics; population dynamics and population change.

Teaching: Lectures: 22 x SA250. Classes: 24 x SA250.A, MLS. 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: C Newell Methodsand Models in Demography; A Hinde, Demographic Methods; R Pressat, The Dictionary of Demography, edited by C Wilson.

Assessment: Three-hour written examination in the ST.

SA252

Third World Demography Teacher responsible: Dr R Sear, A270

Pre-requisites: This is an optional course for Bachelor's degrees in Population Studies, and for other degrees where regulations permit. Core syllabus: The course provides an overview of both the causes and consequences of population trends in developing countries Content: The course covers the size, distribution and growth of the populations of the main developing regions and countries; 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; 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, breast feeding patterns, the status of women, income levels and distribution. Additionally, the course will cover topics such as AIDS in the Third World; famine demography; world food prospects; patterns and trends in migration and urbanisation in developing countries; the populations of India and China; the development of family planning programmes, and an assessment of the efficiency of population programmes

Teaching: Lectures: 24 x SA252, Classes: 24 x SA252, A, MLS. Reading list: Certain readings have direct relevance for most aspects of the course. In particular: the journal, Population and Development Review (PDR) published quarterly by the Population Council, New York; R Feachern (Ed), The Health of Adults in the Developing World, Oxford University Press, 1992; T Dyson, Population and Food, Routledge, 1996; World Bank, Population Change and Economic Development, Oxford University Press, 1985. A supplementary reading list is available upon request from the Course Administrator in A253 Assessment: Three-hour written examination in the ST.

SA253 Not available in 2003/04 The Population of Developed Societies Teacher responsible: Professor M Murphy, A234

Pre-requisites: An option for Bachelor's degrees in Population Studies, and other degrees where regulations permit.

Core syllabus: Major determinants and consequences of recent changes in population composition, distribution and size are examined. This includes patterns of cohabitation, marriage, divorce, and fertility and their implications for the family and for household structure: ageing populations, principal trends over time and patterns of inequality in mortality and morbidity. Content: Trends in marriage and the upsurge in divorce. Fertility change and its consequences for family structure. The rise of cohabitation and illegitimacy. Economic and social explanations for differentials in fertility and family formation: similarities and differences among developed societies. Ageing in a European context. Household structure, the rise of solo living. Existence of wider kin and support networks. Population distribution, migration and the 'flight from cities'. Immigrants, refugees and ethnic minorities. Measurement of morbidity and health. Changing patterns of mortality by cause and gender; prospects for mortality and morbidity. Inequalities in health

Teaching: Lectures: 24 x SA253. Classes: 24 x SA253.A, MLS. Written work: Students will be expected to do the reading associated with the classes and to give at least one presentation per term in these classes, In addition, a minimum of four essays will be set.

Reading list: A 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: D Coleman (Ed), Europe's Population in the 1990s, Oxford, 1996; 5 MacRae (Ed), Changing Britain: Families and Households in the 1990s, Oxford, 1996; M Murphy & J Hobcraft (Eds), Population Research in Britain, Population Investigation Committee, 1991; A Smith & B Jacobson, The Nation's Health: A Strategy for

the 1990s King's Fund/OUP 1991: P Townsend, N Davidson & M Whitehead (Eds) Inequalities in Health: The Black Report and The Health Divide Penguin, 1988; R Wilkinson, Unhealthy Societies, Routledge, 1996. Assessment: Three-hour written examination in the ST

SA309

Criminal Justice Policy

Teachers responsible: Dr J Rumgay, A255, Dr C Phillips, A230 and Professor T Newburn, A280

Pre-requisites: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. It is compulsory for students studying for the BSc Social Policy, Criminal Justice and Psychology in their second or third year. General Course students are welcome.

Core syllabus: The purpose of the course is to provide students with an understanding of, and critical perspective on, criminal justice policy and its administration. Particular attention will be paid to current policy issues and debates.

Content: The course examines: statistical measures of crime and victimisation: social and situational crime prevention; policing; courts; prisons; the probation service; community penalties; juvenile justice; restorative justice; community safety; mentally disordered offenders; gender and crime; ethnicity and crime; victims. The course offers a comparative perspective, particularly in drawing on examples from the USA

Teaching: Lectures: 20 x SA309. Classes: 20 x SA309.A, MT and LT, and two revision classes (ST)

Written work: Two essays per term (MT and LT) will be required. Students will be expected to present class papers.

Reading list: S Ballintyne, K Pease & V McLaren, Secure Foundations: Key Issues in Crime Prevention, Crime Reduction and Community Safety, 2000; M Cavadino & J Dignan, The Penal System: An Introduction, 2002; A Crawford & J Goodey (Eds), Integrating a Victim Perspective: International Debates, 2000; H Croall, Crime and Society in Britain, 1998; M Davies, H Croall & J Tyrer, Criminal Justice: An Introduction to the Criminal Justice System in England and Wales 1998: A James & J Raine, The New Politics of Criminal Justice, 1998: P Jovce, Crime and the Criminal Justice System, 2001: | McKenzie & R Bull, Criminal Justice Research: Inspiration, Influence and Ideation, 2002; T Newburn, Crime and Criminal Justice Policy (2nd edn), 2003. Assessment: Three-hour written examination in the ST

SA320

Comparative and International Social Policy

Teacher responsible: Dr S Mangen, A261

Pre-requisites: This is a compulsory 3rd year course for Bachelor's degrees in social policy, and available to students on other degrees who have completed Foundations of Social Policy (SA100) and Principles of Social Policy (SA222).

Core syllabus: The course examines social policy from a comparative perspective, focusing on similarities and differences in the representation of social policy issues, the responses to these issues and outcomes in countries across the international arena.

Content: The course: explores the implications of globalisation for social policy; considers the operation and effectiveness of transnational policy making bodies; evaluates the uses and limits of comparative methodology; discusses existing approaches to comparative analysis of social policy considers international variation in formulation and response to issues such as education, employment, urbanisation, housing, criminal justice policy. population change, poverty, health, and child welfare; explores how social policy adds up across sectors in a number of contrasting countries.

Teaching: 17 x lectures, 17 classes, two x student-led workshops and one revision session

Written work: Students are expected to submit one piece of assessed written work per term, and to read for and prepare contributions to class discussion each week.

Reading list: C Finer Jones (Ed), Transnational Social Policy (1999); C Ragin, The Comparative Method (1987): J Clasen (Ed) Comparative Social Policy (1999); L Hantrais & S Mangen, Cross National Research Methods (1996); G Esping-Andersen, Welfare States in Transition (1996); R Mishra, Globalisation and the Welfare State (1999).

Assessment: Two assessed essays (40%), each of which should be no more than 1,500 words: one to be submitted on the first day of LT; the second on the first day of ST; to be handed in to the Undergraduate Administrator. A three-hour written examination in the ST (60%).

SA349

A Long Essay on an Approved Topic

Teacher responsible: Departmental Tutor, Department of Social Policy Pre-requisites: This is a compulsory course for the BSc Social Policy and Administration, and an option for the BSc Social Policy and Government and BSc Social Policy with Social Psychology. Core syllabus: An essay of not more than 8,000 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 fieldwork, or the analysis and appraisal of existing literature

Teaching: Students will have preliminary discussions about the topic of their essay with their tutor in the ST of their second year. They will pursue their long essay under the supervision of their new personal tutor during the third year of their studies. They will agree with their tutor, and submit to the departmental tutor, a final title for the essay by 7 December 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, which should he handed in before the end of the LT.

Assessment: Students in the third year must submit their essay to the Undergraduate Administrator in the first week of ST. The exact date and time will be notified in the LT. It should be typewritten. Precise details on format and presentation will be issued by the Department at the beginning of the third 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.

54399

Special Essay in Population Studies

Teacher responsible: Dr A Gjonca, A229

Pre-requisites: This is an optional course for Bachelor's degrees in Population Studies and certain joint degrees.

Core syllabus: The essay may be on any subject that is considered to be related to Population Studies and which is agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant material available for interpretation and analysis, and that the topic is not unmanageably large.

Content: There is no formal course content. Candidates will be expected to demonstrate their understanding of basic demographic methods and draw widely on their reading from other courses in Population Studies.

Teaching: An hour of formal instruction is provided to candidates in order to give general information as to what is expected. In addition, tutors will advise candidates during their normal tutorial meetings on scope, topic and relevant reading, as well as on general approaches. However, tutors are not permitted to read or comment on drafts of the essay. Students who decide to do the essay should not expect additional tutorial meetings to discuss it.

Written work: The essay may not be more than 8,000 words of main text. including footnotes and appendices, but excluding bibliography and tables. In students' own interests the essay should preferably be typed, doublespaced, using the reference procedures of the journal Population Studies. It must be submitted to the Course Office (A273) in the first week of the ST - the exact date and time will be notified in the LT. The student is advised to retain a copy.

Assessment: See written work above.

50100

Principles of Sociology

Teacher responsible: Dr Nigel Dodd, S283

Availability: Compulsory first-year course in Sociology. Available to other students as permitted by the regulations for their degrees.

Core syllabus: The course aims to introduce students to sociological analysis by examining the origins of these principles in classical theories of modern society (ten lectures); to consider central topics in the sociological study of contemporary society (six lectures); and to explore the main philosophical and methodological issues which arise in contemporary sociology (four lectures).

Content: Sociological theories of modernity, industrialization and capitalism (Marx, Weber, Durkheim) and the relationship between them; sociological theories and explanations in the areas of economy, politics and culture including markets and money; forms of capital; the sociology of gender and feminist thought; theories of globalization; ritual, media and consumerism; the sociological analysis of play; meta-themes: the concept of society; social and sociological problems; the relationship between sociological theory and sociological research; objectivity in the social sciences; the relationship between the social and natural sciences; classification.

Teaching: Twenty lectures and twenty-three discussion classes

Written work: Four 2,000 word essays (two in MT; two in LT), for feedback from class teachers.

Reading list: A detailed reading list will be available at the first lecture, but for general preparatory reading, students might wish to consult the following: D Lee & H Newby, The Problem of Sociology; Z Bauman, Thinking Sociologically; S Bruce, Sociology: A Very Short Introduction.

Assessment: A three-hour unseen examination in the ST. The paper will be divided into two sections, corresponding to the two parts of the course. Three questions must be answered, at least one from each section.

50110

Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology

Teacher responsible: Professor Nikolas Rose, 5217

Availability: Optional course for Sociology students and for students from other departments

Core syllabus: The course provides an introduction to different substantive areas of work in contemporary sociology. Students will gain an understanding of leading-edge research within the discipline worldwide.

Content: Globalisation, power and inequality; Nation states, war and conflict; Money, markets and work; Identity, cosmopolitanism, nationalism and religion; Families, gender, sexuality and the body; Punishment, illness and deviance... Teaching: 20 Lectures held weekly in MT and LT; 22 classes held weekly in MT IT & ST

Written work: Two formative essays in MT, one formative essay in LT. Reading list: S Hall & B Gieben (Eds), Formations of Modernity (1992); N Rose, Powers of Freedom: Reframing Political Thought, (1999);RSennett, The Corrosion of Character: The Personal Consequences of Work in the New Capitalism (1998); L Sklair, Globalization: Capitalism and Its Alternatives (2002); S Sassen, Global Networks, Linked Cities (2002); M Castells, The Rise of the Network Society (2000); S Hall, Representation: Cultural Representations and Signifying Practices, (1997); D Held et al, Global Transformations: Politics, Economics and Culture (1999): N Dodd, The Sociology of Money: Economics, Reason & Contemporary Society (1994); V Zelizer, The Social Meaning of Money (1997); D Slater, Consumer Culture and Modernity (1997);S Jackson & S Scott (Eds), Gender: A Sociological Reader (2002); S Jackson & S Scott, Feminism and SexualityA Reader (1996); K Woodward (Ed), Identity and difference (2002)

Assessment: One assessed essay (2,500-3,000 words) to be handed in to the Sociology Administration Office, Room S219a, by 4.30pm on the first Friday of the ST (30% of the total mark) and a two-hour unseen examination (70% of the total mark).

50201

Sociological Theory

Teacher responsible: Dr Nigel Dodd, S283

Availability: Compulsory course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core syllabus: An exploration of modern and postmodern social theory. Content: In the first term, modern and postmodern sociological theories will be examined with particular reference to classical themes. The syllabus is ordered chronologically: through neo-Marxism, the Frankfurt School, Habermas, Lyotard, Bauman, Baudrillard, Giddens, and Beck

In the second term, a more in-depth and analytical approach will be taken to core problems in sociological theory, for example, the relationship between structure and action, and the analysis of language and culture. Teaching: Lectures: SO201 Twenty lectures, weekly in MT and LT. Classes: SO201.A 20 classes, weekly in MT and LT.

Selected reading: Z Bauman, Postmodernity and its Discontents; J Baurdrillard, Fatal Strategies; U Beck, Democracy Without Enemies; U Beck, A Giddens & S Lash, Reflexive Modernization; M Berman, All that is Solid Melts Into Air; N Dodd, Social Theory and Modernity; M Foucault, Power/Knowledge; D Frisby, Fragments of Modernity; A Giddens, The Consequences of Modernity; A Giddens, Capitalism and Modern Social Theory; J Habermas, The Philosophical Discourse of Modernity; M Horkheimer, Critical Theory; J-F Lytard, The Postmodern Condition; N Mouzelis Sociological Theory: What went wrong?; G Ritzer, Sociological Theory; R Rorty, Achieving Our Country; J H Turner, The Structure of Sociological Theory

Assessment: Three-hour formal examination in the ST, based on the whole syllabus of the lecture course and the classes

50202

The Social Analysis of Russia and the C.I.S. Teacher responsible: Dr E A Weinberg, S266

Availability: Optional course for Bachelor's degrees in Sociology. Other students may take this course as permitted by the regulations for their degrees. Core syllabus: Major aspects of Soviet and Russian 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.

Content: Particular attention will be given to the analysis of: women, the family, 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.

Teaching: The lectures and classes are given by Dr Weinberg and as such are entirely integrated.

Lectures: SO202 23 in a two-hour session MLS.

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; E A Weinberg, The Development of Sociology in the Soviet Union; J Pankhurst & M P Sacks, Contemporary Soviet Society; D Lane, State and Politics in the USSR; Soviet Economy and Society; S Cohen, Rethinking the Soviet Experience: D Lane, Soviet Society under Perestroika: M Buckley, Redefining Russian Society and Polity; R Sakwa, Russian Politics and Society Assessment: A three-hour formal examination in the ST (75 of the total mark and an assessed essay (25% of the total mark) to be handed in to the Sociology Administration Office, Room S219a, by 4.00pm on the first Friday of the ST

50203

Political Sociology

Teacher responsible: Dr A W G Stewart, S276 Availability: Optional course for Bachelor's degrees in Sociology. Core syllabus: The aim of the course is to discuss central theoretical and empirical issues in the political sociology of modern societies. Content: The course presents competing arguments regarding the nature of power relations and political processes in modern societies. Alternative models of power analysis in modern societies are presented and analysed, including Marxist, elite institutional, pluralist, and postmodernist, The development of the modern system of states and its relationship with capitalist modernity is examined. The changing nature of relations between states and economic processes is considered, including the question as to whether states and economic processes is considered, including the question as to whether states are increasingly powerless in relation to globalisation. Theories of revolutions are examined in relation to the development of modernity. Contemporary arguments about and possibilities for democratisation are identified and discussed, including debates about the public sphere, citizenship and social movements. Teaching: Lectures: SO203 Sessional. Classes: SO203.A 22 Sessional.

Written work: At least one class presentation and a termly paper in the MT and LT

Reading list: D Beetham, Max Weber and theTheory of Modern Politics; R Michels, Political Parties; P Bacrach, The Theory of Democratic Elitism; S Lukes, Power: A Radical View; A Stewart, Theories of Power and Domination: A Giddens. The Nation-State and Violence: R Holton. Globalization and The Nation-State: S Benhabib (Ed). Democracy and Difference; T H Marshall, Citizenship and Social Class; S Tarrow, Power in Movement; A McGrew, The Transformation of Democracy? Assessment: A three-hour formal examination in the ST (75% of the total mark) and an assessed essay (25% of the total mark) to be handed in to the Sociology Administration Office, Room S219a, by 4.30pm on the first Friday of the ST.

SO208

Gender and Society

Teacher responsible: Dr Suki Ali, 5206 Availability: Optional course for Bachelor's degrees in Sociology, and other

degrees where permitted by regulations. Core syllabus: The nature and explanation of various aspects of gender

Content: An examination of the importance of gender and the forms of gender inequality in society. Contrasting theoretical explanations will be applied to a number of substantive issues of contemporary concern. The main topics are: social control; work; families; violence; age; health; reproductive technologies; sexuality; culture; state and politics; gender and ethnicity.

Teaching: The course will consist of 20 lectures (SO208) and 23 classes (SO208 A).

Written work: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.

Reading: The following indicates some of the books. P Abbott & C Wallace, An Introduction to Sociology: Feminist Perspectives (2nd edn), 1996; R W Connell, Gender and Power, 1987; Doval, What Makes Women Sick 1995: M Mac an Ghaill, Understanding Masculinities, 1996; The Polity Reader in Gender Studies, 1994; R Tong, Feminist Thought, 1989; S Walby, Theorizing Patriarchy, 1990; E Silva (Ed), Good Enough Mothering; S Lees, Ruling Passions, 1997; C Smart, Regulating Womanhood, 1992; E Silva & C Smart, The NewFamily?, 1999; H Bradley, Men's Work, Women's Work, 1989.

A more detailed reading list will be provided at the beginning of the course. Assessment: Three hour unseen written paper in the ST.

50210

Crime, Deviance and Control

Teachers responsible: Professor Stan Cohen, S277, and Dr Stephanie Hayman, S212 Availability: Optional course for Bachelor's degrees in Sociology. Students

should have completed introductory courses in sociological theory and social structure.

Core syllabus: Criminological theories used to explain crime and deviance: applications; social control.

Content: The social construction of crime and deviance, sources of information about crime, the major sociological perspectives on deviance and control, informal and formal social controls, crime prevention. Teaching: There is a lecture course and classes.

Lectures: SO210: 10 MT, 10 in LT.

Classes: SO210.A: 23 (one hour) MT, LT and ST.

Written work: Two 2,000 word essays per term.

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: R White & F Haines Crime and Criminology (2nd edn), 2000; J Muncie & E McLaughlin The Problem of Crime, 2001; D M Downes & P E Rock, Understanding Deviance, 1998J Tierney, Criminology: Theory and Context, 1996; J Muncie et al (Eds), Criminological Perspectives; M Maguire et al, The Oxford Handbook of Criminology 2002.

Assessment: Three-hour examination in the ST.

SO211

Sociology of Health and Medicine

Teacher responsible: Dr Steve Taylor, S205

Availability: Optional Course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: Key sociological perspectives on health, sickness, health care and the development of medicine as a social institution.

Content: The role of medicine, medicalisation and the social production of medical knowledge and practices; the social bases of health, health inequality and the politics of health, stress, social support and health; the sociology of sickness, sick role, stigma, illness and identity; the social causes of mental disorder, mental illness and social control, sociological perspectives on suicide and self harm; the crises in health care provision in modern societies, managerialism, consumerism and health care.

Reading list: S Taylor & D Field, Sociology of Health and Health Care (3rd edn), 2002; D Field & S Taylor, Sociological Perspectives on Health, Illness and Medicine, 1998; M Bury, Health and Illness in a Changing Society, 1997; B Davey, Health and Disease, 1995; Townsend, N Davidson & M Whitehead, Inequalities in Health, 1992; B Turner, Medical Power and Social Knowledge (2nd edn), 1995.

Teaching: Lectures SO211, weekly MLS.

Classes SO211, weekly MLS.

Written work: Students will be expected to produce two essays and one class paper per term.

Assessment: a) a three-hour unseen examination [75% of the total mark] from which three questions are to be attempted: b) an assessed essay of 2,000 words to be handed in to the Sociology Administration Office, Room S219a, before 4.30pm on Wednesday 12 May 2004 [25% of the total mark].

50212

Work, Management and Globalisation

Teacher responsible: Dr Patrick McGovern, 5275

Availability: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations. Outside option for Course Units (BA and BSc).

Core syllabus: Coverage of contemporary sociological perspectives on the employment relationship, labour market divisions, contemporary management, globalization and labour.

Content: The employment relationship; control and consent at work; scientific management and McDonaldization; labour market divisions; women in the labour market; discrimination at work; the changing employment relationship; employment in Japan; developments in contemporary management such as self-managing teams, lean production and management gurus; globalization and labour; employment practices in multinational corporations; immigrant workers; the future of work.

Teaching: There will be 20 lectures (SO212) given by Dr P McGovern (convener) and a guest lecturer (Dr Catherine Hakim).

Written work: One essay and one class paper per term.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, The Sociology of Work (2nd edn); M Noon & P Blyton The Realities of Work (2nd edn); C Tilly & C Tilly, Work under Capitalism; P Dicken Global Shift (3rd edn); D Held et alGlobal Transformations. A more comprehensive bibliography will be available to students taking this course.

Assessment: A three-hour formal examination in the ST (70%) and an assessed essay (30%) of approximately 2,500 words. The essay must be submitted to the Sociology Administration Office, Room S219a, no later

than 4.30pm on the first Friday of the ST.

50215

Evolution and Social Behaviour Teacher responsible: Dr C Badcock, S282

Availability: Optional course for Bachelor's degrees in Sociology and Social Psychology, and other subjects where regulations permit.

Core syllabus: The course aims to give students of the social sciences an introduction to evolutionary biology and its applications to human societies. The course also deals with the relevance of evolution 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, family cooperation and conflict, sex roles, and so on.

Content: Fundamentals of evolution; selection and adaptation; heredity, genes and development; the group-selectionist fallacy; the evolution of cooperation; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring and genetic conflict: reciprocal altruism, deceit and the evolution of consciousness and the emotions; PsychoDarwinism; incest; the nature/nurture controversy; genes, memes co-evolution and culture; the relevance and validity of evolution; the Standard Social Science Model and the crisis in sociology.

Teaching: Weekly lecture (SO215) accompanied by a class (SO215.A). Written work: No formal course work.

Reading list: C Badcock, Evolutionary Psychology: A Critical Introduction: M Berg & M Singer, Dealing with Genes: The Language of Heredity; L Betzig (Ed). Human Nature: A Critical Reader; L Betzig, M Borgerhoff Mulder & P Turke (Eds), Human Reproductive Behaviour, C Crawford & D Krebs (Eds), Handbook of Evolutionary Psychology; M Daly & M Wilson, Sex, Evolution & Behaviour (2nd edn); D Buss, The Evolution of Desire: Strategies of Human Mating; R Dawkins, The Selfish Gene; W D Hamilton, Narrow Roads of Gene Land; J R Harris, The Nurture Assumption; J Lopreato & T Crippen, Crisis in Sociology: The Need for Darwin; R Plomin et alBehavioural Genetics (3rd edn); M Ridley. The Origins of Virtue; S C Stearns, Evolution in Health and Disease; R Trivers, Social Evolution; J Wind (Ed), Essays in Human Sociobiology, Vols 1 & 2; G Williams, Plan & Purpose in Nature; R Wright, The Moral Animal: The New Science of Evolutionary Psychology

Assessment: Three-hour unseen examination in the ST.

SO219

Culture and Economy

Teacher responsible: Dr Don Slater, 5218a

Availability: Optional course for second and third year students on Bachelor's degrees in Sociology and other subjects where regulations permit

Core syllabus: The course explores the relation between culture and economy by looking at 'consumer culture' and 'market society' as characterizations of modern social life, investigating how these terms have structured social thought and critical traditions. It also looks substantively at institutions and processes of consumption and commerce through key themes and case studies.

Content: Traditions of theorizing the relation between culture and economy: theories of consumption and consumer culture; commercial institutions and processes in contemporary economic life; consumer culture and market society in modern thought and critique; postmodernization, 'new economy' and other concepts of the 'enculturation' of economy in contemporary society; globalization and localization; case studies. Teaching: Weekly lecture/seminar.

Written work: All students are expected to submit one piece of nonassessed written work and prepare seminar presentations

Reading list: P Bourdieu, Distinction (1984); M Callon (Ed), The Laws of the Market (1998); J G Carrier (Ed), Meanings of the Market: The Free Market in Western Culture (1997); P du Gay (Ed), Production of Culture, Cultures of Production (1997); J K Gibson-Graham, The End of Capitalism (as we knew it?): A Feminist Critique of Political Economy (1996); M Granovetter & R Swedberg (Eds), The Sociology of Economic Life (1992); R J Holton, Economy and Society (1992); S Lash & J Urry, Economies of Signs and Space (1994); N Klein, NoLogo (2001); M Lee (Ed), The Consumer Society Reader (2000); D Miller, Material Culture and Mass Consumption (1987); D Miller (Ed), Acknowledging Consumption: A Review of New Studies (1995); L Ray & A Sayer (Eds), Culture and Economy: After the Cultural Turn (1999); D R Slater, Consumer Culture and Modernity (1997); D Slater & F Tonkiss, Market Society: Markets and Modern Social Thought (2001); V A Zelizer, The Social Meaning of Money (1997).

Assessment: Three-hour unseen examination in the ST.

SO220

Citizenship and Migration

Teacher responsible: Dr Liza Schuster, S205

Availability: Optional course for Bachelor's degree in Sociology (2nd and 3rd years). Other students may take this course as permitted by the regulation for their degrees

Pre-requisites: None, but students would benefit from a foundation year

in Sociology, Social Policy, Government or International Relations.

Core syllabus: This course synthesises some of the most important concepts in relation to the movement and settlement of people in Europe. It examines key debates in migration and citizenship theory and their relevance to the movement of migrants for whatever reason. The political, social and economic factors that cause people to move in an increasingly interconnected world will be outlined

Content: Drawing on case studies from Europe, the impact of particular national models of citizenship, of migration histories (including the role of colonisation, links between the sending and receiving countries and the formation of migrant and minority communities) and different models of inclusion will be considered in relation to theories of integration and migrant settlement. The course covers historic, theoretical and empirical concerns relating to migration, citizenship and their interaction with the inclusion and settlement of migrants and minorities. Teaching: 20 lectures and 23 classes

Written work: Each student will be required to produce two (10 minute) papers for presentation during classes.

Reading list: R Baubö;ck & J Rundell, Blurred Boundaries: Migration, Ethnicity, Citizenship; Rogers W Brubaker, Citizenship and Nationhood in France and Germany; SCastles & A Davidson, Citizenship and Migration: Globalisation and the politics of belonging; SCastles & M Miller, The Age of Migration: International population movements in the modern world; W Cornelius, P L Martin & J F Hollifield (Eds), Controlling Immigration: A Global Perspective; A Dummett & A Nicol, Subjects, Citizens, Aliens and Others: Nationality Law; TFaist, The Volume and Dynamics of International Migration and Transnational Social Spaces; A Favell, Philosophies of Integration: Immigration and the Idea of Citizenship in France and Britain; D Jacobson, Rights Across Borders: Immigration and the Decline of Citizenship; C Joppke, Immigration and the Nation State: The United States, Germany and Great Britain; C Joppke (Ed), Challenge to the Nation-State: Immigration in Western Europe and the United States; W Kymlicka, Multicultural Citizenship; R Miles & D Thränhardt, Migration and European Integration; N Papastergiadis, The Turbulence of Migration: Globalization, Deterritorialization and Hybridity; Y Sovsal, Limits of Citizenship: Migrants and Postnational Membership in Europe; J Wrench & J Solomos (Eds), Racism and Migration in Western Europe

Assessment: One essay (30% of the total mark) to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the last Friday of the LT and one three-hour examination (70% of the total mark).

SO221

Issues and Methods of Social Research

Teacher responsible: Dr Ursula Henz, S218 Availability: Compulsory course for Bachelor's degrees in Sociology and the Diploma in Sociology. Students must be concurrently taking, or must have completed, the course ST103 Statistical Methods for Social Research (or an equivalent course).

Core syllabus: The aim of the course is to introduce students to central issues and basic techniques in the conduct of research in sociology.

Content: The course examines issues and methods of social research. It covers elementary aspects of the philosophy of science, the relationship between research and theory, study design and sampling, social surveys, experiments and quasi-experiments. 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 (eg, various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables. Students apply some of these techniques using the SPSS computer package.

Teaching: The course comprises a series of fifteen lectures and five computer workshops (SO221) and twenty weekly classes in small groups (SO221.A). Lectures: SO221 Issues and Methods of Social Investigation MT and LT. Classes: SO221.A Sessional.

Written work: There are two compulsory assignments per term

Reading list: There is no single textbook that covers the content of the whole course but students are encouraged to buy: C M Judd, E R Smith & L H Kidder, Research Methods in Social Relations (6th edn). Other useful textbooks are: 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: M Shipman, The Limitations of Social Research.

Assessment: A three-hour written examination in the ST based on the full syllabus. All questions carry the same weight. Sixty per cent of the total assessment for the course is based on this examination. The remaining forty per cent is awarded for the student's coursework.

SO222

Aspects of British Society

Teacher responsible: Dr C T Husbands, S287 Availability: While constructed primarily for first- and second-year

undergraduates reading for the BSc course unit degree in sociology and for

other Bachelor degrees where regulations permit, the course does not assume a detailed knowledge of sociology. It is also intended to be suitable as an outside option for undergraduates reading for a range of other degrees. Overseas students, including General Course students, may find it a useful means of improving their knowledge of British society. Core syllabus: The course considers important social, economic, and political issues relevant to contemporary Britain. It is strongly empirical and makes much use of guantitative material, drawing upon comparisons with other countries, where appropriate.

Content: The lectures and classes of this course are taught primarily by Dr Husbands, but with assistance from one or more colleagues with some of the lecturing and class teaching. The following subjects indicate the nature of material presented in the course: class structure and occupational change; forms of inequality and the distribution of income and wealth; economic structure: employment relations and the labour market: politics and voting: gender: demographic patterns and family structure: the mass media; ethnic relations; political reactions to blacks' and Asians' presence in Britain; multiculturalism; the education system; crime and deviance; and health

Teaching: A series of 21 lectures (SO222) in the MT, LT and ST, with 19 associated weekly classes (SO222.A).

Reading list: References on specific topics being taught will be provided when the course starts, but the general textbook, to which particular reference is made, is N Abercrombie & A Warde, Contemporary British Society (3rd edn). It is also important that students are aware of the standard reference works needed for this course, such as those that appear on a regular basis; particular attention is drawn to Office for National Statistics, Annual Abstract of Statistics, Social Trends, and Labour Market Trends. Written work: Classes will be given using a variety of teaching techniques, some requiring students to produce written work. Each student should also expect to prepare two formal essays for his/her class teacher, one in the MT and one in the LT.

Assessment: The course examination will be in two parts, each contributing 50 per cent to the final course mark. The first part will be two essays, each of a maximum of 2,000 words, to be prepared during the Easter vacation from a selection of topics and to be submitted to the Sociology Administration Office, Room S219a, by Noon on Monday 3 May 2004. The second part will be a two-hour unseen examination in the ST in which candidates will be required to answer two questions selected from a choice of eight or so.

SO223

Sociology of Religion

Teacher responsible: Ms Amanda Twist, Z34 Availability: 2nd and 3rd year Bachelor's degree but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core svilabus: The course is concerned with the relationship between religion and other areas of society; the ways in which and the extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past two centuries. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state: religion in former Soviet societies: the rise of fundamentalism: gender and methodological issues associated with the sociology of religion. Teaching: Lectures: (50223) 25 weekly MLS.

Classes: (SO223.A) 25 weekly MLS.

Written work: Students will be expected to produce four pieces of written work during the year, and an examination essay (see below) Reading list: (More detailed reading lists are available for specific topics). M McGuire, Religion: the Social Context (Wadsworth, 4th edn, 1997); P Berger, The Social Reality of Religion (Faber, 1967); M Weber, The Sociology of Religion (Methuen, 1965); B Wilson, Religion in Sociological Pespective (Oxford University Press, 1982); D Martin, A General Theory of Secularization (Blackwell, 1978); G Davie, Religion in Britain since 1945 Religion in Modern Europe (OUP, 2000); M Douglas, Purity and Danger (Routledge, 1966). Assessment: A three-hour formal paper in the ST (60% of the total mark) and a 4,000 max word essay (40% of the total mark), to be handed in to the Sociology Administration Office, Room S219a, on Monday 3 May 2004 before 4.30pm.

SO302

Sociological Project

Teacher responsible: Dr Elizabeth Weinberg, S266 Availability: A compulsory paper for Sociology students. Core syllabus: The project is to be in the form of an essay 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. 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.

Arrangements for supervision: During the first term there will be a onehour Project Workshop, convened by Dr Weinberg, who will also make herself available for individual consultations with students during the second term. Students should also consult their tutors. The role of the third year tutor is not to give detailed instruction, but to suggest ways of tackling or limiting a topic, lines of enquiry and preliminary reading; 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 third year tutor 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. Students must submit a final title to Dr Weinberg by the fourth week of the third year, in the MT, in order for that title to be approved.

Assessment: 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 Sociology Administration Office, Room S219a, by 4.30pm on the second Friday of the ST. Three copies of the essay should be submitted in typescript. Accidental loss of data or text on a computer will not be accepted as a reason for non-submission

ST102

Elementary Statistical Theory

Teacher responsible: Mr D W Balmer, B604

Availability: Primarily for BA/BSc students, BSc Business Mathematics and Statistics, BSc Actuarial Science. Pre-requisite: A-level Mathematics or equivalent. No previous knowledge of statistics assumed.

Core svilabus: The course intends to introduce students to a basic range of statistical ideas and techniques. Students will be expected to do some of their exercises using the MINITAB statistical package.

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

Reading list: Purchase of a main textbook should be delayed until after the first lecture. D A Berry & B W Lindgren, Statistics: Theory and Methods; P Newbold, Statistics for Business and Economics, 2nd/3rd edn.

Teaching: Lectures ST102: 20 MT, 20 LT, 4 ST. Example Workshops: 9 MT, 10 LT, 4 ST.

Classes ST102.A: 8 MT, 10 LT, 3 ST.

Help Sessions: 6 MT, 10 LT, 3 ST.

Written work: Students will be given weekly exercises on which they are to work and then are handed in to class teachers for marking and advice. The exercise material will form the basis of the workshops and classes. Assessment: Three-hour written examination in the ST.

ST103

Statistical Methods for Social Research

Teacher responsible: Dr B Blight, B615

Availability: Primarily for 1st Year BSc Sociology students. Cannot be taken with ST102 Elementary Statistical Theory or ST106 Introductory Quantitative Methods (Statistics)

Core syllabus: An introduction to statistical methods and statistical reasoning, with particular reference to application in the social sciences. No prior knowledge of statistics is assumed.

Content: The place of statistics in the social sciences. Descriptive statistics: levels of measurement. The summarization and presentation of data using graphic methods. The normal distribution, Basic ideas of sampling and statistical inference. Sampling from finite populations. The sampling distributions of proportions and means estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means.

Reading list: 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. Teaching: Lectures ST103:10 MT 20 IT 3 ST

Classes ST103.A: 9 MT, 10 LT and 5 ST.

Written work: Written answers to set exercises are expected weekly. The exercise marks form part of the course assessment.

Assessment: Exercise assessment [30%]; three-hour open-book examination in the ST [70%]

ST106 Half unit

Introductory Quantitative Methods (Statistics) Teacher responsible: Dr B Blight, B615

Availability: This course is not available to students with A-level Mathematics, or any courses giving substantial experience of calculus. Core syllabus: The elementary quantitative skills in statistics. An introduction to the basic ideas and formulations of statistics with some applications of quantitative methods for management.

Content: The nature of statistics. Descriptive statistics. Probability. Probability distributions, for discrete and continuous random variables. Sampling distributions. Point estimation. Confidence intervals. Hypothesis testing. Simple regression.

Reading list: Handout material will be distributed to accompany the lectures but this should be supplemented with additional background reading. Readings from P Newbold, Statistics for Business and Economics and R J Wonnacott & T H Wonnacott, Introductory Statistics will be recommended. Teaching: Lectures ST106: 10 MT, 10 LT, 3 ST.

Classes ST106.A: 4 MT, 5 LT, 1 ST fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week. Assessment: Two-hour written examination in the ST.

ST107 Half unit

Quantitative Methods (Statistics)

Teacher responsible: Dr B Blight, B615

Availability: Pre-requisites: A-level Mathematics or equivalent. Also accessible to students who have performed well at a slightly lower level and are proficient in basic calculus.

Core syllabus: The elementary statistical tools necessary for further study in management and economics with an emphasis on the applicability of the methods to management and economic problems.

Content: An introduction to statistical concepts. Centre and spread of a distribution. Probability, conditional probability. The binomial and normal distributions. Covariance and linear combinations of random variables. Random sampling, sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests, power.

Correlation and Regression. Fitting a line, OLS. Sampling variability of the estimates. Confidence intervals and tests. Predicting Y.

Reading list: Handout material will be distributed to accompany the lectures but this should be supplemented with additional background reading. Readings from P Newbold, Statistics for Business and Economics and R J Wonnacott & T H Wonnacott, Introductory Statistics will be recommended. Teaching: Lectures ST107: 10 MT, 10 LT, 2 ST.

Classes ST107.A: 4 MT, 5 LT, 1 ST fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week. Assessment: Two-hour written examination in the ST.

ST201 Half unit

Statistical Models and Data Analysis

Teacher responsible: Mr C Chalmers, B710 Availability: Primarily for BSc Management students, also available to

students who have studied statistics and mathematics to the level of MA107/ST107 Quantitative Methods. Not to be taken in conjunction with ST203 Statistics for Management Sciences (Full unit).

Core syllabus: A second course in statistics with an emphasis on problems of practical importance and statistical analysis using computers.

Content: Statistical models. Estimation and testing. Simple linear regression. Multiple regression. Balanced and unbalanced factorial models with covariates. Model selection and diagnostics. Time series models. Smoothing and seasonal adjustment. Autocorrelation.

Reading list: S Albright, W L Winston & C J Zappe, Managerial Statistics Teaching: Linked to WebCT.

Lectures ST203.1: 20 MT.

Project Briefing Sessions: 2 MT.

Computer Workshops ST203.1: 8 MT.

Written work: One assessed project.

Assessment: Two-hour formal written examination in the ST [80%]. Course work [20%].

ST202

Probability, Distribution Theory and Inference Teacher responsible: Dr J Penzer, B610

Availability: Pre-requisites: MA100 Mathematical Methods and ST102 Elementary Statistical Theory. Students who have not taken these courses should consult Dr Penzer.

Core syllabus: The course covers the probability, distribution theory and statistical inference needed for third year courses in statistics and econometrics.

Content: Michaelmas term (Dr J Penzer): Events and their probabilities.

Random variables. Discrete and continuous distributions. Moments, moment generating functions and cumulant generating functions. Joint distributions and joint moments. Marginal and conditional densities. Independence, covariance and correlation. Sums of random variables and compounding. Multinomial and bivariate normal distributions. Law of large numbers and central limit theorem. Poisson processes.

Lent term (Professor Q Yao): Functions of random variables. Sampling distributions. Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency, Maximum likelihood estimation. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.

Reading list: G C Casella & R L Berger, Statistical Inference: R Bartoszyński & M Niewiadomska-Bugaj, Probability and Statistical Inference; H J Larson, Introduction to Probability Theory and Statistical Inference; R V Hogg & E A Tanis, Probability and Statistical Inference Teaching: Lectures: 20 MT, 20 LT.

Seminars: 9 MT, 10 LT, 1ST

Written work: Four term-time tests will measure students progress. Assessment: Three-hour written examination in the ST.

ST203

Statistics for Management Sciences

Teachers responsible: Mr C Chalmers, B710 and Mrs J I Galbraith, B615 Availability: Primarily for BSc Management Sciences, BSc Management. Pre-requisite: mathematics and statistics to the level of MA107/ST107 Quantitative Methods. Not to be taken with: ST201 Statistical Models and Data Analysis, or ST205 Sample Surveys and Experiments

Core syllabus: A second course in statistics encompassing a wide range of practical issues from the design of surveys and data collection to building models and making inferences. Computer packages used throughout. Content: There are two lecture courses.

ST203.1: Statistical Models and Data Analysis (Mr C Chalmers).

Statistical models. Estimation and testing. Simple linear regression. Multiple regression. Balanced and unbalanced factorial models with covariates. Model selection and diagnostics. Time series models. Smoothing and seasonal adjustment. Autocorrelation.

ST203.2: Sample Surveys and Experiments (Mrs J I Galbraith).

Observational and experimental data. Data quality. Sampling from finite populations. Simple random sampling. Stratified random sampling. Cluster sampling. Survey design. Analysis of survey data. Principles of experimental design, Factorial experiments.

Reading list: S Albright, W L Winston & C J Zappe, Managerial Statistics; R L Scheaffer, W Mendenhall & R L Ott (1996), Elementary Survey Sampling; F J Fowler Jr, Survey Research Methods (2002).

Teaching: Lectures ST203.1: 20 MT. Linked to WebCT

Project Briefing Session: 2 MT.

Computer Workshops ST203.1: 8 MT. Lectures ST203.2: 18 LT.

Classes ST203.2: 8 LT, 1 ST.

Workshop (2 Hour) ST203.2: 1 LT.

Written work: Two or more assessed projects.

Assessment: Three-hour written examination in the ST [80%], course work [20%].

ST205 Half unit

Sample Surveys and Experiments

Teacher responsible: Mrs J I Galbraith, B615

Availability: Primarily for BSc Business Mathematics and Statistics, also for students who have studied mathematics and statistics to the level of MA107/ST107 Quantitative Methods. Not to be taken with ST203 Statistics for Management Sciences. (full unit).

Core syllabus: An introduction to the ideas of sample surveys and the design of experiments.

Content: Data quality. Sampling from finite populations. Simple random sampling. Stratified random sampling. Cluster sampling. Survey design. Analysis of survey data. Principles of experimental design. Factorial experiments

Reading list: R L Scheaffer, W Mendenhall & R L Ott, Elementary Survey Sampling (1996); F J Fowler Jr, Survey Research Methods (2002).

Teaching: Lectures ST203.2: 18 LT. Classes ST203.2: 8 LT, 1 ST.

Workshop (2 Hour) ST203.2: 2 LT.

Written work: One or more assessed projects.

Assessment: Two-hour written examination in the ST [80%], course work [20%].

ST218

Projects in Applied Statistics

Teacher responsible: Dr C Phillips, B608

Availability: Primarily for BSc Business Mathematics and Statistics. 2nd year. BSc Actuarial Science students admitted by permission. Pre-requisite: ST102 Elementary Statistical Theory

statistical packages, primarily MINITAB. of interest to the student involving a critical investigation and collation of applied statistics.

Reading list: S Weisberg, Applied Linear Regression, 2nd edn; J Neter, M H Kutner, C J Nachtsheim & W Wasserman, Applied Linear Regression Models, 3rd edn; D C Montgomery, Design and Analysis of Experiments, 3rd edn. Teaching: Lectures ST218.1: 20 MT computer sessions using MINITAB. Classes ST218.1: 10 MT. Lectures ST218.2: 10 MT, 1 presentation day ST. Written work: Three assessed reports. Assessment: ST218.1: two reports on data analyses using MINITAB [50%]; ST218.2: 5,000 word report submitted by Week 3 ST [50%].

ST226 Half unit **Actuarial Investigations: Financial** Teacher responsible: Dr P Barrieu, B603 **Elementary Statistical Theory** financial transactions. rates. Immunisation. Stochastic interest rate models.

Teaching: Lectures ST226: 20 MT. Seminars: 10 MT

ST227 Half unit Survival Models Teacher responsible: Professor R Norberg, B601

Elementary Statistical Theory mathematics

Teaching: Lectures: 20 LT, 2 ST. Seminars: 10 LT.

Written work: Compulsory written answers to one set of problems. Assessment: Three-hour written examination in the ST.

ST300 Half unit **Regression and Generalized Linear Models** Teacher responsible: Professor H Wynn, B605 Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: ST102 Elementary Statistical Theory and either ST202 Probability, Distribution Theory and Inference or ST218.1 **Projects in Applied Statistics** Core syllabus: A solid coverage of the most important parts of the theory and application of regression models, generalised linear models and the analysis of variance. Content: Least Squares, analysis of variance models for simple designed experiments and observational studies, multiple regression, regression diagnostics and generalised linear models. The use of a statistics package will be an integral part of the course. About half of the classes will be sessions using the package in a computer room. Reading list: D C Montgomery, E A Peck & G G Vining, Introduction to Linear Regression Analysis; D C Montgomery, Design and Analysis of Experiments; A J Dobson, An Introduction to Generalised Linear Models; P McCullagh & J A

Core syllabus: Introduction to practical data analysis using computer

Content: Tabulation, Graphical Presentation, Regression, Analysis of Variance. ST218.1 Regression with MINITAB (Dr M Knott). This course will link use of MINITAB to practical statistical modelling with an emphasis on diagnostics. ST218.2 Applied Statistics Project (Dr C Phillips). A project on a subject

Availability: Primarily for BSc Actuarial Science; BSc Business Mathematics and Statistics. Pre-requisites: MA100 Mathematical Methods; ST102

Core syllabus: The application of compound interest techniques to

Content: Time value of money using concepts of compound interest and discounting. Present and accumulated values of a stream of payments. Expressing possibly time-varying interest and discount rates in terms of different time periods. Compound interest functions. Equations of value. Discounted cash flow techniques, investment appraisal. Discounted payback periods. Analysis of simple compound interest rate problems. Valuing forward contracts. Arbitrage and forward contract pricing. Term structure of interest

Reading list: R Norberg, Basic Life Insurance Mathematics; J J McCutcheon & W J Scott, An Introduction to the Mathematics of Finance, Heinemann; Institute of Actuaries, Formulae and Tables for Actuarial Examinations. Core reading notes obtainable from the Institute of Actuaries.

Written work: Compulsory written answers to one set of problems. Assessment: Three-hour written examination in the ST.

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: MA100 Mathematical Methods, ST102

Core syllabus: Survival models and an introduction to actuarial

Content: Lifetime distributions, the concept of a survival model, censoring, multiple state models, exposed-to-risk, the census method, estimation procedures for the models described. Graduation, tests for graduation. Simple assurance and annuity contracts and calculating premiums and reserves.

Reading list: R Norberg, Basic Life Insurance Mathematics; IA, Formulae and Tables for Actuarial Examinations; A S Macdonald & M R Hardy, IA Core Reading 104; R G Miller et al, Survival Analysis; J D Kalbfleisch & R L Prentice, The Statistical Analysis of Failure Time Data

Nelder, Generalized Linear Models; A C Atkinson, Plots, Transformations and Regression; A C Atkinson & M Riani, Robust Diagnostic Regression Analysis. Teaching: Lectures ST300: 10 MT, 10 LT.

Computer Workshops ST300.A: 10 MT, 10 LT.

Written work: Three assessed projects.

Assessment: Two-hour written examination in the ST [70%]; Assessed projects [30%].

ST302 Half unit

Stochastic Processes

Teacher responsible: Professor H Tong, B711

Availability: Primarily for: BSc Actuarial Science and BSc Business Mathematics and Statistics.

Pre-requisite: ST202 Probability, Distribution Theory and Inference Core syllabus: An introduction to the theory and application of stochastic processes

Content: Markov chains (discrete and continuous time); processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and some applications in finance. For more applications in finance students should take ST330 Stochastic and Actuarial **Methods in Finance**

Reading list: 5 Karlin & H M Taylor, A First Course in Stochastic Processes;S Karlin & H M Taylor, A Second Course in Stochastic Processes; S Ross, Stochastic Processes; B Øksendal, Stochastic Differential Equations; Institute of Actuaries core reading notes.

Teaching: Lectures: 20 MT.

Seminars: 10 MT.

Written work: Written answers to set problems will be expected on a weekly basis

Assessment: Three-hour written examination in the ST.

ST304 Half unit

Time Series and Forecasting

Teacher responsible: Professor H Tong, B711

Availability: Primarily for BSc Actuarial Science; BSc Business Mathematics and Statistics, BSc Mathematics and Economics. Pre-requisite: A good level of regression theory and distribution theory.

Core syllabus: The course introduces the student to the statistical analysis of time series data and simple models, both linear and nonlinear.

Content: Stationary stochastic processes, linear time series models, spectral analysis, forecasting, simple nonlinear models, predictability.

Reading list: C Chatfield, The Analysis of TimeSeries, 5th edn; P J Brockwell & R A Davis, Introduction to Time Series and Forecasting

Teaching: Lectures ST304: 20 LT.

Classes ST304.A: 10 LT.

Computer Workshops: 3 LT (Weeks 6-8).

Written work: Written answers to set problems will be expected on a weekly basis

Assessment: Two-hour written examination in the ST.

ST305

Actuarial Mathematics: Life

Teacher responsible: Professor R Norberg, B601

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: ST202 Probability, Distribution Theory and Inference, ST227 Survival Models

Core syllabus: An introduction to actuarial work in life insurance, health care and pensions.

Content: Life contingency functions: multi-lives functions and select functions. Disability and long-term care contracts. Effects of inflation and expenses in various contracts; calculating premiums and reserves. Technique of discounted emerging costs. Asset shares; the relationship of the asset share to the retrospective reserve. Early termination of contracts. Guarantees and options. Heterogeneity and selection. Population projections. Computational techniques for disability insurance contracts. Profit testing. Multiple decrements and pension fund valuation factors.

Reading list: R Norberg, Basic Life Insurance Mathematics; Institute of Actuaries core reading notes.

Teaching: Lectures: 20 MT, 20 LT.

Seminars: 10 MT, 10 LT.

Written work: Compulsory written answers to one set of problems. Assessment: Three-hour written examination in the ST.

ST306 Half unit

Actuarial Mathematics: General

Teacher responsible: Professor David Stanford

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics

Pre-requisites: ST202 Probability, Distribution Theory and Inference; ST302 Stochastic Processes should be taken in conjunction with this course. Core syllabus: An introduction to actuarial work in non-life insurance.

Content: Elementary decision theory. Bayesian statistics. Loss distributions. Reinsurance. Short term insurance contracts: moments, moment generating functions and recursive procedures. Ruin theory. Credibility theory. Experience rating systems. Run-off triangles. Reading list: Notes are given out in the lectures. For additional reading

students could look at Core Reading Notes - Subject 106, Institute of Actuaries.

Teaching: Lectures: 20 MT.

Seminars: 10 MT.

Written work: Written answers to set problems will be expected on a weekly basis

Assessment: Three-hour examination in the ST.

ST307 Half unit

Aspects of Market Research

Teacher responsible: Dr C Phillips, B608

Availability: Primarily for BSc Management Science, BSc Management. Pre-requisites: probability and statistics to the level of ST107 Quantitative Methods. Not to be taken in conjunction with ST327 Market Research: An Integrated Approach

Core syllabus: The main ideas and applications of market research techniques

Content: Problem formulation and research designs for market and opinion research. Random sampling and statistical inference. Quota sampling. Survey stages and sources of error. Data collection methods. Attitude measurem Market models, advertising and public opinion research. The analysis of market research data

Reading list: T C Kinnear & J R Taylor, Marketing Research: An Applied Approach; C A Moser & G Kalton, Survey Methods in Social Investigation; P Chisnall, Marketing Research; R W Worcester & J Downham (Eds), Consumer Market Research Handbook; C Phillips, Understanding Marketing

Teaching: Lectures: 15 MT. Classes: 9 MT, 2 LT, 2 Revision ST.

Written work: 2 essay assignments

Assessment: Two-hour examination in the ST.

ST325 Half unit

Simulation Modelling and Analysis

Teacher responsible: Mr D W Balmer, B604

Availability: Primarily for: BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: some elementary statistics and experience of computer packages programming assumed.

Core syllabus: The aim of the course is to introduce students to the concepts, techniques and practical aspects of the development and analysis of simulation models. Most of the course will be concerned in its practical aspects with Discrete Event Simulation. In addition there will be some brief coverage of System Dynamics

Content: Model formulation, diagramming techniques including activity cycle diagrams, computer systems for simulation modelling, random number generation, design of simulation experiments, variance reduction, analysis of output.

Reading list: A M Law & W D Kelton, Simulation Modelling and Analysis; M Pidd, Computer Simulation in Management Science Teaching: Workshops: 20 MT & LT.

Written work: Assessed course work in the form of projects involving the development, implementation and analysis of simulation models. Assessment: Course work [100%].

ST327

Market Research: An Integrated Approach Teacher responsible: Dr C Phillips, B608

Availability: Primarily for BSc Business Mathematics and Statistics.

Pre-requisites: Probability and statistics to the level of ST203 Statistics for Management Sciences. Not to be taken with ST307 Aspects of Market Research

Core syllabus: The main methods of data collection and analysis used in market and opinion research.

Content: ST327.1 Research Methods: Problem formulation and research designs for market and opinion research. Random sampling and statistical inference. Quota sampling. Survey stages and sources of error. Data collection methods. Attitude measurement. Market models, advertising and public opinion research. The analysis of market research data.

ST327.2 Case Studies: Students use the information and techniques gained from ST327.1 to carry out a co-operative Marketing Case Study. Individual write up of the Case Study forms part of the assessment.

Reading list: T C Kinnear & J R Taylor, Marketing Research: An Applied Approach; C A Moser & G Kalton, Survey Methods in Social Investigation; P Chisnall, Marketing Research; R W Worcester & J Downham (Eds), Consumer Market Research Handbook; C Phillips, Understanding Marketing; G Kalton, Introduction to Survey Sampling

Teaching: Lectures: ST327.1 24 MT, 2 ST.

Lectures: ST327.2 10 two-hour case-study meetings LT.

Classes: ST327.1A 16 MT. LT and ST.

Written work: ST327.1: exercises and presentations. ST327.2: assessed presentation and case study project.

Assessment: ST327.1: three-hour written examination in the ST [70%]: ST327.2 course work [30%].

ST330

Stochastic and Actuarial Methods in Finance Teacher responsible: Dr Pauline Barrieu, B603

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. Pre-requisites: ST202 Probability, Distribution Theory and Inference; ST302 Stochastic Processes should be taken in conjunction with this course

Core syllabus: Applications of stochastic processes and actuarial models in finance.

Content: Utility theory. Stochastic dominance and portfolio selection. Measures of investment risk. Mean-variance portfolio theory. Single and multifactor models. Asset liability modelling for actuaries. The Capital Asset Pricing Model. The efficient market hypothesis. Stochastic models for security prices and estimating their parameters. The term structure of interest rates: the Vasicek, the Cox-Ingersoll-Ross and other models. Option pricing: general framework in discrete and continuous time, the Black-Scholes analysis and numerical procedures (binomial models and Cox-Ross-Rubinstein models).

Reading list: N H Bingham & R Kiesel, Risk Neutral Valuation; J Hull, Options, Futures & Other Derivatives; R Jarrow & S Turnbull, Derivative Securities; D Luenberger, Investment Science; Institute of Actuaries core reading notes, Subject 109

Teaching: Lectures ST330: 20 MT, 20 LT.

Seminars ST330.A:10 MT. 10 LT. Written work: Written answers to set problems will be expected on a

weekly basis

Assessment: Three-hour written examination in the ST.

ST331 Half unit

Decision Theory and Bayesian Statistics Teachers responsible: Dr B Blight, B615

Availability: Primarily for BSc Business Mathematics and Statistics. This course must not be taken with OR304 Decision Analysis. Prerequisites: MA107 and ST107 Ouantitative Methods

Core syllabus: The fundamentals of the theory of decision analysis and its use in Bayesian statistics.

Content: Topics covered are the foundations of decision theory and Bayesian statistical methods with applications.

ST331.1 Fundamentals of Decision Theory The normative theory of ubjective probability and expected utility

ST331.2 Bayesian Statistical Methods General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems.

Reading list: ST331.1: S French, Decision Theory: An Introduction to the Mathematics of Rationality: S R Watson & D M Buede, Decision Synthesis: The Principle and Practice of Decision Analysis; J T Buchanan, Discrete and Dynamic Analysis; D V Lindley, Making Decisions; H Raiffa, Decision Analysis: Introductory Lectures on Choices under Uncertainty; R Clement, Making Hard Decisior

ST331.2: P M Lee, Bayesian Statistics: An Introduction Teaching: Lectures ST331.1: 10 MT. Classes ST331.1A: 5 MT. Lectures ST331 2: 10 IT Classes ST331.2A: 5 LT.

Written work: Written answers to set problems will be expected fortnightly. Assessment: Two-hour written examination in the ST.

STOR

Orientation for Mathematics and Statistics Students

Teachers responsible: Dr J van den Heuvel, B410 and Dr C Phillips, B608 Availability: Compulsory for BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Mathematics and Economics first year students. Core syllabus: A series of seminars covering study skills and career

Content: Topics covered include: capitalising on your time at university; part-time and vacation work; completion of application forms and CVs; quest speakers to talk about financial and business careers. There will be meetings to advise on second year course choices in the LT. Meetings: 20 MT & LT.

The information contained in this section is relevant to all diploma programmes. This section should be read in conjunction with General, which contains information relevant to all programmes and levels of study.

Course guides can be found in the Undergraduate section (for courses with numbers ranging from 100 to 399) or the Taught Masters section for courses with numbers ranging from 400 to 499).

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Diploma

Contents

Your programme of study Regulations, classification scheme and code of practice Examinations **Programme regulations** Course guides*

*For course guides please refer to Undergraduate or Taught masters as appropriate.

YOUR PROGRAMME OF STUDY

Registration means that you are a member of the School and entitled to use the School facilities. It is your responsibility to ensure that you register fully for your programme of study.	REGISTRATION
If you are about to start a new programme of study your registration date will be between Monday 29 September and Friday 3 October 2003 <i>unless</i> you are a student on certain courses in the Economics Department or on the intercollegiate LLM in which case your registration date will have been earlier in September. Students who are unavoidably late should contact the Student Services Centre for advice on how to register.	New students
All students wishing to continue their studies to complete a programme must re-register. You will be sent information on how to do this during the summer vacation.	Continuing students
All registered students will be issued with an LSE Card. This card serves as your student identity card and your library card and should be kept in a safe place. The cost of a replacement card is £10.00.	LSE Card
The final date by which new and returning students may register for the session is 31 October completed registration or re-registration by the deadline date of 31 October your record will	r 2003. If you have not be cancelled.

Re-registration each session depends on your making satisfactory progress in the preceding year. If you are a research student we will not allow you to re-register unless and until we have received confirmation from your department that re-registration is approved.

The School and University Regulations relating to your programme of study are quoted in the School *Calendar*, as are the *Rules of the Library* and the *Conditions of Use of the Information*

CONDITIONS OF REGISTRATION

Future registration

and by the following Conditions of Registration:
You agree to the relationship of the School and yourself being governed by English Law and to the English Courts having exclusive jurisdiction over any matter.

Technology Services. Your signature on the registration form binds you to abide by all of these

- You agree that you will stay in London or within reasonable distance of the School during term time (for dates of terms, please see the School Calendar). If for any reason you need to leave the School in term time, you will first consult your tutor/supervisor and inform the Student Services Centre.
- You agree that, if you are away from the School through illness, you will inform your tutor/supervisor and, if you are away for more than a fortnight, you will send a medical certificate to the Student Services Centre.
- You agree that if you change your place of residence you will inform the Student Services Centre of your new address at once.
- 5. You agree that you are liable for fees while you are in registration at the School, including any fees which a sponsor has agreed to pay on your behalf. You agree that, if you decide to withdraw from or interrupt your studies, no refund of fees can be made until the Student Services Centre has received notification in writing. Fees will be charged up to and including the week during which that written notification of withdrawal/interruption is received. You agree that, if you change your registration status, fees will be charged on a pro-rata basis as appropriate according to the date that official permission for the change was given.
- 6. You agree that you will pay tuition fees in full or in three instalments by the dates that have already been communicated to you. You accept that failure to pay tuition fees by the due date will invalidate your registration. You accept also that if you are in debt to the School (through deficiencies in the payment of tuition fees or of any other charges, which include but are not limited to library and accommodation charges) the School may terminate your registration and/or withhold official certification attesting to your progress at the School and to any academic award made to you.
- 7. You accept that LSE, like all other UK universities, collects and processes information on its students and staff for various essential administrative, academic, health and safety reasons, in order to pursue its legitimate interests as an institution of higher education. These interests include registration, allocation to teaching, monitoring and assessment of academic progress, entry to examinations, management of health and safety, planning, maintenance of order and contacting of next of kin in emergencies. This information is treated in strict confidence, and is covered by the provisions of the Data Protection Act.

Please note that your LSE email account will be used for a variety of essential communications, including information on payment of your tuition fees. You will be assumed to have opened and acted upon these communications.

Please note that on all matters connected with the School and University regulations you should consult the Student Services Centre. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing. You should always ask for written confirmation of any information relating to your tuition fees.

Tutors/supervisors should not be expected to be familiar with all regulations, nor should they be expected to pass on to the Student Services Centre information about your plans. It remains your sole responsibility to do so.

You must attend the School for the period set out in the regulations for your programme. Research students should refer to the section on Research Programmes

For taught courses the requirement is in practice for nine or twelve months, and for research students for at least two or three years. You must live within normal commuting distance of London in the UK; not go away during term-time without first consulting the Student Services Centre and your supervisor; and come to the School for tuition and attend lectures, classes, seminars, etc, as your programme and supervisor require.

If you are a full-time student you must normally complete all the requirements for your programme of study within the year in which you are registered. If you are part-time you must normally complete within the two-year registration period for your programme.

Your registration period will have been specified in your offer of admission. Your programme of study will be agreed in conjunction with your supervisor. You may be allowed to take examinations on an informal basis: they will be marked and the results made available to you in the form of a transcript of your studies but cannot count towards a degree at the School.

If you are on a taught programme it is not usually in your interest to interrupt your studies. However, if you think you need to do so, please complete the *interruption of registration* form available from the Student Services Centre. If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off.

If you interrupt your registration your fees will be adjusted and you will be charged fees when you resume your registration at the rate in operation at the time.

You are expected to remain in London in term-time for the duration of your studies. After formal examinations you may pursue research for your dissertation outside London during the summer months; no permission is required.

Before you make a final decision to terminate your studies, discuss your position with your supervisor or one of the School's Advisers – or the Dean.

If, for whatever reason, you decide you are unable to continue with your programme and wish to leave in mid-session, you must notify the Student Services Centre *in writing*. Any refund due will be calculated on the basis of a 30-week year. You will be liable for fees up to and including the week the Student Services Centre receives written notification of your withdrawal.

The contract between you and the School ends on the date of the main examination board for your degree programme (or viva voce examination in the case of MPhil/PhD students), unless you formally withdraw from the School before then and before taking your final examinations.

You remain subject to the School's regulations until the end of contract, but you are not expected to remain in attendance after term ends. If you have disciplinary proceedings pending after the end of the contract, the School reserves the right to withhold any award until the conclusion of such proceedings.

Teaching starts on Monday, 6 October. In general, lectures begin at five past the hour and finish five minutes to the hour. Timetables are available on the School's website. AND TIMETABLE

Copyright in lectures is vested in the lecturers. Notes taken at lectures may be used only for the purposes of private study. Lectures may not be recorded without the lecturer's permission. Any recording permitted is subject to the conditions (if any) imposed by the lecturer and may not be used for anything except the student's private study.

Where relevant, it is your responsibility to ensure that your stat status under the Immigration Rules. Research students

Few programmes at the School are designed specifically for part-time students. Usually tuition takes place at the same time as for full-time students. If you are registering on a part-time basis you must ensure that you can attend lectures, classes and seminars when required.

If you are from outside the European Union you will probably have to register as a full-time student because of the UK Government's Immigration Rules.

tus in the School is compatible with your should refer to the section on Research Programmes.	PART-TIME STUD
	No. And State

Attendance requirements: all students

Diploma and Master's students

Visiting Research Students

Interrupting your studies: taught courses Not all the options you wish to take may be available when you resume study.

Leave of absence for research: Master's and diploma students

Withdrawal from the School

Duration of contract and discipline

> Taught-course students

No changes may take place after 31 October without the permission of the Dean of Graduate Studies. This permission should be sought via the Student Services Centre.	CHANGING YOUR PROGRAMME
If you have registered for one programme of study but wish to change to another, you must seek written approval from the conveners of each of the programmes concerned, on the <i>request to change programme of study</i> form available in the Student Services Centre. Permission will depend on the number of students already on the programme, your own qualifications, and the admission quota for each programme. We shall tell you the decision in writing.	You cannot automatically assume that you will be allowed to change programmes
If after having registered you wish to change from full-time to part-time registration you must complete a <i>request to transfer from full-time to part-time registration</i> form available from the Student Services Centre. You will not normally be allowed to switch after the first few weeks of the session. <i>See Part-time Study above</i> .	Changing from full time to part-time studies
For Master's and Diploma students only. The choices you register will form your official examination entry and, for Diploma students, will be used to timetable your classes.	CHOOSING YOUR COURSES
Your degree programme is made up of a number of courses. Most programmes offer a choice of course but you need special permission in some cases. If in doubt consult your supervisor. In choosing your courses you must follow the regulations for your degree. You must complete a <i>course registration form</i> .	Initial course choice
Wherever possible your choice of options for which you are qualified will be met, subject to timetabling constraints, but the availability of options cannot be guaranteed.	It is your responsibility to ensure that your choices are consistent with you
The deadline for registering Michaelmas term course choices is 3 October 2003 for Diploma students, 24 October 2003 for all Masters Degree students [NB: students on the MSc Philosophy and History of Science programme have until 21 November 2003].	programme regulations.
If you choose an option taught mainly for another programme, your final results may be delayed. The board of examiners to which the option formally belongs has to approve the mark for the course before it can be passed to the board of examiners for your own degree.	
If, exceptionally, you wish to take a course outside the regulations for your degree programme, you should seek permission from your Programme Tutor. Your Programme Tutor must give his or her permission by signing your course registration form. The form must be returned to the Student Services Centre no later than 24 October 2003.	Choosing a course outside the regulations
You must choose courses from options available at the School. You are not allowed to take courses offered at other University of London colleges unless your programme is intercollegiate (LLM; Area Studies; History and Philosophy of Science; Health Policy, Planning and Financing).	Courses at other University of London colleges
All graduate students are assigned a supervisor, who is a member of the School's teaching staff. Your supervisor is your academic guide at the School. The Codes of Practice for Diploma, Master's and Research Students set out what you can reasonably expect from your supervisor and contain details of regular progress reviews. Research students should refer to the section on Research Programmes.	SUPERVISION AND ASSESSMENT OF PROGRESS
Your class teachers will complete reports on your progress at the end of every term. These reports are collected and added to your personal file. If you have any doubts about your progress you should discuss your concerns with your supervisor.	Diploma students
You will have the opportunity to discuss your progress with your supervisor during the Lent term.	Master's students
f your studies are being financed by an outside body we may be required by that body to give a eport on your progress.	Reports on progress to outside bodies
See STUDENT SERVICES See EXAMINATIONS	ILLNESS DURING YOUR STUDIES
f you are unwell during your programme of study you should tell your supervisor. If you are ill for more than two weeks you should tell the Student Services Centre of your non-attendance because of ill-health and when you expect to return.	
f you think illness may affect your examination performance you should get a medical certificate from your doctor and pass a copy with a letter of explanation to the Student Services Centre. The Centre will keep the letter and certificate on file and advise the board of examiners.	

An insurance company which specialises in student insurance is Endsleigh Insurance, 97 Southampton Row, London WC1B 4AG, tel 020 7436 4451.	

If you need to study abroad as part of your programme of study, you should take out appropriate personal insurance. The School's insurance does not cover you while you are studying abroad.

DIPLOMA PROGRAMMES

School Diplomas are governed by the Regulations for Diplomas and by the Code of Practice for Diploma Programmes.

When choosing your courses you should first read the programme regulations governing the choice of subjects for your diploma. Only those subjects or combinations of subjects explicitly permitted by the regulations for each diploma may be offered for examination. The deadline for confirming your course choices is Friday 24 October 2003.

In the programme regulations, a course number is printed by the name of each examination paper. The courses are listed after the regulations, including details of teaching, reading lists, and other essential information for each course

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

REGULATIONS FOR DIPLOMAS

General

These Regulations apply to all persons having registered for a programme of study leading to a diploma other than a diploma of the of the School

Entrance qualifications

- 2 programme regulations.
- The School may prescribe English language and/or other tests as conditions of admission. Application for admission to a programme and registration for that programme shall be undertaken in accordance with procedures specified 4
- by the School. 5.
- exempt such a student additionally from part of the examinations prescribed for the degree.

Programmes of study

- Programmes shall be so organised as to fall into one or both of the following categories: 6. 6.1 a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall be not less than one academic year, the examinations being completed by the end of that period; 6.2 a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
- 7. A student may be allowed, at the discretion of the School and provided that the individual programme regulations so permit, to spend a study. The student will not normally be permitted to undertake the project work outside the School.
- 8 A full-time student will normally register for courses up to the value of four courses in each year, and a part-time student for courses to a
- 9 The School may permit a student to transfer from one programme to another within the School. Such permission will be given only on the Centre.
- 10. In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses to the maximum Programme Director.

Entry to examinations

- 11. A candidate for the diploma will be deemed to have entered the examinations for the courses for which he/she is registered.
- satisfactorily attended that course in that year of study and having completed the work required in that course.
- case of unforeseen and exceptional circumstances
- 15. Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme
- regulations.
- candidate will not be re-examined in any course which he or she has already passed.
- 17. No fee is payable for the first attempt at an examination.

Examinations and Assessment

- 18. The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff judgement on the validity and integrity of the assessment process and the standard of student attainment.
- 19. Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
- 20. requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.

INTRODUCTION

See YOUR PROGRAMME OF STUDY

University and to those having registered for any part of such a programme. They are made subject to the General Academic Regulations

The normal minimum entrance gualification for registration for a diploma is a degree or gualifications and/or experience deemed acceptable by the School. An applicant for admission will also be required to meet any additional entrance requirements specified in the relevant

The School may exceptionally exempt a student from part of a programme on the basis of previous study at another institution and may

maximum period of six months or, in the case of students pursuing a part-time programme, an equivalent period, on project work under appropriate supervision at an organisation or institution approved by the School as having a function relevant and suitable to the field of

value of three courses or fewer. Courses must be chosen to comply with the programme regulations concerned.

recommendation of the respective director for the student's current diploma programme and for the programme into which he/she wishes to transfer. A student wishing to transfer must apply for permission by completing the appropriate form, available from the Student Services

value of one full unit, listed in the programme regulations, other graduate courses of equivalent value. Such permission will be given only on the recommendation of the programme director. A student wishing to substitute a course must apply for permission, in writing, to the

12. Notwithstanding an examination entry under Regulation 11, no candidate shall be eligible to sit the examination in a course unless having

13. A candidate wishing to defer sitting one or more examinations must first obtain the support of his or her supervisor. Where the supervisor is not willing to support the request the candidate may appeal to the Programme Director or departmental Convener as appropriate. The candidate must then seek the approval of the Chair of the appropriate board of examiners. If the Chair supports the request, the Chair shall put the case to the School for approval. Permission must be sought no later than Friday of the first week of the Summer term except in the

14. Candidates who are absent without formal permission from an examination entered will have that examination counted as the first attempt.

16. A candidate will be examined in each course at the end of the year, unless having deferred or withdrawn under these Regulations. A

of the School, who shall have regard to the totality of each diploma programme and who shall be involved and particularly influential in the decisions relating to the award of every diploma and shall annually report to the Director, being asked specifically to comment and give

Each board of examiners shall ensure inter alia that award schemes shall have regard to the totality of the programme and to the

- 21. Schemes of examination shall be prescribed in the individual programme regulations.
- The examination for each written paper shall take place on one occasion each year. 22.
- An essay/report/dissertation, where indicated in the scheme of examination, will be examined on one occasion only in each year. 24. If an essay, report or dissertation is adequate except that it requires minor amendment the examiners may require the candidate to make within one month the amendments specified by them or one of their number nominated by them.
- 25. In exceptional circumstances examiners shall have discretion to require a student to be examined orally in one or more components of his or her examination.
- 26. Where the regulations permit a candidate to offer work written outside the examination room, the work submitted must be certified to be his or her own and any quotation from the published or unpublished works of other persons must be acknowledged.

27. The conduct of candidates in assessment is governed by the Regulations on assessment offences in taught degree and diploma courses.

Late submission of coursework

- 28. Where a course includes coursework as part of its assessment, all students must be given clear written instructions on what is required and the deadline for its submission.
- 29. If a student believes that he or she has good cause not to meet the deadline (eg illness) he or she should first discuss the matter with the course teacher and seek a formal extension from the chair of the board of examiners.
- 30. If a student misses the deadline for submission but believes he or she has had good reason which could not have been alerted in advance he or she should first discuss the matter with the course teacher and seek a formal extension.
- 31. Extensions will normally only be granted where there is a good reason backed by supporting evidence (eg medical certificate).
- 32. Any extension should be confirmed in writing to the student.
- 33. If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalties will apply: For each day or part day the submission is overdue a deduction of 10 marks out of 100 will be made from the mark it would otherwise have obtained

Re-examination

- 34. A candidate who does not at his/her first attempt successfully complete the examination or part of the examination for which he/she has entered and who has not been given an overall pass at any level in his or her diploma may, subject to the agreement of the School when such re-entry would involve further attendance at the School, re-sit that examination on one occasion only
- 35. Re-examination will be at the next following examination except where a School has granted permission for a candidate to defer until the examination in a subsequent year.
- 36 A candidate proposing to re-sit an examination when not registered for the course concerned shall enter for that examination by the means prescribed from time to time by the Academic Registrar.
- 37 A candidate proposing to resit an examination shall be bound by all the Regulations applicable to the first sitting of the examination except as modified by Regulations 29, 30, 31, and/or 33.
- Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed 38. courses for different examinations
- A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time 39.

Illness

- 40. A candidate who, owing to illness, the death of a near relative or other cause judged sufficient by the School is prevented from completing at the normal time the examination or part of the examination for which he/she has entered may with the permission of the School: 40.1 enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is
 - held in order to complete the examination; or 40.2 at the discretion of the examiners and with permission of the Chair of the Graduate Studies Subcommittee, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed on or by a date specified by the board of examiners. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.
- 41. A candidate 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 sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School
- 42. Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 40 the candidate shall submit the application with medical certification or other supporting evidence to the Student Services Centre within seven days of the last day of the written examinations or for the submission of the essay/report/dissertation.

The award of a diploma

- 43 Diplomas are awarded by the University in accordance with the Regulations
- 44. To be eligible for the award of a diploma a candidate must satisfy the examiners in the examinations prescribed for the programme within a period of two years from the satisfactory completion of the prescribed period of study. In special cases this period of two years may be extended by the School.
- 45. The examiners shall have the discretion to award a mark of merit or distinction to a candidate.
- 46 A list of successful candidates will be published by the School.

Notification of results

47. After the examiners have reached a decision, every candidate will be notified by the School of the result of his/her examination. Certification of the award of a diploma shall be subsequently despatched to each candidate who has been awarded a diploma.

Appeals against decisions of boards of examiners

48. Appeals against decisions of boards of examiners must be made in writing to the Academic Registrar under the Regulations for the consideration of appeals against decisions of boards of examiners for taught courses.

SCHEDULE TO THE REGULATIONS FOR DIPLOMAS

The powers of the School set out in these Regulations shall be exercisable as follows: sable by ies Subcommittee strar d on recommendation of Graduate Studies Subcommittee e board of examiners and Chair of Graduate Studies Subcommittee

Regulation	Powers exercis
2, 3, 5, 7, 9, 10, 13, 19, 28, 29, 30, 31, 33, 35, 44	Graduate Studie
4, 11, 37, 39, 48	Academic Regis
18	Academic Board
40, 45	The appropriate

CODE OF PRACTICE FOR DIPLOMA PROGRAMMES

Introduction

- to extend either the depth or the range of their undergraduate studies.
- 2
- 3
- structure of each programme is also given in the Calendar/Graduate Handbook.
- 5 they should ensure that they will be able to attend lectures, classes and seminars when required.

Basic requirements

6. All Diploma providers must make arrangements to ensure that the basic requirements set out in paragraphs 7 to 25 below are fulfilled.

Programme Tutor

each session, by inclusion in all relevant documents and in other appropriate ways.

Induction

- programme. The Programme Tutor is responsible for sending the information
- arrangements for supervision.
- and certainly within the first three weeks

Progress monitoring

- Office and the Programme Tutor.
- Services Centre and filed in the student's file
- Graduate Studies.

Tuition

- course.

1. Diploma programmes have two key purposes. One is to act as a conversion or refresher course for those students who may subsequently wish to read for a Masters degree but whose previous qualifications do not (because of their level or subject content) equip them to proceed directly to a Masters programme. A second is that they can be regarded as a qualification in their own right for students who wish

This Code of Practice sets out the basic requirements of all School Diploma programmes and the responsibilities both of programme providers and of Diploma students. It codifies what already exists in most departments. By making minimum explicit requirements, it provides a basis for monitoring the academic activity of the School through the Teaching, Learning and Assessment Committee as well as a guide to students of what they can reasonably expect and to departments of what they should provide.

This Code does not seek to seek to reflect all departmental/programme variations. The expectation, and requirement, is that all programmes will conform to the minimum standards set out in the paragraphs below and that, where departmental/programme variations exist, they will enhance these minimum standards. (The Code uses the term department to cover both departments and institutes.) Regulations governing the registration, attendance and examination of Diploma students are published annually in the Calendar/Graduate Handbook. All those involved as teachers or students on Diploma programmes should be familiar with these regulations. The content and

Part-time students should contact their Programme Tutors for information on relevant variations from the terms of this Code. In particular,

Each Diploma programme should have a named Programme Tutor, who is responsible for all administrative matters related to that programme and its academic content (eg arrangements for assignment of supervisors to students and for provision of clear information for students). In smaller departments the role of Programme Tutor might be combined with that of supervisor, depending on specific departmental practice. The name of the Programme Tutor must be made known to all incoming students before arrival and at the start of

The department will send to all applicants accepted on to a Diploma programme, normally no later than 1 August of the year of admission, detailed information about the programme, the courses available in the coming session, and a preliminary reading list. This information should be sent as a follow-up to the formal offer of admission and as a way of welcoming the applicant, before arrival, on to the

At the start of each session the department will hold an introductory meeting for all students on each programme, introducing them to it and to the department (or will make alternative arrangements if more appropriate to the size of the programme(s) in the department). At this meeting students should be given full written guidance on the requirements of the programme, the selection of options and the

10. Arrangements must be made by the Programme Tutor for each student to meet his or her supervisor as soon as possible in the session

11. Each student should meet his or her supervisor at least twice a term. These meetings provide an opportunity for the student to seek and receive academic guidance and feedback on progress and performance. Their form will be for the individual supervisor to determine but will frequently involve the discussion of the student's class teacher's report on his or her written work and attendance at classes. Each supervision should, as far as possible, be uninterrupted by telephone calls, visitors or other distractions. Each supervisor must have at least one office hour a week during term-time, and the time of the hour should be posted on the outside of his or her door

12. Supervisors are responsible for advising students on their academic progress and on any academic problems they may experience. Supervisors also undertake a pastoral role and in the case of non-academic problems (emotional, financial, personal) he or she should refer the student, as necessary, to the appropriate agencies in the School (eg Health Service, Financial Support Office, Advisers, Deans). If a student decides to withdraw from or interrupt his or her programme of study the supervisor should at once inform the Graduate School

13. At the end of the Michaelmas and Lent terms the reports of individual class teachers are collated on to a single report sheet for each student and sent to the Programme Tutor, who in turn passes it on to the individual supervisor. The forms are then returned to the Student

14. If a student wishes to change supervisor s/he should approach the Programme Tutor for advice. Where the Programme Tutor is the supervisor a student should approach the departmental Convener and failing a satisfactory outcome at departmental level, the Dean of

15. Most Diplomas consist of four courses but there are some where students take either three or five courses. Most have a core course which all students are expected to take, plus options. The number of options available varies from Diploma to Diploma. 16. Each Diploma programme will normally include at least 120 hours of formal tuition, exclusive of individual supervision. The component courses of each programme may differ in the amount of formal tuition but will normally be of between 30 and 40 hours for a full year

17. Teaching will normally be by a mixture of lectures and linked classes running in parallel, in which students work through questions and problems raised in the lectures and present and discuss their own papers or essays. Lectures are attended by all students taking the

course; classes are small groups normally of about 15 students to which students are allocated. In some courses lectures and classes may be combined in seminars or small group classes. In some courses classes may include undergraduate students.

- 18. Students will normally be given the opportunity to produce written work for each course. Written work produced during the programme will not count towards the final assessment unless specifically stated in the programme regulations.
- 19. Written work should normally be marked and returned within two weeks of submission, with constructive feedback.

Assessment

- 20. The assessment of each Diploma programme is conducted in accordance with the regulations for that programme printed in the Calendar/Graduate Handbook. These regulations are set by the School within the regulations for students proceeding to a Diploma, except for the University of London Diploma of Law, where they are set by the School and the University. If Programme Tutors/departments wish to change the method of assessment they must seek prior approval from the Graduate Studies Subcommittee for a change in programme regulations.
- 21. Methods of assessment for Diploma programmes are normally by unseen written examinations but some programmes have courses assessed by coursework.
- 22. Regulations require all examination scripts to be double-marked, ie marked independently by two internal examiners. Scripts are then available for moderation by an External Examiner in accordance with the duties of External Examiners as set out in the School's Instructions for Examiners. In cases of disagreements between the two markers the External Examiner should be asked to moderate. The External Examiner has the right to inspect any coursework he or she wishes.
- 23. The final Board of Examiners should be held no later than six weeks after the date of the final element of the examination.

Staff-Student Committee

- 24. Each department or institute must make arrangements for a Staff-Diploma Students' Committee (or, if more appropriate to the size of the department, a Staff-Graduate Students' Committee).
- 25. The Staff-Students' Committee should be scheduled to meet at least once a term to discuss issues of relevance and interest to Diploma students and their teachers.

Responsibilities of the student

- 26. All Diploma students are normally required to attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must firstly obtain the consent of their supervisor. If students are away from the School for any reason, including illness, they must inform their supervisor and, in the case of absence of more than a fortnight, the Student Services Centre.
- 27. Students are required to pay School fees when due. Failure to pay fees could result in the withdrawal of Library rights, termination of registration, and the withholding of award certification.
- 28. Students must keep all their appointments with their supervisors; attend lectures, classes and seminars as required; submit written work as required by their class and/or seminar teacher; and take note of the guidance and feedback given.
- 29. Students should decide on their choice of course after discussion with their supervisor or Programme Tutor. They must ensure that their choice accords with the regulations for the Diploma, as published in the Calendar/Graduate Handbook, and that they submit their option choice form, signed by their supervisor, to the Student Services Centre as soon as possible after the introductory meeting and no later than the specified deadline. All subsequent changes must be reported to the Student Services Centre. Failure to report changes will normally result in a student being required to take an examination in the option for which he or she was originally registered.
- 30. Students must make sure that, on receipt of their examination entry form, they check it and return it to the Student Services Centre by the deadline.
- 31. All students are required to communicate changes of address to the Student Services Centre as soon as they occur. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not receiving other important information.
- 32. Students who decide to withdraw from the School must inform their supervisor, the Programme Tutor and the Student Services Centre in writing. Failure to inform the School could result in a demand for fee payments for the full session.

Revised August 2002

EXAMINATIONS

This section applies to students on taught programmes. It applies to research students only in respect of assessment offences and the presentation ceremonies, or if they are subject to a qualifying examination.

If you are a registered candidate, you must sit all of your examinations at the School. The only exception is where a candidate is taking an intercollegiate course where the examination would normally be sat at the institution which delivered the teaching

Examination Timetable

The provisional examinations timetable will be published by the end of the Lent term. Your personal examination timetable will be available via LSEforYou early in the Summer term. Examinations will take place in the Summer term and students are required to be in attendance at the School throughout the exam period and available until 2 July 2004.

Late Submission of Course Work

There are penalties for the late submission of course-work. See the Annex to the Regulations for MA and MSc degrees and the Regulations for Diplomas.

Examination Entry

The course choices you make at the start of the session will constitute your examination entry.

Qualifying Examinations

If your continued registration is subject to any qualifying examination(s) you should ask your supervisor as early as possible what you are required to do

In order that the School can make such arrangements, you should submit the appropriate completed form available from the Student Services Centre by week 3 of the Lent term.

Deferring Examinations

Deferral is only granted in exceptional circumstances

Deferment is not a right. School regulations normally require candidates to sit all examinations in the academic session in which the courses were first studied. If you wish to defer an examination, you will need to obtain the permission of your supervisor, the Chair of the relevant board of examiners and the Chair of the Graduate Studies Subcommittee. You should note that permission to defer is only given in exceptional circumstances. You should normally obtain this before the end of the first week of the Summer term.

Illness and Examinations

You must submit medical information and details of extenuating circumstances within seven days of your last examination.

Before examinations

If you are ill before your examinations and you think your illness may affect your examination performance, you can ask the Board of Examiners to take this into consideration. You must get a medical certificate confirming your illness and write formally to the board via the Student Services Centre, quoting your candidate number and your programme of study. Any information submitted after the meeting of the Board of Examiners cannot be taken into consideration.

During examinations

If you are taken ill (or involved in an accident) just before or during your examination, you must contact the Student Services Centre immediately to discuss your situation.

Special Exam Arrangements

Please discuss your needs as early as possible with the Adviser to Students with Disabilities & Dyslexia.

Candidates with a long-term physical, medical and/or psychological condition may apply for special examination arrangements. Candidates should contact the Adviser to Students with Disabilities & Dyslexia in H417A as early as possible and no later than the end of Lent term. Special arrangements agreed in the past have included the use of aids, extra time, rest periods, special examination accommodation, etc. To apply for special examination arrangements, you will need medical certification and/or other supporting documentation.

Late applications for special arrangements will only be considered if you experience sudden injury or illness. Such applications should be made at the Student Services Centre.

Examinations Overseas

If satisfactory arrangements cannot be made overseas examinations will have to be taken at the School Unregistered re-sit candidates may apply to sit examinations overseas at an approved overseas centre by writing to the Student Services Centre by 1 March 2004. Registered candidates can only sit examinations overseas if they have obtained exceptional permission from the Chair of Graduate Studies Subcommittee

It is your responsibility to find a suitable location to sit your examination(s). Please note, where satisfactory arrangements cannot be made at an overseas location, candidates will be required to sit their examinations at the School.

Fee: The overseas examination fee is £150, payable by all candidates allowed to take examinations overseas in addition to any re-sit fee. Late applications may be subject to an additional fee.

Assessment Offences

Examination (including assessed course work) offences are defined by the School's Regulations on Assessment Offences in Taught Degree and Diploma Courses.

Cheating

- Cheating is an attempt to deceive the examiners and is an offence. It includes but is not limited to:
- the use of books, notes, instruments, computer files or other materials or aids in the examination room that are not expressly permitted;
- assistance or the communication of information by one candidate to another in an examination room or where not
 permitted by the examiners;
- copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners.

Plagiarism

Plagiarism is the submission of work submitted by you for assessment which does not acknowledge the words and/or ideas of another person(s), whether published or not. Any quotation from the published or unpublished works of another person(s), including another candidate(s), must be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in the proper format. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as does a single unacknowledged long quotation from a single source.

Results

Shortly after the Board of Examiners for your programme has met, a pass list will be published on the noticeboards on the Ground Floor of the Old Building. Your detailed results will be sent to your permanent home address as it appears in LSEforYou. The Student Services Centre cannot give out examination results.

Examination Re-sits

You are allowed up to two entries only for each examination paper. If you have passed an examination, you will not be allowed to re-sit it unless required by the degree regulations.

Re-sits and re-registration

You are not required to re-register at the School to re-sit your examinations; if, however, you decide to do so you must first get the written permission of your programme convener and then consult the Student Services Centre. Fees for teaching will be charged at the normal rate for the session.

You are normally required to re-sit the paper for the failed course. Exceptionally, however, you may apply to sit a paper for a different course if allowed for in your degree programme regulations and if you follow the teaching for that course. You should first discuss this with your supervisor, whose permission will be required.

Re-sit out of registration

All unregistered re-sit candidates are required to complete a request to re-enter examinations form.. You will also have to pay a re-sit fee of £60 per full unit paper and £35 per half unit paper. The fee of £60 is also to be paid if you have to re-submit your dissertation. There is also an additional £150 for those allowed to sit overseas.

Student Progress Panel

The Student Progress Panel considers applications from students who wish to proceed to the next stage of study despite not having met the progression rules specified for their degree. It also considers applications for repeat registration.

Progression rules

Every degree programmes has rules about progression. Students who fail to meet these rules will not normally be allowed to proceed to the next year of study for their degree programme. They may, however, re-sit examinations at the first available opportunity as an unregistered student.

Procedure

Send applications and supporting statements to the Student Services Centre as early as possible.

If you have failed to meet the progression rules for your degree, you will need to complete an application form for registration in the next session. You may also submit a formal statement to the Student Progress Panel to explain the reasons for poor performance (eg health, domestic or personal difficulties encountered during the session). The Panel is unlikely to grant progression with an additional course load unless a strong case has been made, including some indication that any significant problems have been resolved. The Panel takes into account the views of your supervisor and, if relevant, medical or other documented evidence submitted.

Presentation Ceremonies

Ceremonies are held at which those to be awarded a degree are presented to the Director by their departments. Official photographs and videos of the ceremony are available for sale, and receptions are held for students and their guests in departmental groups.

Early in the Summer term for 9-month programmes and early in the following Michaelmas term for 12-month programmes, an invitation and booking form is sent to the term address (as it appears in LSEforYou) of all students expected to be eligible to attend. Each student is allowed to purchase two guest tickets (£15 in 2003) and may request to purchase additional guest tickets. As extra guest tickets are only made available if there is room, booking forms should be returned by the advertised date. There is no guarantee that late-booking students or guests can be accommodated (NB: refunds will be issued where notice of withdrawal is received in good time or if for any reason a student becomes unable to take part in a ceremony).

If you are enrolled on an 9-month programme and have chosen options from a 12-month programme where the full schedule of examinations means that the examiners will not meet until later in the summer (whenever your examination takes place), your results may not be confirmed at the same time as those of other students on your programme. You might have to attend the ceremony in 2005 rather than 2004.

Examination Appeals

If you wish to appeal against a decision of the board of examiners where the School is responsible for administering the examination in question, please refer to the relevant regulations. There is no appeal against the academic judgement of the examiners.

Diploma Programme Regulations 1

Diploma Programme Regulations

Notes

Diploma in Accounting and Finance

students	must take four courses as snown.	
Paper	Course number and title	
	AC212 Principles of Finance	
2	AC211 Managerial Accounting or	
	AC330 Financial Accounting or	
	AC490 Financial Reporting and Management: Management	
	Accounting and Control (H) and AC491 Financial Reporting (H)	
8 4	Two of the following:	
	AC211 Managerial Accounting or AC330 Financial	
	Accounting (if not already selected under paper 2 above)	
	AC340 Auditing and Accountability	
	One of the following:	
	EC201 Microeconomic Principles I	
	EC202 Microeconomic Principles II	
	EC210 Macroeconomic Principles	
	EC313 Industrial Economics	
	EC220 Introduction to Econometrics and Economic Statistics	
	MA107 Quantitative Methods (Mathematics) and ST107	
	Quantitative Methods (Statistics) or OR201 Operational	
	Research for Management	
	LL209 Commercial Law	
	ID200 Organisational Theory and Behaviour	
	EH240 British Business and Contemporary Economic Performance	
	Any other course with the approval of the Programme Director §	
otes	§ means by special permission only.	
	H means a half-unit course.	

SO210 Crime, Deviance and Control SO211 Sociology of Medicine SO212 Sociology of Work, Management and Globalisation SO215 Evolution and Social Behaviour (n/a 03/04) SO220 Citizenship and Migration SO222 Aspects of British Society SO223 Sociology of Religion ST103 Statistical Methods for Social Research § means by special permission only. H means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

The information contained in this section is relevant to all taught masters programmes. This section should be read in conjunction with General, which contains information relevant to all programmes and levels of study.

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Diploma in Housing

Award of the Diploma is dependent upon successful completion of the MSc Housing and Regeneration or MSc International Housing and Social Change.

- Students must take: SA433 Management Studies
- SA441 Planning Studies (if student does not take SA436 at MSc level)
- SA401 Building Studies
- SA462 Welfare Rights
- SA443 Race and Housing

LSE helps to arrange two voluntary work placements in the UK for students not in housing.

University of London Diploma in Law

Full year programme. This course of study is open to Law graduates or those whose undergraduate study included substantial preliminary training in law or who, although not graduates have satisfied the School that their previous education in Law allows them to be regarded as being of graduate calibre.

1. A Candidate is required to submit a dissertation of not more than 20,000 words, which must be written in English and must afford evidence of serious study by the candidate and of his/her ability to discuss a problem critically. 2. The subject of the dissertation must be submitted for the approval of the University no later than eight months after the programme of study is

started. 3. 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.

4. Candidates must submit their dissertations within one year of the approval of the subject, together with an entry form. In some cases, if the dissertation does not meet the standard required, the examiners may allow the candidate to re-present a revised dissertation within one calendar year.

Diploma in Sociology

Students must take four courses as shown. Those who wish to proceed to the MSc in Sociology will be expected to pass the Diploma at a standard satisfactory to the Department. Paper

- Course number and title
- SO221 Issues and Methods of Social Research SO201 Sociological Theory

3&4

- Two of the following: SO110 Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology SO202 The Social Analysis of Russia and the CIS
- SO203 Political Sociology SO208 Gender and Society

Taught masters

Contents

Your programme of study Regulations, classification scheme and code of practice **Examinations Programme regulations Course guides**

YOUR PROGRAMME OF STUDY

Registration means that you are a member of the School and entitled to use the School facilities. It is your responsibility to ensure that you register fully for your programme of study.	REGISTRATION
If you are about to start a new programme of study your registration date will be between Monday 29 September and Friday 3 October 2003 <i>unless</i> you are a student on certain courses in the Economics Department or on the intercollegiate LLM in which case your registration date will have been earlier in September. Students who are unavoidably late should contact the Student Services Centre for advice on how to register.	New students
All students wishing to continue their studies to complete a programme must re-register. You will be sent information on how to do this during the summer vacation.	Continuing students
All registered students will be issued with an LSE Card. This card serves as your student identity card and your library card and should be kept in a safe place. The cost of a replacement card is £10.00.	LSE Card
The final date by which new and returning students may register for the session is 31 Octobe completed registration or re-registration by the deadline date of 31 October your record will	r 2003. If you have not be cancelled.
Re-registration each session depends on your making satisfactory progress in the preceding year. If you are a research student we will not allow you to re-register unless and until we have received confirmation from your department that re-registration is approved.	Future registration
The School and University Regulations relating to your programme of study are quoted in the School Calendar, as are the Rules of the Library and the Conditions of Use of the Information Technology Services. Your signature on the registration form binds you to abide by all of these and by the following Conditions of Registration: 1. You agree to the relationship of the School and yourself being governed by English Law and to the English Courts having exclusive jurisdiction over any matter.	CONDITIONS OF REGISTRATION
2. You agree that you will stay in London or within reasonable distance of the School during term time (for dates of terms, please see the School <i>Calendar</i>). If for any reason you need to leave the School in term time, you will first consult your tutor/supervisor and inform the Student Services Centre.	
3. You agree that, if you are away from the School through illness, you will inform your tutor/supervisor and, if you are away for more than a fortnight, you will send a medical certificate to the Student Services Centre.	
A You agree that if you change your place of residence you will inform the Student Services Centre of your new address at once	

5. You agree that you are liable for fees while you are in registration at the School, including any fees which a sponsor has agreed to pay on your behalf. You agree that, if you decide to withdraw from or interrupt your studies, no refund of fees can be made until the Student Services Centre has received notification in writing. Fees will be charged up to and including the week during which that written notification of withdrawal/interruption is received. You agree that, if you change your registration status, fees will be charged on a pro-rata basis as appropriate according to the date that official permission for the change was given.

6. You agree that you will pay tuition fees in full or in three instalments by the dates that have already been communicated to you. You accept that failure to pay tuition fees by the due date will invalidate your registration. You accept also that if you are in debt to the School (through deficiencies in the payment of tuition fees or of any other charges, which include but are not limited to library and accommodation charges) the School may terminate your registration and/or withhold official certification attesting to your progress at the School and to any academic award made to you.

7. You accept that LSE, like all other UK universities, collects and processes information on its students and staff for various essential administrative, academic, health and safety reasons in order to pursue its legitimate interests as an institution of higher education. These interests include registration, allocation to teaching, monitoring and assessment of academic progress, entry to examinations, management of health and safety, planning, maintenance of order and contacting of next of kin in emergencies. This information is treated in strict confidence, and is covered by the provisions of the Data Protection Act.

Please note that your LSE email account will be used for a variety of essential communications, including information on payment of your tuition fees. You will be assumed to have opened and acted upon these communications.

Please note that on all matters connected with the School and University regulations you should consult the Student Services Centre. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing. You should always ask for written confirmation of any information relating to your tuition fees.

Tutors/supervisors should not be expected to be familiar with all regulations, nor should they be expected to pass on to the Student Services Centre information about your plans. It remains your sole responsibility to do so.

You must attend the School for the period set out in the regulations for your programme. Research students DURATION OF STUDY should refer to the section on Research Programmes

For taught courses the requirement is in practice for nine or twelve months, and for research students for at least two or three years. You must live within normal commuting distance of London in the UK; not go away during term-time without first consulting the Student Services Centre and your supervisor; and come to the School for tuition and attend lectures, classes, seminars, etc, as your programme and supervisor require.

If you are a full-time student you must normally complete all the requirements for your programme of study within the year in which you are registered. If you are part-time you must normally complete within the two-year registration period for your programme

Your registration period will have been specified in your offer of admission. Your programme of study will be agreed in conjunction with your supervisor. You may be allowed to take examinations on an informal basis: they will be marked and the results made available to you in the form of a transcript of your studies but cannot count towards a degree at the School.

If you are on a taught programme it is not usually in your interest to interrupt your studies. However, if you think you need to do so, please complete the interruption of registration form available from the Student Services Centre. If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off.

If you interrupt your registration your fees will be adjusted and you will be charged fees when you resume your registration at the rate in operation at the time.

You are expected to remain in London in term-time for the duration of your studies. After formal examinations you may pursue research for your dissertation outside London during the summer months; no permission is required.

Before you make a final decision to terminate your studies, discuss your position with your supervisor or one of the School's Advisers - or the Dean.

If, for whatever reason, you decide you are unable to continue with your programme and wish to leave in mid-session, you must notify the Student Services Centre in writing. Any refund due will be calculated on the basis of a 30-week year. You will be liable for fees up to and including the week the Student Services Centre receives written notification of your withdrawal.

The contract between you and the School ends on the date of the main examination board for your degree programme (or viva voce examination in the case of MPhil/PhD students), unless you formally withdraw from the School before then and before taking your final examinations.

You remain subject to the School's regulations until the end of contract, but you are not expected to remain in attendance after term ends. If you have disciplinary proceedings pending after the end of the contract, the School reserves the right to withhold any award until the conclusion of such proceedings.

Teaching starts on Monday, 6 October. In general, lectures begin at five past the hour and finish five minutes LECTURES, CLASSES to the hour. Timetables are available on the School's website. AND TIMETABLE

Copyright in lectures is vested in the lecturers. Notes taken at lectures may be used only for the purposes of private study. Lectures may not be recorded without the lecturer's permission. Any recording permitted is subject to the conditions (if any) imposed by the lecturer and may not be used for anything except the student's private study.

Where relevant, it is your responsibility to ensure that your status in the School is compatible with your status under the Immigration Rules. Research students should refer to the section on Research Programmes.

Few programmes at the School are designed specifically for part-time students. Usually tuition takes place at the same time as for full-time students. If you are registering on a part-time basis you must ensure that you can attend lectures, classes and seminars when required.

If you are from outside the European Union you will probably have to register as a full-time student because of the UK Government's Immigration Rules.

Attendance requirements: all students

Diploma and Master's students

> **Visiting Research** Students

Interrupting your studies: taught courses Not all the options you wish to take may be available when you resume study.

Leave of absence for research: Master's and diploma students

Withdrawal from the School

Duration of contract and discipline

Taught-course

PART-TIME STUDY

students

If you have registered for one programme of study but wish to change to another, you must seek written approval from the conveners of each of the programmes concerned, on the <i>request to</i>	You cannot automaticall assume that you will be allowed to change
change programme of study form available in the Student Services Centre. Permission will depend on the number of students already on the programme, your own qualifications, and the admission quota for each programme. We shall tell you the decision in writing.	allowed to chang programmes
If after having registered you wish to change from full-time to part-time registration you must complete a <i>request to transfer from full-time to part-time registration</i> form available from the Student Services Centre. You will not normally be allowed to switch after the first few weeks of the session. <i>See Part-time Study above.</i>	Changing from full time to part-time studies
For Master's and Diploma students only. The choices you register will form your official examination entry and, for Diploma students, will be used to timetable your classes.	CHOOSING YOUR COURSES
Your degree programme is made up of a number of courses. Most programmes offer a choice of course but you need special permission in some cases. If in doubt consult your supervisor. In choosing your courses you must follow the regulations for your degree. You must complete a course registration form.	Initial course choice
Wherever possible your choice of options for which you are qualified will be met, subject to timetabling constraints, but the availability of options cannot be guaranteed.	It is your responsibility to ensure that your choice are consistent with you
The deadline for registering Michaelmas term course choices is 3 October 2003 for Diploma students, 24 October 2003 for all Masters Degree students [NB: students on the MSc Philosophy and History of Science programme have until 21 November 2003].	programme regulations
f you choose an option taught mainly for another programme, your final results may be delayed. The board of examiners to which the option formally belongs has to approve the mark for the course before it can be passed to the board of examiners for your own degree.	
f, exceptionally, you wish to take a course outside the regulations for your degree programme, you should seek permission from your Programme Tutor. Your Programme Tutor must give his	Choosing a course outside the
or her permission by signing your course registration form. The form must be returned to the Student Services Centre no later than 24 October 2003.	
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If you need to study abroad as part of your programme of study, you should take out appropriate personal insurance. The School's insurance does not cover you while you are studying abroad.

MASTERS PROGRAMMES

See YOUR PROGRAMME OF STUDY

INTRODUCTION

Masters degrees are governed by the Regulations for MA and MSc degrees and by the Code of Practice for Taught Masters Programmes. When choosing your courses you should first read the programme regulations governing the choice of subjects for your degree. Only those subjects or combinations of subjects explicitly permitted by the regulations for each degree may be offered for examination. The deadline for confirming your course choices is Friday 24 October 2003. In the programme regulations, a course number is printed by the name of each examination paper. The courses are listed after the regulations, including details of teaching, reading lists, and other essential information for each course. The School reserves the right at all times to withdraw or alter particular courses and syllabuses.

REGULATIONS FOR MA AND MSc DEGREES

General

These Regulations apply to all persons having registered for a programme of study leading to a degree of Master of Arts, Master of These regulations are made subject to the General Academic Regulations of the School.

Entrance gualifications

- The normal minimum entrance qualification for registration for a Masters degree is 2 2.1 a Second Class Honours degree of a UK university or of the CNAA, or a qualification of an equivalent standard obtained after a followed: or
- 2.2 a professional or other qualification obtained by written examination and approved by the School. 3. An applicant for admission possessing a professional or other qualification obtained by written examination may be required by the School
- regulations and/or the School may prescribe a qualifying examination for such a candidate. An applicant for admission will also be required to meet any additional entrance requirements specified in the relevant programme
- regulations. 5
- The School may prescribe English language and/or other tests as conditions of admission. Application for admission to a programme and registration for that programme shall be undertaken in accordance with procedures 6.
- specified by the School. The School may exceptionally exempt a student from part of a programme on the basis of previous study at another institution and may
- exempt such a student additionally from part of the examinations prescribed for the degree. When considering an application under Regulation 7 the School shall consider inter alia
- 8.1 the standard and content of courses and examinations taken elsewhere, certified by the appropriate officer or officers of the relevant institution, and their relevance to the intended programme at the School;

Programmes of study

- not less than one calendar year, the examinations being completed by the end of that period;
- 9.2 a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
- a later stage the School may require individual students to pursue the programme for a period longer than the minimum period prescribed in the regulations. The School shall determine, subject to the provisions of the individual programme regulations, the method by which the student is examined.
- 11. Where a student is pursuing a programme extending over not less than one calendar year he/she may be allowed, at the discretion of by the individual programme regulations.
- 12. A full-time student will normally register for courses up to the value of four courses in each year, and a part-time student for courses to a
- 13. The School may permit a student to transfer from one programme to another within the School. Such permission will be given only on wishes to transfer. A student wishing to transfer must apply for permission by completing the appropriate form, available from the Student Services Centre.
- 14. In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses to the maximum the Programme Director.

Entry to examinations

- 15. A candidate for the degree will be deemed to have entered the examinations for the courses for which he/she is registered.
- having satisfactorily attended that course in that year of study and having completed the work required in that course.

Laws, Master of Research or Master of Science at the School and to those having registered for any part of such a programme, except that students intending to register on the federal Master of Laws of the University of London shall be bound only by regulations 2 to 8.

course of study extending over not less than three years in a university (or an educational institution of university rank), in a subject appropriate to that of the course to be followed, or a qualification of an equivalent standard appropriate to the course to be

to pursue the programme for the period of at least one year longer than the minimum period prescribed in the individual programme

8.2 the compatibility of the study previously undertaken with the proposed programme, to allow a smooth transition into that programme.

Programmes and the examinations associated with them shall be so organised as to fall into one or both of the following categories: 9.1 a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall normally be

10. The minimum length of the period of study is prescribed in the individual programme regulations, but at the start of the programme or at

the School and provided that the individual programme regulations so permit, to spend a maximum period of six months or, in the case of students pursuing a part-time programme, an equivalent period, on project work under appropriate supervision at an organisation or institution approved by the School as having a function relevant and suitable to the field of study. A student pursuing a programme extending over a minimum of one academic year will not be permitted to undertake the project work outside the School unless permitted

value of three courses or fewer. Courses must be chosen to comply with the programme regulations concerned.

the recommendation of the respective director for the student's current degree programme and for the programme into which he/she

value of one full unit, listed in the programme regulations, other graduate courses of equivalent value. Such permission will be given only on the recommendation of the programme director. A student wishing to substitute a course must apply for permission, in writing, to

16. Notwithstanding an examination entry under Regulation 15, no candidate shall be eligible to sit the examination in a course unless 17. A candidate wishing to defer sitting one or more examinations must first obtain the support of his or her supervisor. Where the supervisor is not willing to support the request the candidate may appeal to the programme director or departmental Convener as

appropriate. The candidate must then seek the approval of the Chair of the appropriate board of examiners. If the Chair supports the request, the Chair shall put the case to the School for approval. Permission must be sought no later than Friday of the first week of the Summer term except in the case of unforeseen and exceptional circumstances.

- 18. Candidates who are absent without formal permission from an examination entered will have that examination counted as the first attempt
- 19 Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations. 20. A candidate will be examined in each course, unless having deferred or withdrawn under these Regulations. A candidate will not be reexamined in any course which he or she has already passed except as provided in paragraph 5.2 in the Scheme for the Award of a
- Taught Masters Degree.
- 21. No fee is payable for the first attempt at an examination.

Examinations and Assessment

- 22. The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each degree programme and who shall be involved and particularly influential in the decisions relating to the award of every degree and shall annually report to the Director, being asked specifically to comment and give judgment on the validity and integrity of the assessment process and the standard of student attainment
- 23. Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
- 24. Each board of examiners shall ensure inter alia that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
- 25. Schemes of examination shall be prescribed in the individual programme regulations and unless indicated otherwise shall include the submission of a significant piece of individual work in the form of an essay, report or dissertation which may be based on a project or fieldwork
- 26. The examination for each written paper shall take place on one occasion each year.
- 27. An essay/report/dissertation, where indicated in the scheme of examination, will be examined on one occasion only in each year and the date for submission will be specified in the programme regulations.
- 28. Where the regulations permit a candidate to offer work written outside the examination room, the work submitted must be certified to be his or her own and any quotation from the published or unpublished works of other persons must be acknowledged.
- 29 If the essay, report or dissertation is adequate except that it requires minor amendment the examiners may require the candidate to resubmit a revised version within one month
- In exceptional circumstances examiners shall have discretion to require a candidate to be examined orally in one or more components 30. of his or her examination.
- 31. The conduct of candidates in assessment is governed by the Regulations on assessment offences in taught degree and diploma courses.

Late submission of coursework

- 32. Where a course includes course-work as part of its assessment, all students must be given clear written instructions on what is required and the deadline for its submission
- 33 If a student believes that he or she has good cause not to meet the deadline (eg illness) he or she should first discuss the matter with the course teacher and seek a formal extension from the chair of the board of examiners.
- If a student misses the deadline for submission but believes he or she has had good cause which could not have been alerted in advance he or she should first discuss the matter with the course teacher and seek a formal extension
- 35 Extensions will normally only be granted where there is a good reason backed by supporting evidence (eg medical certificate). Any extension should be confirmed in writing to the student.
- 37.
- If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalty will apply: For each day or part day the submission is overdue a deduction of 10 marks out of 100 will be made from the mark it would otherwise have obtained.

Re-examination

- 38. If a candidate who has been examined in all elements of an examination or of part of an examination for which he/she has entered fails to satisfy the examiners, the examiners may determine that he/she may on re-examination be exempt from one or more of the following: one or more of the written papers. (i)
 - essav/report/dissertation (ii)
 - assessment of coursework; (iiii)
 - (iv) practical examinations;
 - oral examination
- 39. A candidate who does not at his/her first attempt successfully complete the examination or part of the examination for which he/she has entered and who has not been given an overall pass at any level in his or her degree may, subject to the agreement of the School when such re-entry would involve further attendance at the School, re-sit that examination on one occasion only. Such re-examination will be at the next following examination except where a School has granted permission for a candidate to defer until the examination in a subsequent year.
- 40. A candidate proposing to re-sit an examination when not registered for the course concerned shall enter for that examination by the means prescribed from time to time by the Academic Registrar
- 41. A candidate proposing to resit an examination shall be bound by all the current Regulations applicable to the first sitting of the examination except as modified by Regulations 34, 35, 36 and/or 38.
- Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed courses for different examinations.
- A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from 43. time to time

Illness

- 44. A candidate who, owing to illness, the death of a near relative or other cause judged sufficient by the School on the recommendation of the board of examiners, is prevented from completing at the normal time the examination or part of the examination for which he/she has entered may with the permission of the School:
 - 44.1 enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination; or
 - 44.2 at the discretion of the examiners and with permission from the Chair of the Graduate Studies Subcommittee, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed on or by a date specified by the board of examiners. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.
- 45. A candidate 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 sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.

of the written examinations or for the submission of the essay/report/dissertation.

The award of a degree

- 47. Degrees are awarded by the University in accordance with the Regulations
- The examiners shall have the discretion to award a mark of merit or distinction to a candidate
 - 50. A list of successful candidates will be published by the School.

Notification of results

state the title of the degree awarded.

Appeals against decisions of boards of examiners

consideration of appeals against decisions of boards of examiners for taught courses.

SCHEDULE TO THE REGULATIONS FOR MA AND MSc DEGREES

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	Powers exercisable by
2.2, 3, 5, 7, 10, 11, 13, 14, 16, 17, 23, 32, 33, 34, 36, 37, 48	Graduate Studies Subcommittee
6, 15, 43, 50, 51, 52	Academic Registrar
22	Academic Board on recommendation of Graduate Studies Subcommittee
24, 48, 49	The appropriate board of examiners
44	The appropriate board of examiners and Chair of the Graduate Studies Subcommittee

The School has approved the following schemes for the Taught Masters Degrees

Departments and Institutes should specify which scheme is being used for each degree. They should also indicate the passmark used for each course. They should also indicate if there are any papers where either the class of the award cannot be higher than the result awarded in this paper, or an award of degree cannot be made unless the specified paper has been passed.

Departments can apply to the Teaching Learning and Assessment Committee to depart from these standard schemes. Where such approvals have been given, Departments and Institutes should indicate this.

CODE OF PRACTICE FOR TAUGHT MASTERS PROGRAMMES

Introduction

- Calendar/Graduate Handbook. All those involved as teachers or students on Masters programmes should be familiar with these

Basic Requirements

Programme Tutor

- start of each session, by inclusion in all relevant documents and in other appropriate ways Induction
- the programme. The Programme Tutor is responsible for sending the information.

46. Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 44 the candidate shall submit the application with medical certification or other supporting evidence to the Student Services Centre within seven days of the last day

48. To be eligible for the award of a degree a candidate must have satisfied the examiners in the examinations prescribed for the programme on completion of each course. In special cases the School may allow later examination.

51. After the examiners have reached a decision, every candidate will be notified by the School of the result of his/her examination. 52. A degree certificate under the seal of the University will be despatched to each candidate who is awarded the degree. The certificate will

53. Appeals against decisions of boards of examiners must be made in writing to the Academic Registrar under the Regulations for the

The Masters degree is either a programme of study at an advanced level of a subject already studied for a first degree, or a conversion programme in which a candidate can acquire a set of skills or knowledge different from those of the first degree studied, or a preliminary year to MPhil/PhD in which *inter alia* a programme of research training can be given¹.
This Code of Practice sets out the basic requirements for all School Masters programmes and the responsibilities both of programme

providers and of students. It codifies what already exists in most departments. By making minimum requirements explicit, it provides a basis for monitoring the academic activity of the School through the Teaching, Learning and Assessment Committee as well as a guide to students of what they can reasonably expect and to departments of what they should provide.

3. The Code does not seek to reflect all departmental/programme variations. The expectation, and requirement, is that all programmes will conform to the minimum standards set out in the paragraphs below and that, where departmental/programme variations exist, they will enhance these minimum standards. (The Code uses the term department to cover both departments and institutes.)

Regulations governing the registration, attendance and examination of Masters students are published annually in the

regulations. The content and structure of each programme is also given in the Calendar/Graduate Handbook.

Part-time students should contact their Programme Tutors for information on relevant variations from the terms of this Code. In particular, they should ensure that they will be able to attend lectures, classes and seminars when required.

6. All programme providers must make arrangements to ensure that the requirements set out in paragraphs 7 to 27 below are fulfilled.

Each department appoints a named Programme Tutor for each programme, who is responsible for all administrative matters related to that programme and for its academic content (eg arrangements for assignment of supervisors to students and for provision of clear information for students). The name of the Programme Tutor must be made known to all incoming students before arrival and at the

The department will send to all applicants accepted on to a Masters programme, normally no later than 1 August of the year of admission, detailed information about the programme, the courses available in the coming session and a preliminary reading list. This information should be sent as a follow-up to the formal offer of admission and as a way of welcoming the applicant, before arrival, on to

At the start of each session the department will hold an introductory meeting for all students on each programme, introducing them to it and to the department (or will make alternative arrangements if more appropriate to the size of the programme(s) in the department). At this meeting students should be given full written guidance of the requirements of the programme, the selection of options and the arrangements for supervision.

10. Arrangements must be made for a formal meeting between each student and his or her supervisor as soon as possible in the session, and certainly within the first three weeks.

Progress Monitoring

- 11. Each student should meet his/her supervisor at least twice a term. These meetings provide an opportunity for the student to seek and receive academic guidance and feedback on progress and performance. Their form will be for the individual supervisor to determine but will frequently involve the discussion of the student's written work or seminar presentation. Each supervision should, as far as possible, be uninterrupted by telephone calls, visitors or other distractions. Each supervisor must have at least one office hour a week during term-time, and the time of this hour should be posted on the outside of his/her door.
- 12. Supervisors are responsible for advising students on their academic progress and on any academic problems they may experience. Supervisors also undertake a pastoral role and in the case of non-academic problems (emotional, financial, personal) s/he should refer the student, as necessary, to the appropriate agencies in the School (eg Health Service, Financial Support Office, Advisers, Deans). If a student decides to withdraw from or interrupt his/her programme of study the supervisor should at once inform the Student Services Centre and the Programme Tutor.
- 13. In the Lent term each student is asked to complete a progress report form and discuss progress with his/her supervisor. The completed form is returned to the Programme Tutor of each Masters programme.
- 14. If a student wishes to change supervisor s/he should approach the Programme Tutor for advice. Where the Programme Tutor is the supervisor a student should approach the departmental Convener and, failing a satisfactory outcome at departmental level, the Dean of Graduate Studies.

Tuition

- 15. Normally a programme will include (in addition to other courses) one core course and a long essay/project/dissertation of not more than 10.000 words
- 16. Each programme will normally include at least 120 hours of formal tuition exclusive of individual supervision. The component courses of each programme may differ in the amount of formal tuition but each will normally be of between 30 and 40 contact hours for a full year course or 15-20 hours for a semester course.
- 17. Teaching will be a combination of lectures, seminars and classes. The teaching method will largely be determined by the size of the programme and the nature of the subject. When students are asked to attend undergraduate lectures, separate graduate classes or seminars must be provided.
- 18. Students will normally be given the opportunity to produce at least two essays or other form of written work for each course in addition to written work which is required as part of the final assessment for the course. Written work produced during the programme will not count towards the final assessment unless specifically stated in the programme regulations.
- 19. Written work should normally be marked and returned within two weeks of submission, with constructive comment

Assessment

- 20. The assessment of each Masters programme is conducted in accordance with the regulations for that programme printed in the Calendar/Graduate Handbook. These regulations are set by the School within the regulations for students proceeding to the degrees of MSc and MA and by the School and the University in the case of the LLM. There is considerable scope for a variety of assessment methods. If Programme Tutors wish to change the method of assessment they must seek prior approval from the Graduate Studies Subcommittee for a change in the programme regulations.
- 21. Regulations require all examination scripts to be double-marked, ie marked independently by two internal examiners. Scripts are then available for moderation by an External Examiner in accordance with the duties of External Examiners set out in the School's Instructions for Examiners. If coursework counts towards the final award the School requires that it be marked in detail by one internal examiner with a second internal marker having at least an overview of the work. In cases of disagreements between the two markers the External Examiner should be asked to moderate. The External Examiner has the right to inspect any coursework he or she wishes.
- 22. The final Board of Examiners will be held no later than 31 August for Masters programmes where examinations (including the dissertation) are complete by the end of June and 30 November for all other Masters degree programmes.

Long Essav/Project/Dissertation Guidance

- 23. Where a programme includes a long essay/project/dissertation as part of the final assessment, in addition to the guidance given at the start of the session, students should be given written guidance in the Lent term (or at a time consistent with when topics are selected) on the requirements of this element of the final assessment. Students should also be given clear information on what assistance they can expect to receive from their supervisors. A meeting of all students might also be held to enable students to raise questions on the requirements
- 24. School practice regards the long essay/project/dissertation in one of two ways: either as a form of 'take-home examination' or as a piece of original research under the guidance of a supervisor. For the former, supervisors can be expected to assist on the selection of topics and on reading but not comment on drafts of the work.

Staff-Student Committee

- 25. Each department must make arrangements for a Staff-Masters Students' Committee (or, if more appropriate to the size of the department, a Staff-Graduate Students' Committee).
- 26. The Staff-Students' Committee should be scheduled to meet at least once a term to discuss issues of relevance and interest to Masters students and their teachers.
- 27. The Staff-Students' Committee should at its first meeting appoint a representative to the Taught Graduate Students Forum.

Responsibilities of the student

- 28. Students are required to attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must firstly obtain the consent of their supervisor and inform the Student Services Centre. If students are away from the School for any reason, including illness, they must inform their supervisor and, in case of absence of more than a fortnight, the Student Services Centre.
- 29. Students are required to pay School fees when due. Failure to pay fees could result in the withdrawal of Library rights, termination of registration, and withholding of award certification.
- 30. Students must keep all their appointments with their supervisors; attend lectures, classes and seminars as required; submit written work as required by their supervisor, seminar or class teacher; and take note of the guidance and feedback given.
- 31. Students should decide on their choice of course after discussion with their supervisor. They must ensure that their choice accords with

² It is exceptional rather than normal for an LLM student to be allowed to take an essay in one of the four examined subjects. In addition it should be noted that some Masters programmes have no options and some have no compulsory dissertation element.

the regulations for the degree as published in the Calendar/Graduate Handbook and that they submit their option choice form, signed by the supervisor, to the Graduate School Office no later than the specified deadline. All subsequent changes must be reported to the Student Services Centre by the specified deadline. Failure to report changes will result in a student being required to take the examination in the course for which he or she was originally registered.

- the deadline.
- receiving other important information.

Revised August 2002

32. Students must make sure that, on receipt of their examination entry form, they check it and return it to the Student Services Centre by

33. Students are required to communicate changes of address to the Student Services Centre as soon as they occur. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not

34. Students who decide to withdraw from the School must inform their supervisor, the Programme Tutor and the Student Services Centre in writing. Failure to inform the School could result in a demand for fee payments for the full session.

EXAMINATIONS

This section applies to students on taught programmes. It applies to research students only in respect of assessment offences and the presentation ceremonies, or if they are subject to a qualifying examination.

If you are a registered candidate, you must sit all of your examinations at the School. The only exception is where a candidate is taking an intercollegiate course where the examination would normally be sat at the institution which delivered the teaching.

Examination Timetable

The provisional examinations timetable will be published by the end of the Lent term. Your personal examination timetable will be available via LSEforYou early in the Summer term. Examinations will take place in the Summer term and students are required to be in attendance at the School throughout the exam period and available until 2 July 2004.

Late Submission of Course Work

There are penalties for the late submission of course-work. See the Annex to the Regulations for MA and MSc degrees and the Regulations for Diplomas.

Examination Entry

The course choices you make at the start of the session will constitute your examination entry.

Qualifying Examinations

If your continued registration is subject to any qualifying examination(s) you should ask your supervisor as early as possible what you are required to do.

In order that the School can make such arrangements, you should submit the appropriate completed form available from the Student Services Centre by week 3 of the Lent term.

Deferring Examinations

Deferral is only granted in exceptional circumstances

Deferment is not a right. School regulations normally require candidates to sit all examinations in the academic session in which the courses were first studied. If you wish to defer an examination, you will need to obtain the permission of your supervisor, the Chair of the relevant board of examiners and the Chair of the Graduate Studies Subcommittee. You should note that permission to defer is only given in exceptional circumstances. You should normally obtain this before the end of the first week of the Summer term.

Illness and Examinations

You must submit medical information and details of extenuating circumstances within seven days of your last examination.

Before examinations

If you are ill before your examinations and you think your illness may affect your examination performance, you can ask the Board of Examiners to take this into consideration. You must get a medical certificate confirming your illness and write formally to the board via the Student Services Centre, quoting your candidate number and your programme of study. Any information submitted after the meeting of the Board of Examiners cannot be taken into consideration.

During examinations

If you are taken ill (or involved in an accident) just before or during your examination, you must contact the Student Services Centre immediately to discuss your situation.

Special Exam Arrangements

Please discuss your needs as early as possible with the Adviser to Students with Disabilities & Dyslexia.

Candidates with a long-term physical, medical and/or psychological condition may apply for special examination arrangements. Candidates should contact the Adviser to Students with Disabilities & Dyslexia in H417A as early as possible and no later than the end of Lent term. Special arrangements agreed in the past have included the use of aids, extra time, rest periods, special examination accommodation, etc. To apply for special examination arrangements, you will need medical certification and/or other supporting documentation.

Late applications for special arrangements will only be considered if you experience sudden injury or illness. Such applications should be made at the Student Services Centre.

Examinations Overseas

If satisfactory arrangements cannot be made overseas examinations will have to be taken at the School

Unregistered re-sit candidates may apply to sit examinations overseas at an approved overseas centre by writing to the Student Services Centre by 1 March 2004. Registered candidates can only sit examinations overseas if they have obtained exceptional permission from the Chair of Graduate Studies Subcommittee.

It is your responsibility to find a suitable location to sit your examination(s). Please note, where satisfactory arrangements cannot be made at an overseas location, candidates will be required to sit their examinations at the School.

Fee: The overseas examination fee is £150, payable by all candidates allowed to take examinations overseas in addition to any re-sit fee. Late applications may be subject to an additional fee.

Assessment Offences

Examination (including assessed course work) offences are defined by the School's Regulations on Assessment Offences in Taught Degree and Diploma Courses.

Cheating

- Cheating is an attempt to deceive the examiners and is an offence. It includes but is not limited to: . the use of books, notes, instruments, computer files or other materials or aids in the examination room that are not
- expressly permitted; · assistance or the communication of information by one candidate to another in an examination room or where not permitted by the examiners:
- · copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners.

Plagiarism

Plagiarism is the submission of work submitted by you for assessment which does not acknowledge the words and/or ideas of another person(s), whether published or not. Any quotation from the published or unpublished works of another person(s), including another candidate(s), must be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in the proper format. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as does a single unacknowledged long quotation from a single source.

Results

Shortly after the Board of Examiners for your programme has met, a pass list will be published on the noticeboards on the Ground Floor of the Old Building. Your detailed results will be sent to your permanent home address as it appears in LSEforYou. The Student Services Centre cannot give out examination results.

Examination Re-sits

You are allowed up to two entries only for each examination paper. If you have passed an examination, you will not be allowed to re-sit it unless required by the degree regulations.

Re-sits and re-registration

You are not required to re-register at the School to re-sit your examinations; if, however, you decide to do so you must first get the written permission of your programme convener and then consult the Student Services Centre. Fees for teaching will be charged at the normal rate for the session.

You are normally required to re-sit the paper for the failed course. Exceptionally, however, you may apply to sit a paper for a different course if allowed for in your degree programme regulations and if you follow the teaching for that course. You should first discuss this with your supervisor, whose permission will be required.

Re-sit out of registration

All unregistered re-sit candidates are required to complete a request to re-enter examinations form.. You will also have to pay a re-sit fee of £60 per full unit paper and £35 per half unit paper. The fee of £60 is also to be paid if you have to re-submit your dissertation. There is also an additional £150 for those allowed to sit overseas.

Student Progress Panel

The Student Progress Panel considers applications from students who wish to proceed to the next stage of study despite not having met the progression rules specified for their degree. It also considers applications for repeat registration.

Progression rules

Every degree programmes has rules about progression. Students who fail to meet these rules will not normally be allowed to proceed to the next year of study for their degree programme. They may, however, re-sit examinations at the first available opportunity as an unregistered student.

Procedure

Send applications and supporting statements to the Student Services Centre as early as possible. If you have failed to meet the progression rules for your degree, you will need to complete an application form for registration in the next session. You may also submit a formal statement to the Student Progress Panel to explain the reasons for poor performance (eg health, domestic or personal difficulties encountered during the session). The Panel is unlikely to grant progression with an additional course load unless a strong case has been made, including some indication that any significant problems have been resolved. The Panel takes into account the views of your supervisor and, if relevant, medical or other documented evidence submitted.

Presentation Ceremonies

Ceremonies are held at which those to be awarded a degree are presented to the Director by their departments. Official photographs and videos of the ceremony are available for sale, and receptions are held for students and their quests in departmental groups.

Early in the Summer term for 9-month programmes and early in the following Michaelmas term for 12-month programmes, an invitation and booking form is sent to the term address (as it appears in LSEforYou) of all students expected to be eligible to attend. Each student is allowed to purchase two guest tickets (£15 in 2003) and may request to purchase additional guest tickets. As extra guest tickets are only made available if there is room, booking forms should be returned by the advertised date. There is no guarantee that late-booking students or guests can be accommodated (NB; refunds will be issued where notice of withdrawal is received in good time or if for any reason a student becomes unable to take part in a ceremony).

If you are enrolled on an 9-month programme and have chosen options from a 12-month programme where the full schedule of examinations means that the examiners will not meet until later in the summer (whenever your examination takes place), your results may not be confirmed at the same time as those of other students on your programme. You might have to attend the ceremony in 2005 rather than 2004.

Examination Appeals

If you wish to appeal against a decision of the board of examiners where the School is responsible for administering the examination in question, please refer to the relevant regulations. There is no appeal against the academic judgement of the examiners

Graduate Programme Regulations

MSc Accounting and Finance

Academic-year programme but may be a full year depending on courses selected. Students must take courses to the value of four units as shown. Course number and title AC430 Corporate Finance and Asset Markets or another approved paper* AC420 Corporate Financial Reporting, or AC410 Management Accounting, Strategy and Organisational Control Students should select remaining papers to the value of two full units: AC402 Financial Risk Analysis (H) AC404 Forecasting Financial Time Series (H) AC410 Management Accounting, Strategy and Organisational Control (if not taken under paper 2) AC420 Corporate Financial Reporting (if not taken under paper 2) AC421 Applied Corporate Finance (H) AC440 Corporate Finance Theory (H) AC441 Derivatives (H) AC442 Quantitative Methods for Finance and Risk Analysis (H) AC443 Asset Price Modelling (H) (n/a 03/04) AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H) AC446 Market Microstructure Theory (H) (n/a 03/04) AC447 Global Financial System (H) AC448 Financial Intermediaries (H) (n/a 03/04) AC450 International Accounting and Finance AC499 Dissertation (31 May) ID403 Organisational Theory and Behaviour Any other course *

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Students may elect to have their degree specialisation indicated on their degree certificate. Students who take AC450 as Paper 3 may choose to have MSc Accounting and Finance: International Accounting and Finance on their certificate. Students who take AC410 or AC420 as Paper 3 may choose to have MSc Accounting and Finance: Accounting and Financial Management on their certificate. Students taking finance courses to the equivalent of two full units as Papers 3 and 4 may choose to have MSc Accounting and Finance: Finance on their certificate * means by special permission only.

(H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Analysis, Design and Management of Information Systems

three	compulsory courses and two optional courses an
own. St	tudents will also be required to attend a skills cour
per	Course number and title
	IS470 Information Systems (H)
	IS471 Systems Development (H)
	IS472 Information Systems Management (H) One of the following:
	IS453 System Design in Context
	IS473 Interpretations of Information
	IS474 Innovation and Technology Managem IS475 IT and Development
	IS476 Security in Information Systems for Or (n/a 03/04)
	IS477 Interorganisational Information System One of the following provided that the topic
	been taken under 4 above:
	AC491 Financial Reporting and Managemer Reporting (H)
	ID404 Introduction to Organisational Analys IS462 Aspects of Systems Design (H)
	IS481 Aspects of Information (H)
	IS482 Aspects of Innovation and Technology
	IS483 Aspects of IT and Development (H)
	IS484 Aspects of Security in Information Sys
	IS485 Interorganizational Information System
	IS486 Topics in Information Systems (H)
	IS489 Principles of Privacy and Data Protecti
	OR401 Techniques of Operational Research

Graduate Programme Regulations 1

OR411 Problem Structuring Methods (H) OR423 Topics in Decision Analysis (H) PS439 The Social Psychology of New Technology * A course from another programme 1S499 Dissertation Notes * means by special permission only. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004. MSc Anthropology and Development Full-year programme. Students must take two compulsory courses and one full-unit or two half-unit optional courses and a dissertation as shown. Written papers will be taken in the summer term and the dissertation must be submitted in September. Course number and title Paper AN404 Anthropology: Theory and Ethnography DV400 Development: Theory, History and Policy The equivalent of one full unit from the following: AN402 The Anthropology of Religion AN405 Kinship, Sex and Gender AN406 Political and Legal Institutions AN407 Economic Institutions and Social Transformation AN440 Anthropology and Civil Society, The State and Citizenship AN424 Advanced Ethnography of Melanesia DV406 Development Management DV407 Poverty (H) DV409 Economic Development Policy DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV416 Gender Institutions and Social Development (H) DV417 Global Civil Society (H) DV418 African Development (H) DV419 The State and Political Change in North Africa (H) DV420 Complex Emergencies (H) Any other full unit or combination of two half units offered by Anthropology or Development Studies, as approved AN499/DV410 Dissertation (H) means a half-unit course Notes MSc Anthropology of Learning and Cognition Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Course number and title Paper

AN437 Anthropology of Learning and Cognition AN404 Anthropology: Theory and Ethnography AN402 Anthropology of Religion or AN405 Kinship, Sex and Gender AN499 Dissertation

MA Area Studies

Academic or full-year programme depending on courses selected (either three courses and a dissertation or four courses)

Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the written papers, which are usually taken in May/June. The dissertation is submitted in September Lecture/seminar lists and Course Guides for these degrees will mainly be found

in the information on Masters degrees in the departments concerned. The School cooperates in the teaching for certain branches of the MA Area Studies degree offered by the University of London.

MSc Cities, Space and Society Full-year programme. Students must take the compulsory course, select optional courses to the value of two units and write and research a dissertation. Paper Course number and title GY430 Contemporary Urbanism

Courses to the value of two units from the following: GY407 Managing Economic Development or GY409 Aspects of Managing Economic Development (H) or GY413 Economic Development: Project Development and Evaluation (H) GY411 Urbanisation in the South or GY431 Cities, People and Poverty in the South (H) or GY432 Cities, Culture and Politics in the South (H)

Full-year programme which is not available on a part-time basis. Students must nd a dissertation as

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	GY414 Gender, Space and Society or GY421 Gender and	
	Development: Geographical Perspectives (H) or GY422	
	European Gender Systems (H)	
	GY433 Planning for Sustainable Cities (H)	
	GY434 Environmental Discourse (H)	
	GY455 Economic Aspects of Project Appraisal (H)	
	SO442 Global Cities (H)	
	SO443 Critical Studies of Cities and Regions (H)	
	A course from another programme *	
	GY499 Dissertation	
otes	* means by special permission only	
	(H) means a half-unit course.	

MSc City Design and Social Science

to the val Paper	lue of one unit. Course number and title
	SO520 City Design Studio (1.5 units)
1 2	SO450 Foundations of Urban Studies (H)
2	SO450 Poundations of orban Studies (H)
	SO452 Urban Infrastructure and Development (H)
3	One unit from the following:
2	EC436 Economics of Urban and Regional Planning (H)
	EC437 Economic Aspects of Urban Change (H)
	GY405 Global Cities (H)
	GY410 Aspects of European Economic Development and
	Management (H)
	GY430 Contemporary Urbanism
	GY433 Planning for Sustainable Cities (H)
	GY455 Economic Aspects of Project Appraisal (H)
	SA429 Social Exclusion, Inequality and the Underclass Debate (H)
	SA429 Social Exclusion, inequality and the orderclass Debate (H) SA431 Housing Law (H)
	SA464 Current Issues in Housing and Urban Policy (H)
	SA404 Current issues in Housing and Orban Policy (H) SA479 The Development of Housing Policy (H)
	SA479 The Development of Hodshig Policy (H) SA491 Population Policies: Evolution and Impact (H) (n/a 03/04)
	SO443 Critical Studies of Cities and Regions (H)
	SA4A3 Social and Political Aspects of Regional and Urban
	Planning (H)
	SO404 Sociology of Development (n/a 03/04)
	Any other course in the Department of Sociology, or other
Inter	departments §, by agreement with the course tutor
Votes	§ means by special permission only.
	(H) means a half-unit course.
	n/a 03/034 means not available in the academic year 2003/2004.

MSc Comparative Politics

Full-year programme. Students must take papers to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. Alternatively, students may choose to apply for either of two streams (Empire or Latin America) for which individual regulations apply (see below).

Course number and title Paper

Mandatory papers (all half-unit courses unless otherwise indicated); (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term), (H = half unit) GV467 Introduction to Comparative Politics (H) (M) GV4A9 Comparative Politics Skills Course (H) GV499 Dissertation

- 4, 5, 6 & 7 Courses to the value of two full units from the following (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term)
 - DV402 The Politics of South East Asian Development (M) EU415 Politics and Policy in France (H) (M)

EU417 Government and Politics in Italy (H) (M)

EU429 Spain: Politics, Governance and Europe GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L), must be taken with GV404

GV403 Network Regulation (H) (L)

GV404 Empire and Imperialism: Case Studies (H) (M), must be taken with GV402

GV427 Democracy and Democratisation in East and South Asia (H) (L)

GV431 Nations and Nationalism (H) (M)

- GV432 Government and Politics in China (H) (M)
- GV436 National and Ethnic Conflict Regulation (H) (L)

GV437 Politics and Policy in Latin America (H) (L) (n/a 03/04)

GV438 Religion and Politics (H) (L)(n/a 03/04) GV439 Government and Politics in Eastern Europe (H) (M)

GV441 The State and Prosperity (H) (L) GV442 Globalisation and Democracy (H) (M) (n/a 03/04) GV443 The State and Political Institutions in Latin America (H) (M) GV444 Democracy and Development in Latin America (H) (L) GV454 European Multi-Party Systems (H) (L) GV458 Politics and Policy in Germany (H) (M) GV460 Politics and Policy in Britain (H) (M) GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L) GV465 Democracy and the Politics of National Self Determination (H) (L) GV480 Introduction to Comparative Public Administration (H) (M) GV481 Public Choice and Public Policy 1: Introduction (H) (M) GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481) GV484 Government and Politics in the USA (H) (M) GV485 US Public Policy (H) (L) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H) GV4A6 The Politics of Resistance GV4A8 Nationalism, Political Violence and Terrorism (n/a 03/04)

A half-unit course from the Government or another department § (with the consent of the convenor of MSc Comparative Politics and the teacher of the course)

§ means by special permission only. (H) means a half-unit course means a half-unit course.

n/a 03/04 means not available in the academic year 2003/2004.

MSc Comparative Politics (Empire)

Notes

Paper

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Full-year programme. Students must take papers to the value of four full units as shown, two of which must be GV404 and GV402. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. Course number and title Mandatory papers (all half-unit courses unless otherwise indicated); (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term) (H = half unit) GV404 Empire and Imperialism: Case Studies (H) (M) GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L) GV499 Dissertation Courses to the value of two full units from the following (all halfunit courses unless otherwise indicated); (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term) DV402 The Politics of South East Asian Development (H) (M) EU405 Nationalism (full-unit, M & L) EU415 Politics and Policy in France (H) (M) EU417 Government and Politics in Italy (H) (M) GV4M1 or GV4M2 Skills Course (M & L) GV403 Network Regulation (H) (L) GV427 Democracy and Democratisation in East and South Asia (H) (L) GV431 Nations and Nationalism (H) (M) GV432 Government and Politics in China (H) (M) GV436 National and Ethnic Conflict Regulation (H) (L) GV437 Politics and Policy in Latin America (H) (L) (n/a 03/04) GV438 Religion and Politics (H) (L) (n/a 03/04) GV439 Government and Politics in Eastern Europe (H) (M) GV441 The State and Prosperity (H) (L) GV442 Globalisation and Democracy (H) (M & L) (n/a 03/04) GV443 The State and Political Institutions in Latin America (H) (M) GV444 Democracy and Development in Latin America (H) (L) GV454 European Multi-Party Systems (H) (L) GV458 Politics and Policy in Germany (H) (M) GV460 Politics and Policy in Britain (H) (M) GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L) GV465 Democracy and the Politics of National Self-Determination (H) (L) GV467 Introduction to Comparative Politics (H) (M) GV480 Introduction to Comparative Public Administration (H) (M) GV481 Public Choice and Public Policy 1: Introduction (H) (M) GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481) GV484 Government and Politics in the USA (H) (M) GV485 US Public Policy (H) (L) HY424 The Napoleonic Empire: The Making of Modern Europe? (full-unit, M & L)

IR411 Foreign Policy Analysis III (full-unit, M & L)† IR418 International Politics: Asia and the Pacific (full-unit, M & L)† IR419 International Relations of the Middle East (full-unit,

	M & L)†
	IR425 Soviet a
	IR427 Interna
	IR457 The Pol
	A full or two
	another depa
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	course).
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MSc Comparative Politics (Latin America)

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students	may take up to fo
Paper	Course numb
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1	GV499 Disser
2	Courses to th
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	courses given
	GV437 Politic
	GV443 The S
	(H) (M)
	GV444 Demo
3,4&5	Courses to th
	(M) for cours
	courses given
	The course n
	DV402 The Po
	EU415 Politic
	EU417 Gover
	GV402 Empir
	Concepts, Co
	GV403 Netw
	GV404 Empir
	taken with G
	GV427 Demo
	Asia (H) (L)
	GV431 Natio
	GV432 Gove
	GV436 Natio
	GV438 Religi
	GV439 Gove
	GV441 The S
	GV442 Globa
	GV454 Europ
	GV458 Politi
	GV460 Politi
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	GV467 Intro
	GV480 Introd
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MSc Comparative Politics (Research) Full-year programme. Students must take courses to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note Graduate Programme Regulations 3

and Post-Soviet Foreign Policy (full-unit, M & L)+ ational Politics of Africa (full-unit, M & L)+ litics of International Trade (full-unit, M & L)+ half-unit papers from the Government or artment * (with the consent of the convenor of rative Politics (Empire) and the teacher of the

e that the International Relations (IR) permits non-IR students to take only one IR ect to availability of space on the course tudents taking MSc Comparative Politics e the right to take any one of the options listed

special permission only.

half-unit course.

ans not available in the academic year 2003/2004.

Full-year programme. Students must take courses to the value of four full which must be a skills course. All students are 0-word dissertation on a topic relating to Latin of the courses must be taken together. Part-time our courses in their first year. ber and title

apers; (M) for courses given in the Michaelmas for courses given in the Lent term) (H = half unit) rtation

he value of one unit from the following ses given in the Michaelmas term and (L) for

in the Lent term: cs and Policy in Latin America (H) (L) (n/a 03/04) State and Political Institutions in Latin America

ocracy and Development in Latin America (H) (L) he value of two units from the following ses given in the Michaelmas term and (L) for

n in the Lent term): not already taken under paper 3 above

olitics of South East Asian Development (M) (full) cs and Policy in France (H) (L)

rnment and Politics in Italy (H) (M)

ire and its Consequences: Comparisons,

onclusions (L, must be taken with GV404) vork Regulation (H) (L)

ire and Imperialism: Case Studies (M, must be V402) (H)

ocracy and Democratisation in East and South

ons and Nationalism (H) (M)

- ernment and Politics in China (M) (H)
- onal and Ethnic Conflict Regulation (H) (L) aion and Politics (H) (L) (n/a 03/04)

ernment and Politics in Eastern Europe (H) (M)

State and Prosperity (H) (L)

alisation and Democracy (M & L) (H) (n/a 03/04)

pean Multi-Party Systems (H) (L) ics and Policy in Germany (H) (M)

ics and Policy in Britain (M) (H)

flict and Consensus in Twentieth Century Ireland

nocracy and the Politics of National Self

on (H) (L) duction to Comparative Politics (H) (M)

duction to Comparative Public Administration (H) (M) c Choice and Public Policy 1: Introduction (H) (M) ic Choice and Public Policy II: Advanced Topics

be taken with GV481) ernment and Politics in the USA (H) (M)

Public Policy (H) (L)

o half-unit papers from the Government or partment * (with the consent of the convenor of arative Politics (Latin America) and the teacher of

special permission only.

half-unit course.

eans not available in the academic year 2003/2004.

Paper	Course number and title
1	MI4M1 or MI4M2 Foundations of Social Research (M+L)
2	GV467 Introduction to Comparative Politics (H)
3	GV499 Dissertation
4, 5, 6	Courses to the value of 1.5 units from those listed as papers 4, 5, 6 and 7 for MSc Comparative Politics (above)
Notes	(H) means half unit course
	(M) means Michaelmas term
	(L) means Lent term

MSc Crime, Deviance and Control

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SO409 Sociology of Crime, Deviance and Control
2	SO4M3/SO4M4 Methods of Criminological Inquiry
3	One other related course (other than Theoretical Criminology LL496) from the LLM, MSc Sociology or MSc Courses in Social
	Policy chosen after discussion with the student's supervisor.
4	SO499 An essay of not more than 10,000 words on an approved topic.

MSc Crime, Deviance and Control (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	50409 Sociology of Crime, Deviance and Control
2	SO4M3/SO4M4 Methods of Criminological Inquiry
3	Any other two half-units offered by the Methodology
	Institute (unless already taken as part of SO4M3/SO4M4)
4	SO499 Dissertation

MSc Criminal Justice Policy

Full-year programme. Students must take one compulsory course, nonassessed course SA4C1 and optional courses to the value of two full units and a dissertation as shown

Paper	Course number and title
1	Compulsory course
	SA403 Criminal Justice Policy
2&3	Optional courses
	Choose to the value of two full units from the following courses:
	LL465 Law and Social Theory
	LL458 Mental Health Law (n/a 03/04)
	LL462 Criminal law, Criminology and Criminal Justice
	LL478 Policing and Police Powers
	LL404 Criminal Procedure and Evidence
	LL445 International Criminal Law
	SA429 Social Exclusion, Inequality and the 'Underclass' debate (H)
	SA446 Psychology and Crime
	SA488 Social Policy: Goals and Issues (H)
	SA4B8 Ethnicity, 'Race' and Social Policy (H)
	SA4C9 Social Policy: Organisation and Innovation (H)
	SO409 Crime and Society: Concepts and Method
	SO424 Key Issues in Human Rights
	A course from another programme *
plus	
4	A full- or half-unit course from another MSc programme
	with permission of tutor and MSc programmes §
5	SA465 Dissertation (1 September)
	SA4C1 Long Essay and the Research Process (not assessed)
Notes	§ May only be taken with permission of teacher and MSc
	Programme Tutor.
	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004.

MSc Criminology

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SO409 Crime and Society: Concepts and Method
2	SO4M3/SO4M4 Criminological Research Methods
3	One other related course (other than Theoretical Criminology LL496) from the LLM, MSc Sociology or MSc Courses in Social Policy chosen after discussion with the student's supervisor.
4	SO499 An essay of not more than 10,000 words on an approved topic.

		Paper	Course number and title
			Two compulsory papers:
MSc Cr	iminology (Research)	1	DV406 Development Management
Full-year	programme. Students must take courses to the value of three full	2	DV400 Development: Theory, Histo
units and	a dissertation as shown.		DV400.1 Philosophical and Method
Paper	Course number and title	3	Development Research Courses to the value of one full un
1	SO409 Crime and Society: Concepts and Method	5	DV407 Poverty (H)
2	SO4M3/SO4M4 Criminological Research Methods		DV409 Economic Development Poli
3	Any other two half-units offered by the Methodology		the course lecturer)
4	Institute (unless already taken as part of SO4M3/SO4M4) SO499 Dissertation		DV411 Population and Developmer
4	30499 Dissertation	2	Approach (H)
MScCu	Iture and Society		DV413 Institutions, Environmental Ch
	programme. Students must take courses to the value of three full		DV415 Institutions and the Global I
	a dissertation as shown.		DV416 Gender Institutions and Soc
Paper	Course number and title		DV417 Global Civil Society (H)
1	SO434 Cultural Theory and Cultural Forms		DV418 African Development (H)
2	One course from the following:		DV420 Complex Emergencies (H)
	MC408 Theories and Concepts in Media and		DV421 HIV/AIDS and Other Emergi DV422 International Political Econo
	Communications (Media and Power) (H)		EC429 Reform of Economic System
	SO426 Sociological Theory Part I (H)		EC436 The Economics of Regional
3	SO444 Qualitative Methods for Cultural Research (H)		EH416 Markets and States in Develop
4 & 5	Optional courses to the value of one full unit selected from		GV483 Public Management Theory
	the following:		GV494 Contested Issues in Public N
	GI402 Gender: Epistemology and Research Methodology (H)		GY407 Managing Economic Develo
	GI405 Sexuality and the Body (H) GY414 Gender, Space and Society		GY408 European Economic Develop
	GY430 Contemporary Urbanism		GY409 Aspects of Managing Econo
	IS473 Interpretation of Information		GY410 Aspects of European Econo
	MC402 The Audience in Mass Communications (H)		ID402 Organisational Behaviour and
	MC409 Media Technology and Everyday Life (H)		IS475 IT and Development
	MC411 Media and Globalisation (H)		MN403 Negotiation Analysis (H)
	MC412 Media Ritual and Public Life (H)		MN404 Incentives and Governance
	PS410 Social Representations (H)		OR413 Operational Research in Les
	PS411 The Social Psychology of the Media (H)		(n/a 03/04) SA435 NGO Management, Policy a
	PS437 Representations, Institutions and Communities (H)		SA460 Urbanisation and Social Plan
	PS439 The Social Psychology of New Technology (H)		SA478 International Housing and S
	PS451 Cognition and Culture (H)		SA492 Reproductive Health Program
	SA434 Foundations of Urban Studies (H)		Implementation and Evaluation (H)
	SA437 Urban Morphologies (H)		SA4C2 Basic Education for Social D
	SO425 Regulation, Risk and Economic Life		03/04 and 04/05)
	SO435 Culture and Economy (H) SO436 Sociology of Consumption (H)		Another course with the approval of
	Plus any other MSc level course offered in the School,	4	DV410 Research Design and Dissertat
	subject to the consent of the candidate's teachers.	Notes	(H) means a half-unit course.
6	SO499 Dissertation (10,000-15,000 words)		n/a 03/04 means not available in the
Notes	(H) means a half-unit course.		
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MSc Decision Sciences

	programme. Students are required to take four compulsory course
	nal courses to the value of two half units.
Paper	Course number and title
1	OR422 Decision Analysis in Theory and Practice
2&3	Two of the following:
	OR411 Problem Structuring Methods (H)
	OR417 Advanced Topics in Decision Analysis (H)
	OR431 System Dynamics Modelling (H)
4	OR418 Applied Decision Sciences ‡
5	Two of the following:
	The paper not taken under 2 and 3 above
	ID404 Introduction to Organisational Analysis (H)
	IS472 Information Systems Management (H)
	MA402 Game Theory (H)
	MN415 The Analysis of Strategy A (H)
	OR401 Techniques of Operational Research (H)
	OR424 Analytic Frameworks for Policy Evaluation + (H)
	OR430 Decision Science Methods † (H) or OR403 Computer
	Modelling in Operational Research + (H)
	A course from any other MSc Programme *
Notes	† Examined entirely by means of essays and project reports.
	# This is an extended practical project which will be
	introduced in the summer term and worked on throughout
	the summer.
	* means by special permission only.
	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004

MSc Development Management

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

ory and Policy, including dological Issues in nit from the following: blicy (with permission from ent: An Analytical hange and Development (H) Environment (H) cial Development (H) ing Health Threats (H) omy of Development and Urban Planning (H) pping Economies since c1880 y and Doctrine (H) Management (H) lopment opment Management nomic Development (H) omic Development (H) nd Change e in Organisations (H) ss Developed Countries (H) and Administration Social Change ammes: Design, Development (H) (n/a of supervisor/course tutor ation in Development Studies e academic year 2003/2004.

MSc Development Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

- Course number and title Paper
- DV400 Development: Theory, History and Policy, including DV400.1 Philosophical and Methodological Issues in Development Research DV410 Research Design and Dissertation in Development Studies 3&4 Courses to the value of two full units from the following: (note: the International Relations (IR) Department permits non-IR students to take only one option from those prefixed 'IR'. Access is not guaranteed for any option) AN406 Political and Legal Institutions

AN407 The Anthropology of Economic Institutions and their Social Transformation

DV407 Poverty (H)

DV409 Economic Development Policy (with permission from the course lecturer)

DV411 Population and Development: An Analytical Approach (H) DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV416 Gender Institutions and Social Development (H) DV417 Global Civil Society (H) DV418 African Development (H)

DV420 Complex Emergencies (H)

DV421 HIV/AIDS and Other Emerging Health Threats

DV422 International Political Economy of Development

EC307 Economic Development †

EC428 Development and Growth ‡ EC436 The Economics of Regional and Urban Planning ‡

EH416 Markets and States in Developing Economies since c1880 EH426 Latin American Development in the 20th Century: Liberalism to Neoliberalism

EH440 African Economic Development in Historical

Perspective (n/ Interdisciplinary Approach the course lecturer) the course lecturer) GV479 Nationalism GY411 Third World Urbanisation Implementation Contemporary India IR419 International Relations of the Middle East IS475 IT and Development LL461 United Nations Law SA411 Foundations of Health Policy § SA414 Health Economics World (H) 03/04 and 04/05) consult the lecturers. (H) means a half-unit course.

MSc Development Studies (Research)

Full year programme. Students take papers 1 and 2 as for MSc Development Studies plus modules taught in the Methodology Institute equal to one full unit and a course or courses to the value of one further full unit from the options listed under papers 3 & 4 of MSc Development Studies.

MSc Econometrics and Mathematical Economics

units as shown.

Paper

2&3

Notes

EC484 Econometric Analysis Two papers selected from the following: EC485 Topics in Advanced Econometrics EC441 Advanced Microeconomics or EC442 Advanced Macroeconomics EC476 Advanced Economic Theory EC483 Game Theory for Economists Approved Statistics and/or Mathematics courses to the total value of one unit: ST410 Basic Time Series (H) ST409 Stochastic Processes (H) ST411 Regression Diagnostics and Generalised Linear Modelling (H)

Graduate Programme Regulations 5

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EH446 Economic Development of East and South East Asia GI400 Gender Theories in the Modern World: An

GV431 Nations and Nationalism (H) (with permission from

GV437 Politics and Policy in Latin America (H) (n/a 03/04) GV441 The State and Prosperity (H) (with permission from

GV480 Introduction to Comparative Public Administration (H) (with permission from the course lecturer)

GV483 Public Management Theory and Doctrine (H) GY408 European Economic Development Management

GY414 Gender, Space and Society

GY420 Environmental Planning: National and Local Policy

GY436 Nationalism, Democracy and Development in

One of the following IR courses: ‡

IR418 International Politics Asia and the Pacific

IR427 International Politics of Africa

IR457 Politics of International Trade

LL447 International Economic Law

LL448 International Environmental Law (n/a 03/04) LL453 International Protection of Human Rights

SA435 NGO Management, Policy and Administration §

SA445 Social planning for Rural Development §

SA460 Urbanisation and Social Planning §

SA478 International Housing and Social Change SA481 Basic Population Analysis (H) (n/a 003/04)

SA485 Methods for Population Planning (H)

SA491 Population Policies: Evolution and Impact (H) (n/a 03/04) SA492 Reproductive Health Programmes: Design,

Implementation and Evaluation (H)

SA493 Population Trends and Processes in the Developing

SA4C2 Basic Education for Social Development (H) (n/a

SO404 Sociology of Development (n/a 03/04)

† For students without a first degree in Economics

‡ Entry to these courses may be restricted

§ Course designed for those with a minimum of one year's practical working experience in developing countries; seminars

draw extensively on students' own experience. Entry may be restricted. Interested students should attend lectures and

n/a 03/04 means not available in the academic year 2003/2004.

Full-year programme. Students must take courses to the value of four full

Course number and title

ST421 Developments in Statistical Methods (H)

Notes	Economics with the approval of the Programme Director (H) means a half-unit course
	A course from the Paper 4 list of options of the MSc in
	EC475 Quantitative Economics
4	One paper, to include an extended essay, from the following
	with the approval of the Programme Director
	Other courses in Statistics or Mathematics may be selected
	Series (H)
	site of the integration of the analysis of hear time

ST418 Non-linear Dynamics and the Analysis of Real Time

MSc Econometrics and Mathematical Economics (Preliminary Year)

Students without a satisfactory background in both economics and mathematics are required to take the MSc programme over two years the first of which is a preliminary year. Students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Econometrics. To proceed to the final year, students must pass three examinations with a mark of at least 60%. Students are expected to attend four courses during the preliminary year.

Paper	Course number and title
1	EC309 Econometric Theory
2&3	Two courses from the following list:
	MA200 Further Mathematical Methods (Calculus) (H) and
	MA201Further Mathematical Methods (Linear Algebra) (H)
	ST202 Probability, Distribution Theory and Inference
	EC319 Mathematical Economics
	EC411 Microeconomics for MSc Students
	A course approved by the candidate's teachers and the
	Programme Director
	In addition, preliminary year students are required to attend
	EC331 Quantitative Economics Project Seminar
Notes	(H) means a half-unit course

MSc Economic History

Full-year programme

Paper	Course number and title
1	EH400 Historical Analysis of Economic Change
2 & 3	Two of the following:
	EH416 Markets and States in Developing Economies since c1880 EH422 Topics in Quantitative Economic History
	EH440 African Economic Development in Historical Perspective (n/a 03/04)
	EH446 Economic Development of East and Southeast Asia EH459 Financial and Business History: America, Europe and Japan
	EH462 Latin American Development in the Twentieth Century EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe
	EH477 History of Economics: From Moral Philosophy to Social Science (n/a 03/04)
	Either EH482 Pre-Modern Paths of Growth: East and West Compared, c1000-1800 or
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries
	Either EH428 The Economics of Less Developed Countries or SO404 Sociology of Development (n/a 03/04)
4	EH499 Dissertation (15,000 words)
Notes	n/a 2003/2004 means not available in the academic year 2003/2004

MSc Economic History (Research)

Please see MSc Economic History.

MSc Economics

Academic-year programme. Students must take three compulsory courses, one optional course and a dissertation linked to the optional course as shown. Students are also required to attend the September Course and take EC400 and EC401.

Paper	Course number and title
1	EC413 Macroeconomics for MSc Students or EC442
	Advanced Macroeconomics †
2	EC411 Microeconomics for MSc Students or EC441
	Advanced Microeconomics †
3	EC402 Methods of Economic Investigation or EC443
	Advanced Econometrics †
4	One of the following courses
	(including a 6000-word dissertation to be submitted by the
	beginning of the summer term):

	EC421 International Economics
	EC423 Labour Economics
	EC424 Monetary Economics
	EC426 Public Economics
	EC427 Economics of Industry
	EC428 Development and Growth
	EC429 Reform of Economic Systems
	EC430 Capital Markets
	EH422 Topics in Quantitative Economic History
	EH477 History of Economics: From Moral Philosophy to
	Social Science (n/a 03/04)
	Any other course in Economics approved by the
	candidate's teachers
Notes	n/a 03/04 means not available in the academic year 2003/2004.
	+ Students may take only one of the Advanced-level courses
	(EC441, EC442, EC443). Students intending to progress to
	Track 2 of the MRes/PhD in Economics must take one
	Advanced-level course.

MSc Economics (Preliminary Year)

Students without a strong background in economics are required to take the MSc programme over two years. Students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Economics. To proceed to the final year, students must pass four examinations with marks of at least 60%. Course number and title Paper

- EC201 Microeconomic Principles I or EC202 Microeconomic Principles II EC210 Macroeconomic Principles MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107
- Quantitative Methods (Statistics) (H) or MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) One of the following: EC220 Introduction to Econometrics EC221 Principles of Econometrics ST102 Elementary Statistical Theory Notes Candidates may be allowed to substitute one other course
- for one of the above papers with the permission of the Course Tutor. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Economics and Economic History

Full-year programme. Students must take four courses, one of which, EH422, will include an 8,000-10,000-word dissertation the draft of which must be submitted for supervisor's comments by the end of the summer term. Students are also required to attend the September courses EC400 and EC401. Paper Course number and title

- Either EC411 Microeconomics for MSc Students or
- EC413Macroeconomics for MSc Students
- EC402 Methods of Economic Investigation
- EH422 Topics in Quantitative Economic History (includes a dissertation of 8,000-10,000 words)
 - One of the following: EH416 Markets and States in Developing Economies since c1880 EH440 African Economic Development in Historical Perspective (n/a 03/04)
 - EH446 Economic Development of East and Southeast Asia EH459 Financial and Business History: America, Europe and Japan
 - EH462 Latin American Development in the Twentieth Century: from liberalism to neo-liberalism
 - EH475 The Rise and Decline of Economic Policy in Twentieth
- Century Western Europe Notes (H) means a half-unit course.

n/a 03/04 means not available in the academic year 2003/2004.

MSc Economics and Philosophy

Full-year programme.

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- Course number and title Paper 1&2
 - Two of the following: EC411 Microeconomics for MSc Students
 - EC413 Macroeconomics for MSc Students
 - EC402 Methods of Economic Investigation
 - One of the following: PH400 Philosophy of Science and Scientific Method PH405 Philosophy of the Social Sciences PH407 Foundations of Probability

- PH413 Philosophy of Economics
- PH418 Philosophical Research and Writing: Economics and Philosophy
- PH413 Philosophy of Economics seminar (compulsory for all students whether or not they are taking course PH413 as part of option 3) PH499 Dissertation
- MSc Environment and Development

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- Full-year programme. Students must take courses to the value of four full units. Paper Course number and title
 - GY435 Environment and Development: Economics and Institutions
- One full unit or two half units offered by the Development Studies Institute
- One full unit or two half units offered by the Department of Geography and Environment from the following: GY411 Urbanisation in the South GY420 Environmental Regulation: Implementing Policy GY421 Gender and Development: Geographical Perspectives (H) GY431 Cities People and Poverty in the South (H) GY432 Cities Culture and Politics in the South (H) GY436 Nationalism, Democracy and Development in Contemporary India (H) GY442 Critical Perspectives on the Greening of Industry GY444 Environmental Assessment in the Planning Process GY455 Economic Aspects of Project Appraisal (H) GY456 Issues in Environmental Regulation (H) GY499 Dissertation or one full or two half units from any courses listed under 3 or offered by the Development Studies Institute Notes (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Environmental Assessment and Evaluation

Full-year programme. Students must take three compulsory courses and a dissertation as shown.

- Course number and title Paper
 - GY420 Environmental Regulation: Implementing Policy
 - GY424 Environmental Impact and Risk Assessment
 - GY423 Environmental Evaluation of Economic Development GY429 Environmental Project: Synthesis and Application

MSc Environmental Policy, Planning and Regulation

Full-year programme. Students must take three compulsory courses and a dissertation as shown.

Paper Course number and title

- GY420 Environmental Regulation: Implementing Policy
- GY423 Environmental Evaluation of Economic Development
- GY433 Planning for Sustainable Cities (H) and GY444Environmental Assessment in the Planning Process (H) **GY499** Dissertation

Notes (H) means a half-unit course

MSc EU Policy Making

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Institute: Contemporary Research in preparation for the dissertation.

- Course number and title Paper
- EU401 European Union: Government, Law and Policy EU416 Introduction to the Integration of the European 2&3 Political Economy (n/a 02/03)
 - IR416 The International Politics of Western Europe † LL430 European Community Competition Law § SA405 European Social Policy SA406 European and Comparative Health Policy § In the first term, either EU415 Government and Politics in France (H) or GV458 Government and Politics in Germany (H) § or GV457 Government and Politics in Italy (H) § or GV429 Government and Politics in Spain (H) & and in the second term, EU414 Public Policy in France (H) or GV453 Socio-Economic Cohesion Policies in the EU (H) § or EU440 Greece and South East Europe: Government, Economy and Foreign Policy (H) or EU403 Spain and Europe (H) or EU402
 - Social Market Economy in Germany (H)

Notes

Paper

§ means by special permission only. (H) means a half-unit course.

MSc European Political Economy: Integration Full-ye

	rogramme. Stude
	and a dissertation
	rdisciplinary Resea
Institute: C	ontemporary Res
Paper	Course number
1	EU442 The Pol
2	One of the foll
	EU441 The Pol
	EU443 Europea
	EU446 Instituti
	EU401 The EU:
	IR413 Regional
	IR429 Economi
3	One of the foll
	a. Any combine
	Domestic Politi
	EU402 Social N
	EU403 Spain a
	EU414 Public P
	EU440 Greece
	GV457 Govern
	GV459 Public I
	GV460 Govern
	GV463 Govern
	b. Regulation a
	LL430 Europea
	LL431 The Euro
	GV488 The Lav
	GV439 Govern
	EU412 The Poli
	SA405 Europea
	A paper from 2
	A relevant pap
4	EU499 Disserta
Notes	† Please note th
	permits non-IR
	availability of sp
	* A half-unit fr
	combined with
	** Course may
	teacher and th
	(H) means a ha
	n/a 03/04 mear

MSc European Political Economy: Transition

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU451 Post-Communist Politics and Policies in preparation for the dissertation.

> Course number and title Michaelmas term. One of the following: EU443 European Models of Capitalism (H)

- A relevant course from another programme §

Graduate Programme Regulations 7

EU499 Dissertation

+ Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa.

3

4

n/a 03/04 means not available in the academic year 2003/2004.

ents must take three compulsory courses and n as shown. Additionally, all students must take arch Methods and Design and EU450 European search in preparation for the dissertation. r and title

litical Economy of European Integration

owing to the value of one unit:

litical Economy of EU Enlargement (H) and an Models of Capitalism (H)

ions and Politics of EMU (H)

Government, Law and Policy or

Integration of Western Europe ic Diplomacy

lowing to the value of one unit: ation of the following half-unit courses on

ics and European Integration:

Market Economy in Germany

nd Europe

Policy in France

and South-East Europe

ment and Politics in Italy**

Policy in Germany**

nment and Politics in Britain**

ment and Politics in Scandinavia** and Market Construction:

an Community Law**

opean Internal Market**

w and Politics of Regulation**

ment and Politics in Eastern Europe (H)** and itics of Transition in the Former Soviet Union (H) an Social Policy

above not already taken*

per from another programme**

hat the International Relations (IR) Department students to take only one IR option, subject to bace on the course concerned.

rom the Paper 2 selection list may be any half-unit from Paper 3 not already taken.

y only be taken with the permission of the e MSc co-ordinator.

alf-unit course.

ns not available in the academic year 2003/2004.

EU400 The Political Economy of Transition in Europe

Students with little or no background in Economic Theory are expected to attend EU409 Basic Economic Concepts for

European Political Economy during the first 5 weeks of the

a. Political Economy/Western looking courses: 2 half-units chosen from the following 3:

EU441 The Political Economy of EU Enlargement (H)

EU440 Greece and South East Europe (H)

b. Political, Historical/Eastward looking courses:

EU412 The Politics of Transition in the Former Soviet Union (H) GV439 Government and Politics in Eastern Europe (H) † GV4A7 Russian and the Post-Soviet States: Politics and Policy

c. An Economic Approach: One course chosen from:

EC429 Reform of Economic Systems ** EC428 Development and Growth** EC438 Public Financial Policy** Any one full unit or two half units chosen from the following: Nationalism EU411 Ethnic Diversity and International Society EU405 Theories of Nationalism EU413 Nationalism, Religion and Warfare GV498 Multiculturalism, Nationalism and Citizenship (H) † EU401 The EU: Government, Law and Policy EU402 The Social Market Economy in Germany EU423 Greece and the European Union (H) EU446 Topics in European Economic Integration: Institutions and Politics of EMU International Relations IR425 Soviet and Post-Soviet Foreign Policy † IR429 Economic Diplomacy † Sectoral Specialisation DV417 Global Civil Society (H) + GV442 Globalization and Democracy (H) SA405 European Social Policy † A course from 2 above not already taken A relevant course from another programme** EU499 Dissertation Notes + Courses may be taken only with the permission of the teacher concerned. ** Courses may be taken only with the permission of the teacher and the MSc co-ordinator; admission will depend on the student having the necessary background and on availability of space. (H) means a half-unit course.

MSc European Politics and Governance

Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take up to four courses in their first year. Course number and title Paper

Part I: Foundation

GV450 European Politics: Comparative Analysis (H) (M) IR430 History and Theory of European Integration (H) (M)

Part II: Specialisation (Stream 1 - EU Policy Making) One of the following:

EU419 Socio-Economic Cohesion Policies in the EU (H) (L) EU420 European Union Law and Government (H) (M) EU421 Policy-Making in the European Union (H) (L) EU430 Europeanisation: The Comparative Politics of

n/a 03/04 means not available in the academic year 2003/2004.

Domestic Change (H) (M)

GV471 Institutional Politics in the European Union - A

Rational Choice Approach (H) (L) GV4A2 Citizens' Political Behaviour in Europe: Elections,

Public Opinion, and Identities (H) (L)

GV4A5 International Migration and Public Policy ((H) (L) IR431 EU Policy-Making in a Global Context (H) (L)

EU441 The Political Economy of EU Enlargement (H) (M) †

EU444 Topics in European Economic Integration: Institutions and Politics of EMU (H) (M) †

EU445 The Integration of the European Political Economy (H) (L) †

EU446 Patterns of Economic Integration in Europe (H) (L) † Either two (4A & 4B) half-unit courses from the following: Another one or two units half-unit courses from 3 - Stream 1 EU402 Social Market Economy in Germany (H) (L)

EU415 Government and Politics in France (H) (L)

EU417 Government and Politics in Italy (H) (L)

EU423 Greece and European Union (H) (M) EU429 Spain: Politics, Governance and European Integration

(H) (L)

EU440 Greece and South-East Europe: Government,

Economy and Foreign Policy (H) (L)

GV439 Government and Politics in Eastern Europe (H) (L)

GV458 Government and Politics in Germany (H) (L)

GV460 Government and Politics in Britain (H) (L)

GV463 Government and Politics in Scandinavia (H) (L)

GV464 Conflict and Consensus in Iwentieth Century Ireland (H) (L)

Or one full-unit course from the following:

IR416 The International Politics of Western Europe

SA405 European Social Policy

- SA406 European and Comparative Health Policy
- EU411 Ethnic Diversity and International Society †

3&4 EU442 The Political Economy of European Integration (cannot be taken with EU445 or EU446) † GV479 Nationalism † GV4A1 Warfare, Religion and National Identity † GY408 European Economic Development Management † LL430 European Community Competition Law † LL459 Constitutional and Institutional Law of the EU † A relevant full-unit course from another Stream or MSc programme * Part II: Specialisation (Stream 2 – Comparative European Politics and Policy) One of the following: EU415 Government and Politics in France (H) (L) EU417 Government and Politics in Italy (H) (L) EU423 Greece and European Union (H) (M) EU429 Spain: Politics, Governance and European Integration 5 (H) (L) EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) (L) GV439 Government and Politics in Eastern Europe (H) (L) GV458 Government and Politics in Germany (H) (L) GV460 Government and Politics in Britain (H) (L) GV463 Government and Politics in Scandinavia (H) (L) (n/a 03/04) GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L) Either two (4A and 4B) half-unit courses from the following: plus Another half-unit course from 3 – Stream 2 6 GV438 Religion and Politics (H) (L) † (n/a 03/04) GV454 European Multi-Party Systems (H) (L) Notes GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H) (L) GV4A5 International Migration and Public Policy ((H) (L) EU402 Social Market Economy in Germany (H) (L) EU419 Socio-Economic Cohesion Policies in the EU (H) (L) EU430 Europeanisation: The Comparative Politics of Domestic Change (H) (M) EU443 European Models of Capitalism (H) (L) † (H) means a half-unit course. Or one full-unit course from the following: n/a 03/04 means not available in the academic year 2003/2004. IR416 The International Politics of Western Europe SA405 European Social Policy SA406 European and Comparative Health Policy MSc European Politics and Policy (Research) EU411 Ethnic Diversity and International Society † Full-year programme. Students must take four half-unit courses and a skills EU442 The Political Economy of European Integration + course and dissertation as shown. GV479 Nationalism † Course number and title Paper GV4A1 Warfare, Religion and National Identity † As for MSc European Politics and Policy 1&2 A relevant full-unit course from another Stream or MSc programme * Politics and Policy Part III: Skills Training One of the following: GV4M1 Skills Programme (H), which includes: MI451 Quantitative Analysis 1: Description and Inference (M) GV499 dissertation MI401 Concepts and Methods in Social Inquiry (L) GV4M2 Skills Programme (H), which includes: MI452 Quantitative Analysis 2: The Generalized Linear Model (M) MSc European Social Policy MI401 Concepts and Methods in Social Inquiry (L) Part IV: Dissertation EU499/GV499 Dissertation dissertation as shown. * Courses in other MSc programmes may only be taken with Course number and title Paper the approval of the MSc programme convenor. SA405 European Social Policy † Students who wish to take this course must seek approval **European Contextual options** from the convenor of the course.

M Full

(H) means a half-unit course.

n/a 03/04 means not available in the academic year 2003/2004.

Notes

Full-year and a ski	programme. Students must take courses to the value of 2.5 units Ils course and dissertation as shown. Part-time students may take in courses in their first year.	3	Other options Choose to the value o SA407 Health System SA409 Social Security
Paper 1 & 2	Course number and title Two of the following (Comparative Element) Obligatory Core Course I: Michaelmas term: GV439 Government and Politics in Eastern Europe (H) (n/a 02/03) GV450 European Politics: Comparative Analysis (H) Lent term: GV451 European Policy: Comparative Analysis (H) (n/a 02/03) GV452 European Union: Politics and Policy (H) GV453 Socio-economic Cohesion Policies in the EU (H) GV454 European Multi-Party Systems (H) GV463 Government and Politics in Scandinavia (H) GV471 Institutional Politics in the European Union – A Rational Choice Approach (H)	4	SA429 Social Exclusio Debate (H) SA451 Social Policy R SA479 The Developm SA488 Social Policy: (SA4A7 Gender and E SA4A9 Gender and E SA4C9 Social Policy: (SA4C9 Social Policy) SO409 Crime and So A full or half unit cou

Two of the following (Country Element):	
Obligatory Core Course II:	
Michaelmas term- GV429 Government and Politics in Spain (H)	
GV460 Government and Politics in Britain (H) or EU415	
Government and Politics in France (H) or GV458 Government	
and Politics in Germany (H) or GV457 Government and	
Politics in Italy (H)	
Lent term- EU402 Social Market Economy in Germany (H)	
EU403 Spain and Europe (H)	
EU414 Public Policy in France (H)	
EU440 Greece and South-East Europe: Government,	
Economy and Foreign Policy (H)	
GV459 Public Policy in Germany (H) (n/a 02/03)	
GV464 Conflict and Consensus in Twentieth Century Ireland	
(H)	
One of the following, in Michaelmas or Lent term:	
Michaelmas term	
GV480 Introduction to Comparative Public Administration (H)	
Another course from 1-4 above or a half-unit course taught	
in the Government or another department §	
Lent term- GV436 National and Ethnic Conflict Regulation (H) *	
GV438 Religion and Politics (H) Another course from 1-4 above	
A half-unit course taught in the Government or another	
department §	
Obligatory Core Course III:	
GV4M1 or GV4M2 Skills Course (H)	
GV499 Dissertation	
* Students who wish to take this course must sign up to	
request to do this course with the MSc Programme Manager	
in the first five weeks of the Michaelmas term. They must	
state the time and date of their application, the MSc	
programme they are taking and their reasons for wishing to	
take the course. They must leave their e-mail address. They	
will be informed quickly of the teacher's decision.	
§ means by special permission only.	

- - One of the papers listed as papers 3 and 4 for MSc European
- One of the papers listed as papers 3, 4 and 5 for MSc European Politics and Policy
- MI4M1 or MI4M2 Foundations of Social Research (M & L)

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units, non-assessed course SA4C1 and a

- Choose to the value of one full unit from the following courses: EU419 Socio-Economic Cohesion Policies in the EU (H) EU420 EU European Union Law and Government (H) * EU421 Policy-making in the European Union (H) * IR431 European Union Policy-Making in a Global Context (H)
- of one full unit from the following courses: ms and Policies (H)
- v Policies (H) ion, Inequality and the 'Underclass'
- Research nent of Housing and Urban Renewal (H)
- Goals and Issues (H)
- Social Policy: Theory and Practice (H) European Welfare States (H)
- ace' and Social Policy (H)
- Housing and Social Change: Shelter
- ; (H) Organisation and Innovation (H) ociety: Concepts and Method
- ourse from another MSc programme with

September) Notes Programme Tutor. § means by special permission only. (H) means a half-unit course.

5

Paper

3

4

Notes

MSc European Studies

the dissertation. Course number and title One unit from the following: Political Economy (n/a 02/03) GV475 Mill's Liberalism (H) One of the following: Another option from 2 above EU499 Dissertation Programme Tutor § means by special permission only. (H) means a half-unit course.

MSc Finance and Economics

optional courses to the value of one full unit. They must submit a dissertation in one of the optional courses and take a two-hour examination in the other. Admitted students must pass the September course in Mathematics. The dissertation must be submitted by the last week of June. Course number and title Paper EC411 Microeconomics for MSc Students * AC436 Financial Economics AC437 Financial Econometrics Courses to the value of one full unit selected from the following (one to be examined by dissertation and one by examination): AC402 Financial Risk Analysis (H) AC404 Forecasting Financial Time Series (H) AC421 Applied Corporate Finance (H) AC440 Corporate Finance Theory (H) AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H) AC446 Market Microstructure Theory (H) (n/a 03/04) AC447 Global Financial System (H) AC448 Financial Intermediaries (H) (n/a 03/04) Notes * With the approval of the Programme Director, students with the required background may be permitted to take EC413 Macroeconomics for MSc Students (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Finance and Economics (Research) Academic-year programme. Students must take courses as shown.

the approval of tutor and MSc programmes § SA466 Dissertation (10,000 words) to be handed in 1

SA4C1 Long Essay and the Research Process (non-assessed) * May only be taken with permission of teacher and MSc

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Institute: Contemporary Research in preparation for

IR413 Regional Integration in Western Europe

EU416 Introduction to the Integration of the European

EU411 Ethnic Diversity and International Society (n/a 02/03) or GV479 Nationalism or GV4A1 Welfare, Religion and National Identity or EU406 Ethnicity, Racism and Nationalism (n/a 02/03) In the first term EU415 Government and Politics in France (H) with, in the second term, EU414 Public Policy in France (H) or EU440 Greece and South East Europe (H) or EU403 Spain and Europe (H) or EU402 Social Market Economy in Germany (H)

GV476 Twentieth-Century European Liberal Thought (H)

HY411 European Integration in the Twentieth Century § IR416 The International Politics of Western Europe † LL430 European Community Competition Law *

SA405 European Social Policy §

SA406 European Comparative Health Care Policy § A relevant course from another programme §

* May only be taken with permission of teacher and MSc

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, (this does not include the core course IR413) subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant

course from another programme' and vice versa.

n/a 03/04 means not available in the academic year 2003/2004.

Academic-year programme. Students must take three compulsory courses and

Graduate Programme Regulations 9

Paper	Course number and title
1	AC436 Financial Economics
2	AC437 Financial Econometrics
3	EC441 Advanced Microeconomics
4	AC498 Dissertation (H)
5	One half-unit course selected from the following:
	AC402 Financial Risk Analysis (H)
	AC421 Applied Corporate Finance (H)
	AC440 Corporate Finance Theory (H)
	AC444 Valuation and Security Analysis (H)
	AC445 Portfolio Management (H)
	AC446 Market Microstructure Theory (H) (n/a 03/04)
	AC447 Global Financial System (H)
	AC448 Financial Intermediaries (H) (n/a 03/04)

MSc Gender Full-year programme. Students must take one compulsory course and options to the value of two full units and a dissertation as shown. Course number and title Paper GI400 Gender Theories in the Modern World: An Interdisciplinary Approach Courses from the list below to the value of two full units: AN405 Kinship, Sex and Gender DV400 Development Studies: Theory, History and Policy EH484 Gender, Work and Industrialisation (H) GI402 Gender, Epistemology and Research Methodology (H) GI403 Gender and the Media (H) GI404 Gender and Post-Colonial Theory (H) GI405 Sexuality and the Body: Western Theories, Cultures and Practices (H) GI406 Feminist Political Theory (H) GY414 Gender, Space and Society IR406 Gender, Justice and War LL454 Human Rights of Women PS413 Psychology of Gender (H) (n/a 03/04) SA402 Social Policies for Ageing Populations (H) (n/a 03/04) SA491 Population Policies: Evolution and Impact (H) (n/a 03/04) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population, Trends and Processes in the Developing world (H) SA4B2 Family Change and Society (H) (n/a 03/04) A course from another programme § GI499 Dissertation (1 September) Notes § means by special permission only. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Gender (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GI400 Gender Theories in the Modern World: An
	Interdisciplinary Approach
2	GI402 Gender, Epistemology and Research Methodology (H)
3	MI451 Quantitative Analysis (H) or
	MI452 Quantitative Analysis II (H)
4	MI453 Fundamentals of Research Design (H)
5	MI454 Qualitative Social Research (H)
6	GI499 Dissertation
Notes	(H) means a half-unit course
	If students have previously taken courses that cover the main
	material in MI453 or MI454, they may with the approval of the
	Programme Director be permitted to substitute for one of these
	an optional half unit from the selection of gender courses
	offered at LSE.

MSc Gender and Development

Full-year programme. Students must take two compulsory courses and optional courses to the value of one full unit and a dissertation as Shown. Examinations for the written papers will be taken in the summer term except for any written papers from law courses which will be examined in August/September. The dissertation will be submitted in September. Course number and title

1	DV416 Gender Institutions and Social Development (H) and
	SA4A8 Gender, International Social Policy and Development (H)
2	GI400 Gender Theories in the Modern World: An
	Interdisciplinary Approach
3	Courses to the value of one full unit from the list below:

	AN405 Kinship, Sex and Gender DV400 Development Theory, History and Policy DV402 The Politics of Southeast Asian Development DV407 Poverty (H) DV409 Economic Development Policy DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV418 African Development (H)	2 3 4 5	(Power and Processes) or P Media and Communication half-unit course offered by MC4M1 Methods of Resea GI400 Gender Theories ir Interdisciplinary Approach GI403 Gender and the M GI499 Dissertation (10,00
otes	 DV420 Complex Emergencies (H) GI402 Gender: Epistemology and Research Methodology (H) GI404 Gender and Post-Colonial Theory (H) (n/a 02/03) GI405 Sexuality and the Body: Western Theories, Cultures and Practices (H) GI406 Feminist Political Theory (H) GY414 Gender, Space and Society (n/a 02/03) LL454 Human Rights of Women PS413 Psychology of Gender (H) (n/a 03/04) SA402 Social Policies for Ageing Populations (H) (n/a 03/04) SA491 Population Policies: Evolution and Impact (H) (n/a 03/04) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population, Trends and Processes in the Developing World (H) A relevant course from another programme as approved by the programme director § GI499 Dissertation or DV410 Research Design and Dissertation in Development Studies § means by special permission only. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004. 	Full-year value of shown. supervise	Iobal History programme. Students must ta 2.5 units, one optional halt Candidates are required to or's comments by the end of the ination in September. <i>Course number and title</i> EH481 Economic Change analysis (Michaelmas term EH482 Pre-modern Paths compared, c1000-1800 EH483The Development a Economy in the 19th and One of the following (Len EH484 Gender, Work and H485 Scientific, Technical China to the Industrial Re EH486 Shipping and Sea 1860 (H) EH487 International Econ (H) (n/a 03/04) EH488 The Economic Hist
otes	§ means by special permission only. (H) means a half-unit course.		1860 (H) EH487 International Eco (H) (n/a 03/04)

MSc Gender and Social Policy

No

Full-year programme. Students must take courses to the value of three full 5 units, non-assessed course SA4C1 and a dissertation as shown below. Course number and title Paper Notes SA4A7 Theorising Gender and Social Policy (H) and one of the following: SA4A8 Gender, International Social Policy and Development (H) SA4A9 Gender and European Welfare States (H) GI400 Gender Theories in the Modern World: An Interdisciplinary Approach Courses to the value of one full unit from the list below: Either SA4A9 Gender and European Welfare States (H) or SA4A8 Gender, International Social Policy and Development (H) GI402 Gender: Epistemology and Research Methodology (H) GI403 Gender and the Media (H) GI405 Sexuality and the Body: Western Theories, Cultures and Practices (H) GI406 Feminist Political Theory (H) GY414 Gender, Space and Society LL454 Human Rights of Women PS413 Psychology of Gender (H) (n/a 03/04) SA402 Social Policies for Ageing Populations (H) (n/a 03/04) SA405 European Social Policy SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA452 Social Policy, Planning and Participation in Developing Countries SA488 Social Policy: Goals and Issues (H) (M) SA491 Population Policies: Evolution and Impact (H) (n/a SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population Trends and Processes in the Develop World (H) SA4B2 Family Change and Society (H) (n/a 03/04) SA4B8 Ethnicity, 'Race' and Social Policy (H) SA4C9 Social Policy: Organisation and Innovation (H) SO411 The Sociology of Gender SA4C1 Long Essay and the Research Process (not assess GI499 (10-12,000 words) or SA4A5 (10,000 words) dissertation (last Friday in August) Notes (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003.

MSc Gender and the Media

Full-year programme. Students must take courses to the value of th units and a dissertation as shown below. Course number and title Paper

PS405 Theories and Concepts in Media and Communications

PS453 Theories and Concepts in ons (Media and Power) (H) + one other the Gender Institute or Media@lse arch in Media and Communications (H) n the Modern World: An

Media (H)

- 00-15,000 words)

take three compulsory courses to the f-unit course and a dissertation as o submit a draft dissertation for he summer term. This is a prerequisite

- e in Global History: approaches and m only) (H) of Growth: East and West
- and Integration of the World d 20th centuries
- nt term only):

d Industrialisation (H) I and Useful Knowledge from Song

evolution (H) Power in Asian Waters, c1600-

nomic Institutions since World War I story of a Continental Empire: the

00-1914 (H) (n/a 03/04) EH489 The Globalisation of Social Risk and Social Security since 1850 (H) (n/a 03/04)

EH480 Dissertation in Global History (10,000 words) to be submitted by 1 September

(H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Global Market Economics

For students first registered on or before October 2002.

Academic-year programme lasting two years; not available part-time. Students must take courses to the value of four units each year and complete a dissertation linked to paper 6.

Students are required to attend the September Course and take EC400 and EC401, normally before the start of the first year. Each student will be advised at the point of admission about the level of the courses in papers 2, 3 and 4 that he or she is required to take. No student may take any course prefixed by EC4 without attending the September Course and passing the examinations in Mathematics and Statistics.

Each year of the programme is classified independently. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Global Market Economics. To be eligible to proceed into the second year, candidates must achieve marks of 60 or higher in all 200-level courses and 50 or higher in all 400-level courses. A lower mark in a single paper may be condoned by a high mark in another Paper Course number and title

Year 1 (2002/03)

	1	EC404 Current Economic Issues (n/a 03/04)
a 03/04)	2	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or
		EC411 Microeconomics for MSc Students or EC412 Microeconomics II
ping	3	EC210 Macroeconomic Principles or EC413 Macroeconomics for MSc Students or EC414 Macroeconomics II
	4	EC220 Introduction to Econometrics or EC402 Methods of Economic Investigation or EC403 Methods of Economic
(L)		Investigation II
-	Year 2 (2	003/04)
ssed)	5	EC406 Economic Policy Analysis
100	6	EC421 International Economics
	7 & 8	Approved papers to the value of two full units t
	Notes	† Students who took all core courses (papers 2,3 and 4) at
3/2004.		200 level in their first year must take a 400 level core course
		in their second year and will normally be expected to take
_		EC411. Other students may take any courses, subject to
		timetabling availability and with the permission of the course
nree full		lecturer and approval of the MSc Programme Director.
		(H) means a half-unit course.
		n/a 03/04 means not available in the academic year 2003/2004.

MSc Global Market Economics

For students commencing October 2003 or later Academic-year programme lasting two years; not available part-time. Students must take courses to the value of four units each year and complete a dissertation linked to paper 6. Students are required to attend the September Course and take EC400 and EC401, normally before the start of the first year. Each student will be advised at the point of admission about the level of the courses in papers 1, 2 and 3 that he or she will be required to take. No student may take any course prefixed by EC4 without attending the September Course and passing the examinations in Mathematics and Statistics. No more than one of EC411, EC442 or EC443 may be taken in any one year. All students must write a dissertation in their second year as part of paper 6. Each year of the programme is classified independently. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Global Market Economics. To be eligible to proceed into the second year, candidates must achieve marks of 60 or higher in all 200-level courses and 50 or higher in all 400-level courses. A lower mark in a single paper may be condoned by a high mark in another . Paper Course number and title Year 1

year (
1	EC201 Microecor
	EC411 Microecor
	EC441 Advanced
2	EC210 Macroeco
	EC413 Macroeco
	EC442 Advanced
3	EC220 Introducti
-	EC402 Methods
	EC443 Advanced
4	Courses to the va
	IR457 Politics of I
	IR460 Comparati
	GV481 Public Ch
	GV481 Public Ch
	EH487 Internation
Year 2	En407 Internation
	ECADE Economic
5	EC406 Economic
7	EC421 Internatio
	EC404 Current E
8	Any other appro
Notes	† Please note that
	permits non-IR stu
	availability of space
	* Students who t
	level in their first
	second year and
	Other students m
	availability and wi
	approval of the N

course

Paper

Year

2

4

MSc Global Media and Communications

s as	shown below.
	Course number
	MC408 Theories
	Communication
	MC4M1 Method
	Communication
	SO420 Approact
	MC411 Media a
	Two of the follo
	DV417 Global C
	permission of th
	GI403 Gender a
	GV442 Globalisa
	GY405 Global C
	MC401 Citizens
	PS411 Social Psy
	MC403 Contem
	MC409 Media,
	MC410 Globalis
	(n/a 03/04)
	MC404 Political
	MC412 Media,
	MC413 New M
	Any other MSc-
	subject to the co
	MC415 The Glo

Graduate Programme Regulations 11

nomic Principles I or nomics for MSc Students or Microeconomics onomic Principles or onomics for MSc Students or d Macroeconomics tion to Econometrics or of Economic Investigation or d Econometrics alue of one unit from: International Trade † ive Political Economy † noice and Public Policy I (H) with either hoice and Public Policy II (H) or nal Economic Institutions since World War I (H) Policy Analysis onal Economics

conomic Issues

>ved paper *

t the International Relations (IR) Department udents to take only one IR option, subject to ce in the course concerned.

took all core courses (papers 1,2 and 3) at 200 year must take a 400 level core course in their will normally be expected to take EC411.

hay take any courses, subject to timetabling with the permission of the course lecturer and ASc Programme Director.

(H) means a half-unit course.

n/a 03/04 means not available in the academic year 2003/2004.

Full-time programme taken over two calendar years. Students must take

and title

and Concepts in Media and

- s (Media and Power) (H) ds of Research in Media and
- s (H)
- thes to Globalisation (H)
- and Globalisation (H)
- wina:
- ivil Society (subject to availability and
- ne course teacher)
- ind the Media (H)
- ation and Democracy* (H) (n/a 03/04)
- Cities* (H)
- hip and the Media (H)
- ychology of the Media (H) porary Issues in Media Policy (H)
- Technology and Everyday Life (H)
- sation, Regulation and Public Policy (H)

Communication (H)

Ritual and Public Life (H) edia, Information and Knowledge Systems (H) level course which is offered in the School, onsent of the candidate's teachers

bal Media Seminar (Not examined)

MC499 Dissertation (10-15,000 words)
Six courses to the value of 24 USC units taken at the
University of California, from:
ICUS01 Social Dynamics of Communication Technologies
(4 USC units)
ICUS02 Communication and the International Economy
(4 USC units)
ICUS03 The Culture of New Technologies (4 USC units)
ICUS04 Communication and Global Competition (4 USC units)
ICUS05 Political Economy of Global Telecommunications and Information (4 USC units)
ICUS06 Comparative Communications (4 USC units)
ICUS07 International Communication: National Development
(4 USC units)
ICUS08 Global, International and Intercultural
Communication in Organisations (4 USC units)
ICUS09 The Globalisation of Media and Culture (4 USC units)
ICUS10 The Global Entertainment Industry (4 USC units)
ICUS11 Global Advertising (4 USC units)
ICUS12 Communication Research Practicum
Any other course offered in the Annenberg School for
Communications, the Marshall School of Business, or the
School of International Relations at the University of
Southern California at 500 or 600 level, subject to the
consent of the candidate's USC adviser.
Please note that the availability of optional courses is
dependent upon a number of factors and thus neither LSE nor
USC can guarantee that all options will be available each year.
Courses marked * are subject to availability and the permission
of the course lecturer.
(H) means a half-unit course.
n/a 03/04 means not available in the academic year 2003/2004.

MSc Health Policy, Planning and Financing

Year 2

Academic-year programme taught jointly with the London School of Hygiene and Tropical Medicine. Students must take courses to the value of four units as shown It is highly recommended that students select courses which spread the workload over the course of the year. Course number and title Paper

rapei	Course number and the
1	SA447 Foundations of Health Policy (H)
	SA407 Health Systems and Policies (I) (H)
2 & 3	Any combination of the following to the value of two units:
	Health Economics
	SA408 Health Economics (H)
	SA4C4 Cost-effectiveness Analysis in Health Care (H)
	SA4C3 Statistical Methods in Health Care Economic
	Evaluation (H)
	(LSHTM) 1600 Economic Analysis for management & Policy (H)
	(LSHTM) 1501 Economic Evaluation (H)
	(LSHTM) 1502 Economics of Health Care Systems (H)
	Health Policy and Management
	SA4D4 Health Systems and Policies (II) (H)
	SA427 Pharmaceutical Economics and Policy (H)
	(LSHTM) 1117 Health Policy, Process and Power (H)
	(LSHTM) 1304 Health Impact and Decision Analysis (H)
	(LSHTM) 1606 Analytical Models for Decision Making (H)
	(LSHTM) 1403 Organisational Management (H)
	(LSHTM) 1402 Conflict and Health (H)
	Epidemiology and Health Trends
	SA4D2 Health and Population in Developing and Transitional Societies (H)
	SA4D1 Health and Population in Contemporary Developed Societies (H)
	DV421 HIV/AIDS and Other Emerging Health Threats (H) (LSHTM) 2001 Basic Epidemiology (H)
	(LSHTM) 1303 Environment and Health (H)
	(LSHTM) 1309 Science, Politics and Policy (H)
	(LSHTM) 1503 Globalisation and Health (H)
4	Courses to the value of one unit from the following:
	SA468 Health Policy, Planning and Financing – Report (1 June)
	Any courses listed for papers 2-3
	Any LSE courses not listed above, subject to availability and
	approval by the course organisers
	Any optional LSHTM linear or study units, subject to
	availability and approval by the course organisers
Notes	(H) means a half-unit course.

MSc Health, Population and Society

Full-year programme. Students must take courses to the value of three full units and a dissertation

Paper 1	Course number and title SA4D1 Health and Population in Contemporary Developed Societies (H) SA4D2 Health and Population in Developing and Transitional Societies (H)	2&3	Either two cou course from th programme ta other courses of of the teachers
2	SA447 Foundations of Health Policy (H) and One of the following half unit courses: DV411 Population and Development: An Analytic Approach (H) SA485 Methods of Population Planning (H) SA491 Population Policies: Evolution and Impact (H) (n/a 03/04) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population Trends and Processes in the Developing World (H)		HY409 The O 1935-1945 HY411 Europe HY412 Spain World War, C HY414 French 1940-1969 ((r HY424 The Na Europe? (n/a (
3	Courses to the value of one full unit from the following: Any course not taken in 2 SA402 Social Policies for Ageing Populations (H) (n/a 03/04) SA407 Health Systems and Policies (I) (H) SA408 Health Economics (H) SA429 Social Exclusion, Inequality and the Underclass Debate (H) SA482 Data Collection, Sampling and Surveys (H) (n/a 03/04) SA488 Social Policy Goals and Issues (H) SA482 Family, Change and Society (H) (n/a 03/04) SA4C3 Statistical Methods in Health Care Economic Evaluation (H) SA4C4 Cost-effectiveness Analysis in Health Care (H)		HY426 The Eu HY428 Britain since 1870 (n/ HY429 Anglo- War, 1939-19 HY430 The M HY432 From (Cold War Era, HY433 Cultur Modern World HY434 The Ris A course from
	SA4C9 Social Policy Organisation and Innovation (H) SA4D3 Quality of Life (H) SA4D4 Health Systems and Policies (II) (H) A related course from another programme	4 Notes	HY499 Dissert § means by sp (H) means a h n/a 03/04 mea
4	SA4B3 Dissertation on a topic approved by the supervisor (1 September)		
Notes	(H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.		ousing and Re

MA/ MSc History of International Relations

Full-year programme. Students must take one compulsory course and two optional courses and a dissertation as shown.

Branch 1 – International History in the Twentieth Century

Paper Course number and title

4

HY400 International History in the Twentieth Century 2&3 Either two courses from the following list or alternatively one course from the list and a course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the approval of the teachers concerned and the Programme Director. HY401 Europe: Unity and Disunity since the Renaissance HY408 Nationalism Communism and Conflict in East Asia, 1931-1954 HY409 The Origins and Conduct of the Second World War, 1935-1945 HY411 European Integration in the Twentieth Century HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War (n/a 03/04) HY414 French External Relations in the Era of de Gaulle, 1940-1969 (n/a 03/04) HY421 The History of the Arab-Israeli Conflict: from the 1948 War to the 1993 Oslo Accords (n/a 03/04) HY422 Presidents, Public Opinion and Foreign Policy: from Roosevelt to Reagan, 1933-1989 HY428 Britain and the Modern World: Power and Decline since 1870 (n/a 03/04) HY429 Anglo-American Relations from World War to Cold War, 1939-1991 HY430 The Marshall Plan and Europe, 1945-1952 HY431 The Cold War and Third World Revolutions, 1965-1989 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995 HY434 The Rise and Fall of Communism in Europe 1917-1990 HY499 Dissertation Notes § means by special permission only. -1) ma ns a half-unit course n/a 03/04 means not available in the academic year 2003/2004. Branch 2 – The Making of Contemporary Europe

Paper Course number and title HY401 Europe: Unity and Disunity since the Renaissance

urses from the following list or alternatively one the list and a course from another Masters aught at LSE which is complementary with the chosen, is suitably timetabled and has the approval rs concerned and the Programme Director. Drigins and Conduct of the Second World War, bean Integration in the 20th Century and the Great Powers, 1936-1953: Civil War, old War (n/a 03/04) ch External Relations in the Era of de Gaulle, ((n/a 03/04) Napoleonic Empire: The Making of Modern 03/04) uropean Enlightenment, c 1680-1830 n and the Modern World: Power and Decline n/a 03/04)o-American Relations from World War to Cold Marshall Plan and Europe, 1945-1952 Cold Warriors to Peacemakers: the End of the , 1979-1995 ral Encounters from the Renaissance to the ise and Fall of Communism in Europe 1917-1990 n another programme § tation special permission only. half-unit course. ans not available in the academic year 2003/2004.

egeneration

dents must take SA479 (Development of Housing and Urban Renewal) and SA464 (Current Issues in Housing, Community and Regeneration Policy) and complete a dissertation (SA469). In addition, they can select a half unit from:

SA4C5 International Housing and Social Change: Shelter Needs and Strategies

SA4C6 International Housing and Human Settlements: Conflicts and Communities

SA431 Housing Law

SA436 Planning and Regeneration

SA4C7 Understanding Housing Finance and Economics

They can then choose options to the value of 1.5 units from the above

or the following

SA422 Housing Economics and Finance (unless SA4C7 taken)

Recommended options in the Social Policy Department/School depending on approval from Course Tutor.

MSc Human Geography Research

Full-year programme. Students are required to be examined in elements from the three parts of the programme as specified below to the value of four units. Precise examination arrangements are listed under each course guide. Paper Course number and title

Part I – Research Core

- GY403 Contemporary Debates in Human Geography Seminar (H)
- Either MI451 Quantitative Analysis 1: Description and Inference (H) or

MI453 Fundamentals of Research Design (H) Part II - Substantive Specialism

Either Economic Geography Specialism Either Local Economic Development strand: GY407 Managing Economic Development and GY415 Economic Development: Global Change and Local Response (H)

or Regional and Urban Economics strand (1.5 units from the following):

EC437 Economic Aspects of Urban Change (H)

GY457 Applied Urban and Regional Economics

GY458 Real Property Market Practice (H) **Or Development Specialism**

1.5 units from the following:

GY411 Urbanization in the South (not to be taken with GY431 or GY432)

GY421 Gender and Development: Geographical Perspectives (H) GY423 Environmental Evaluation and Economic Development GY431 Cities, People and Poverty in the South (H) GY432 Cities, Culture and Poverty in the South (H) **Or Environmental Regulation Specialism**

(H) and (unless already taking GY420) **Or Urban Specialism** GY454 Urban Policy and Planning SO442 Global Cities (H) Or

4 Notes

Part III

MSc Human Resource Management

Full-year pr	ogramme for stu
Chartered	Institute of Perso
take three	compulsory cour
take a spec	cial supplementa
workshops	and to write a re
Paper	Course numbe
1	ID400 Employ
2	ID402 Organis
3	ID410 Manage
	Policy (H)
	ID411 Internat
	Management
4	ID499 MSc Pro
5	ID493 Human
Notes	(H) means a h
1 hourse and the second se	

MSc Human Rights

Paper	Course numb
1	SO424 Key Is
2 & 3	Optional Cou
	following (re
	availability, re
	department.
	Department
	AN406 Politi
	AN407 Anth
	Social Transf
	AN439 Anth
	DV417 Glob
	DV418 Afric
	DV420 Com
	EU411 Ethni
	GV436 Natio
	GV442 Glob
	GV443 The S GV448 Hum
	GV465 Dem
	Determinatio
	IR405 Sover
	IR412 Intern
	IR422 Confli
	LL409 Huma
	LL445 Intern
	LL452 The Ir
	of Force
	LL453 Intern
	LL454 Huma
	LL461 Unite
	LL468 Law of
	LL469 Theor
	SA4B4 Child

GY420 Environmental Regulation: Implementing Policy or GY423 Environmental Evaluation of Economic Development or GY433 Planning for Sustainable Cities (H) and GY444 Environmental Assessment in the Planning Process

GY455 Economic Aspects of Project Appraisal (H) GY456 Issues in Environmental Regulation (H)

- 1.5 units from the following:
- GY430 Contemporary Urbanism
- GY431 Cities, People and Poverty in the South (H)
- GY432 Cities, Culture and Poverty in the South (H)

SO443 Critical Studies of Cities and Regions (H)

Any other courses to the value of one and a half units as approved by the course tutor and the teacher concerned

GY499 Dissertation of not more than 10,000 words on a topic approved by the course tutor

(H) means a half-unit course.

n/a 03/04 means not available in the academic year 2003/2004.

idents also seeking graduate membership of the connel and Development (CIPD). Students must rses and a dissertation. They are also required to ary programme of work by attending ten skills report on their business link (ID493).

er and title ment Relations

- sational Behaviour and Change
- ement of Human Resources: Strategies and
- ational and Comparative Human Resource
- roject Report
- Resources Policy and Practice
- alf-unit course.

Full-year course. Students are required to take one compulsory course, ue of two units, and write a dissertation as shown. ber and title

ssues in Human Rights

- urses to the value of two full units from the gistration for these options depends on regulations and the conditions of the outside Some further restrictions apply to Law
- options that are part of the LLM degree) ical and Legal Institutions
- ropology of Economic Institutions and their ormation
- propology and Human Rights
- al Civil Society (H)
- an Development (H)
- plex Emergencies (H)
- c Diversity and International Society
- onal and Ethnic Conflict Regulation (H) alisation and Democracy (H) (n/a 03/04)
- State and Political Institutions in Latin America (H)
- an Rights Theory (H) (n/a 03/04)
- ocracy and the Politics of National Selfon (H)
- eignty, Rights and Justice
- ational Institutions III
- ict and Peace Studies
- an Rights in the Developing World
- national Criminal Law nternational Law of Armed Conflict and the Use
- national Protection of Human Rights
- an Rights of Women
- d Nations Law
- of Human Rights in the United Kingdom y, History and Practice of Human Rights Rights, Child Poverty and Development

Graduate Programme Regulations 13

	SO499 A dissertation of no more than 15,000 words on an
Notes	approved topic (H) means a half-unit course.
Notes	n/a 03/04 means not available in the academic year 2003/2004.

Paper	Course number and title
1	ID400 Employment Relations or ID401 Advanced
	Comparative Employment Relations
2	MI4M1 or MI4M2 Foundations of Social Research
3	Courses to the value of one full unit from:
	ID402 Organisational Behaviour and Change
	ID410 Management of Human Resources: Strategies and Policy (H)
	ID411 Comparative Human Resource Management (H)
	ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)
	ID413 Labour Market Analysis: Pay (H)
	ID414 Industrial Psychology
	LL463 Freedom and Association in International, European and National Labour Law
4	ID499 Dissertation
5	ID500 Industrial Relations Seminar (not assessed)
Notes	(H) means half-unit course.
110100	(ii) insense of the second

MSc Industrial Relations and Personnel Management (Academic Stream)

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown.

Paper 1	Course number and title ID400 British Industrial Relations or ID401 Comparative Industrial Relations
2 & 3	Courses to the value of two full units from the following: ID400 or ID401 if not already taken under 1
	ID402 Organisational Behaviour and Change ID405 Industrial Psychology (H)
	ID405 Industrial rsychology (H) ID410 Management of Human Resources (H)
	ID411 Comparative Human Resource Management (H)
	ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)
	ID413 Labour Market Analysis: Pay (H)
	ID480 Labour Law
	SO438 Sociology of Employment I: Social Relations at Work (H) SO439 Sociology of Employment II: Contemporary
	Management and Globalisation (H)
	A course from another programme §
4	ID499 MSc Project Report
Notes	§ means by special permission only.
	(H) means a half-unit course.

MSc Industrial Relations and Personnel Management (Professional Stream)

Full-year programme for students also seeking graduate membership of the Chartered Institute of Personnel and Development (CIPD). Students must take three compulsory courses and a dissertation. They are also required to take a special supplementary programme of work by attending ten skills workshops and to write a report on their business link (ID493).

Paper	Course number and the
1	ID400 British Industrial Relations
2	ID402 Organisational Behaviour and Change
3	ID410 Management of Human Resources (H)
	ID411 Comparative Human Resource Management (H)
4	ID499 MSc Project Report
5	ID493 Personnel Policy and Practice
Notes	(H) means a half-unit course.

MSc Industrial Relations and Personnel Management (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

- Paper Course number and title
- ID400 British Industrial Relations or ID401 Comparative Industrial Relations MI4M1 or MI4M2 Foundations of Social Research
- Courses to the value of one full unit from:

ID402 Organisational Behaviour and Change
ID410 Management of Human Resources (H)
ID411 Comparative Human Resource Management (H)
ID412 Labour Market Analysis: Economic Analysis of Trade
Unions (H)
ID413 Labour Market Analysis: Pay (H)
ID414 Industrial Psychology
LL463 Law of Management and Labour Relations
ID499 Dissertation
ID500 Industrial Relations Seminar (not assessed)
(H) means half-unit course.

MSc International Employment Relations and Human

Resource Management Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. Course number and title Paper ID400 Employment Relations or ID401 Advanced **Comparative Employment Relations** 2&3 Courses to the value of two full units from the following: ID400 or ID401 if not already taken under 1 ID402 Organisational Behaviour and Change ID405 Industrial Psychology (H) ID410 Management of Human Resources: Strategies and Policy (H) ID411 International and Comparative Human Resource Management (H) ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H) ID413 Labour Market Analysis: Pay (H) No ID480 Labour Law SO438 Sociology of Employment I: Social Relations at Work (H) SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) A course from another programme § ID499 MSc Project Report

Notes § means by special permission only. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc International Health Policy

Full-year programme. Students must take one compulsory course and courses to the value of two full units and a dissertation as shown. Paper Course number and title SA406 Health Systems and Policies SA447 Foundations of Health Policy (H) Courses to the value of one and a half units from the following: EC426 Public Economics I MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) MN403 Negotiation Analysis (H) SA405 European Social Policy SA408 Health Economics (H) SA427 Pharmaceutical Economics and Policy (H) SA4C3 Statistical Methods in Health Care Economic Evaluation (H) SA4C4 Cost-effectiveness Analysis in Health Care (H) SA4D3 Quality of Life Another LSE course subject to the approval of the course tutor Selected linear and study units at London School of Hygiene subject to the approval of the course tutor § 4 SA4A6 Dissertation (end of first week in September) Notes § means subject to approval. (H) means a half-unit course n/a 03/04 means not available in the academic year 2003/2004.

MSc International Housing and Social Change

Full Year Programme. Students must take SA4C5 International Housing and Social Change: Shelter Needs and Strategies (H), SA4C6 International Housing and Human Settlements: Conflicts and Communities (H), SA479 The Development of Housing Policy and complete a dissertation (SA469). In addition, the can select options to the value of 1.5 units from: SA464 Current Issues in Housing and Urban Policy

SA431 Housing Law

SA436 Planning and Regeneration

SA422 Housing Economics and Finance (not with SA4C7)

SA4C7 Understanding Housing Finance and Economics (not with SA422) Recommended options in the Social Policy Department/School depending on approval from Course Tutor.

MSc International Relations

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation. All students on this programme are required to take a test at the beginning of October. Course number and title Paper **IR410** International Politics

& 3	Two of the following:
	DV413 Institutions, Environmental Change and Development
i) and D	V415 Institutions and Global Environment Change (H)
4	GV446 The Politics of Empire and Post-Imperialism
	GV479 Nationalism
	IR405 Sovereignty Rights and Justice
	IR406 Gender, Justice and War
	IR407 International Political Economy of the Environment
	IR411 Foreign Policy Analysis III
	IR412 International Institutions III
	IR415 Strategic Aspects of international Relations
	IR416 International Politics of Western Europe
	IR418 International Politics: Asia and the Pacific
	IR419 The International Relations of the Middle East
	IR421 Concepts and Methods in International Relations
	(n/a 03/04)
	IR422 Conflict and Peace Studies
	IR425 Soviet and Post-Soviet Foreign Policy
	IR427 International Politics: Africa
	IR429 Economic Diplomacy
	IR430 History and Theory of European Integration (H)
	IR431 European Union Policy Making in a Global Context (H)
	IR440 Internationalism and its Critics (n/a 03/04)
	A course from another programme §
	IR499 International Relations dissertation
otes	
	§ means by special permission only.
	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year

MSc International Relations (Research)

2003/2004.

Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit and a dissertation. All students on this programme are required to take a test at the beginning of October. Paper Course number and title IR410 International Politics MI4M1 or MI4M2 Foundations of Social Research

One of the following: DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and Global Environment Change (H) GV446 The Politics of Empire and Post-Imperialism GV479 Nationalism IR405 Sovereignty Rights and Justice IR406 Gender, Justice and War IR407 International Political Economy of the Environment IR411 Foreign Policy Analysis III IR412 International Institutions III

- IR415 Strategic Aspects of International Relations III IR416 International Politics of Western Europe
- IR418 International Politics: Asia and the Pacific
- IR419 The International Relations of the Middle East
- IR421 Concepts and Methods in International Relations
- (n/a 03/04) IR422 Conflict and Peace Studies
- IR425 Soviet and Post Soviet Foreign Policy
- IR427 International Politics: Africa
- IR429 Economic Diplomacy
- IR430 History and Theory of European Integration (H) IR431 European Union Policy-Making in a Global Context (H)
- IR440 Internationalism and its Critics (n/a 03/04)

A course from another programme § IR499 International Relations dissertation

Notes

§ means by special permission only. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Law and Accounting

Full-year programme. Students must take four courses one of which will be examined in part by dissertation. The Core course will be examined by essay due by July 31 and a two-hour exam in May/June. Examinations in other courses may be in May/June or August/September depending on the regulations under which those courses fall. Paper Course number and title LL440 Corporate Accountability: Topics in Legal and Accounting Regulation * AC420 Corporate Financial Reporting ‡ or AC490 Financial Reporting and Management: Management Accounting and Control (H) † and AC491 Financial Reporting and Management: Financial Reporting (H) LL412 EC Tax Law (n/a 03/04) LL434 Employment Law LL437 Law of Corporate Finance LL439 Insolvency Law: Principles and Policy LL455 International Tax Law LL467 Law and Practice of International Finance LL484 Regulation of Financial Markets LL491 Taxation of Corporate Transactions LL492 Elements of Taxation LL494 Value Added Tax Any other LLM course from those offered at LSE subject to approval Any of the courses listed in 3 above for which the student is eligible and has not already taken, or one of the following (or two half units) with approval AC430 Corporate Finance and Asset Markets AC444 Valuation and Securities Analysis (H) AC445 Portfolio Management (H) LL406 Introduction to Regulation (H) LL407 Media and Communications Regulation (H) or GV403 Network Regulation (H) An LSE LLM or MSc course not listed here § * To be examined by 10,000-word essay and a two-hour Notes examination. + Prior knowledge of accounting needed. + For those without prior knowledge of accounting. § means by special permission only. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004. MSc Law, Anthropology and Society Course number and title Paper AN438 Law in Society Courses to the value of two full units selected from the following: LL400 Jurisprudence and Legal Theory LL402 Alternative Dispute Resolution LL416 Regulating New Medical Technologies LL474 Modern Legal History

LLM

3

regulations for the LLM take priority. list below.

Dissertation

All students are required to write a dissertation as the assessment for one of

LL462 Criminal Law, Criminology and Criminal Justice LL441 Comparative Law: Theory and Practice

LL465 Law and Social Theory

AN404 Anthropology: Theory and Ethnography

AN402 Anthropology of Religion AN407 The Anthropology of Economic Institutions and

Social Transformation

AN405 Kinship, Sex and Gender

AN421 The Anthropology of Industrialisation and Industrial Life AN430 The Anthropology of Governance in the Modern State Other course from Law, Anthropology or a related discipline may be taken subject to the approval of the course teachers.

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Masters Programmes in the Calendar and Graduate Handbook apply to the LLM programme except in the event of inconsistency when these

In order to obtain the degree, students must complete courses (see Course list below) to the value of four full units, which may comprise a combination of full and/or half courses. Students can complete the requirements either in one full-year programme, or as a part-time student in two years, or by extended part-time study within a maximum of six years.

Courses should be chosen from the list below. Subject to availability and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below. Exceptionally, and subject to the same conditions, two complementary courses can be selected to replace two courses from the their full unit courses. To meet this requirement students may select a course for which the nominated assessment is a full unit dissertation. Alternatively, and with the permission of the Programme Director of the LLM, students may elect to substitute a dissertation for the nominated formal assessment for one of their courses.

Part-time students must satisfy the same requirements as those applicable to full-time students. Part-time students must take courses to the value of two units in their first year and courses to the value of two units in their second year.

Extended part-time students must satisfy the same requirements as those applicable to full-time students. Students must take courses to the value of one unit in the first year and obtain a certificate on successful completion. Students who achieve certificates for successful completion of four units within a period of six years will satisfy the requirements for the degree.

Examination

Students will be examined in courses to the total value of four full units.

For courses assessed wholly by dissertation, the dissertation must be submitted by 1 September and must not exceed 15,000 words for a full unit course or 8,000 words for a half unit course. The dissertation must provide evidence of original work or a capacity for critical analysis.

For courses assessed by written examination, the examination will normally be held in May or June. Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus. No materials may be brought into the examination room except in accordance with the regulations for the particular course.

For courses examined in part by examination and in part by assessed essay, assessed essays must be submitted by the deadline specified in the regulations for the particular course.

Students who submit a dissertation or an assessed essay as part of the LLM examination will be required, at the time of submission, to sign a statement on plagiarism.

An oral examination may be held if the examiners so determine.

Degree certificate

Students who successfully complete the LLM examination may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student: Banking Law and Financial Regulation; Commercial Law; Corporate Law; Corporate and Commercial Law; Corporate and Securities Law; Corporate and Securities Law; Criminology and Criminal Justice; European Law; Human Rights Law; Information Technology and Communications Law; International Business Law; Labour Law; Legal Theory; Public International Law; Public Law; Taxation.

Courses

Courses	
LL400	Jurisprudence and Legal Theory
LL402	Alternative Dispute Resolution
LL403	Copyright and Related Rights
LL404	Criminal Procedure and Evidence
LL406	Introduction to Regulation (H)
LL407	Media and Communications Regulation (H)
LL409	Human Rights in the Developing World
LL410	The Law and Policy of International Courts and Tribunals
	(not 03)
LL411	Comparative Family Law (not 03)
LL412	European Community Tax Law
LL414	Interests in Securities
LL415	Compensation and the Law (not 03)
LL416	Regulating New Medical Technologies
LL418	European Administrative Law (not 03)
LL420	Legal Regulation of Information Technology
LL421	New Media Regulation (H)
LL422	Globalization, Regulation and Governance (H)
LL423	International Law: Theory and Practice
LL425	European Monetary and Financial Services Law
LL427	Environmental Protection in the European Union: Law and
	Policy Developments
LL430	European Union Competition Law
LL432	Secured Financing in Commercial Transactions
LL433	International and Comparative Commercial Arbitration
LL434	Employment Law
LL435	Corporate Governance
LL437	Law of Corporate Finance
LL438	Fundamentals of International Business Law
LL439	Insolvency Law: Principles and Policy
LL441	Comparative Law: Theory and Practice
LL442	International Business Transactions I: Litigation
LL443	International Business Transactions II: Substantive Law
LL444	Constitutional Theory
LL445	International Criminal Law
LL446	Regulation: Legal and Political Aspects

LL447	International Economic Law
11448	International Environmental Law (not 03)
LL451	International Law of the Sea (not 03)
LL452	The International Law of Armed Conflict and the Use of Force
LL453	International Protection of Human Rights
LL454	Human Rights of Women
LL455	International Tax Law
LL458	Mental Health Law (not 03)
LL459	Constitutional and Institutional Law of the European Union
LL460	International Law and the Protection of Refugees, Displaced
	Persons and Migrants
LL461	United Nations Law
LL462	Criminal Law, Criminology and Criminal Justice
LL463	Freedom of Association in International, European and
	National Labour Law
LL464	Investment Funds Law in Europe
LL465	Law and Social Theory
LL466	Media Law
LL467	The Law and Practice of International Finance
LL468	Law of Human Rights in the UK (H)
LL469	The Theory, History and Practice of Human Rights Law (H)
LL470	Banking Law
LL474	Modern Legal History
LL475	Terrorism and the Rules of Law (H)
LL477	Second Self-standing Half Unit Dissertation, if permitted (H)*
LL478	Policing and Police Powers
LL479	Issues in Taxation
LL480	The Principles of Civil Litigation
LL484	Regulation of Financial Markets
LL488	Second Self-standing Full Unit Dissertation, if permitted *
LL490	Self-standing Full Unit Dissertation, if permitted *
LL491	Taxation of Corporate Transactions
LL492	Elements of Taxation
LL493	Tax and the Family (not 03)
LL494	Value Added Tax
LL497	Self-standing Half Unit Dissertation, if permitted (H)*
LL4A1	LLM Specialist Seminars ‡
LL4A2	LLM Dissertation Seminars §
Notes	

Notes

(H) means a half-unit course.

* The opportunity to write a self-standing full unit or half unit dissertation is subject to the availability of a supervisor and the permission of the Programme Director of the LLM.

[‡] Not assessed; part of LSE's extra curricular intellectual development.

§ Not assessed; designed to develop relevant skills. n/a 03/04 means not available in the academic year 2003/2004.

LLM Labour Law

This programme is not available 2003/04

Full-year programme. Students must take three compulsory courses and one optional course as shown. Part-time students must take LL424 and LL434 in their first year and the other courses in their second year. The Regulations of the University of London apply to some of the courses listed under 4 from the intercollegiate LLM. Written exams will take place in August/September for University of London courses and May/June for courses LL424, LL434 and courses with the prefix 'ID'. LL401 will be examined by a 15,000-word dissertation which must be submitted by 1 September. Paper Course number and title

LL401 Research Seminar in Labour Law and Industrial
Relations (includes Problems in Labour Law and Research
Methods and ID600 Labour Management Problems Seminar)
LL424 Law of Management and Labour Relations (LLM
Labour Law)
LL434 Employment Law
One of the following:
ID400 Employment Relations
ID401 Comparative Industrial Relations
ID412 Labour Market Analysis: Economic Analysis of Trade
Unions (H)
ID413 Labour Market Analysis: Pay (H)
LL415 Compensation and the Law (n/a 03/04)
LL420 Legal Regulation of Information Technology
LL428 International and European Labour Law
Another course offered for the LLM or MSc at the LSE with
the approval of the supervisor.
(H) means a half-unit course.

MSc Local Economic Development

Full-year programme. Students must take courses to the value of three full

units as s	hown and a dissertation.
Paper	Course number and title
1	GY404 Seminar in Local Economic Development (H)
2	GY407 Managing Economic Development or GY408
	European Economic Development Management
3	Elements to the value of 1 and a half units from the following list:
	Students will normally choose a further course from those
	listed under paper 2 above or any of the related half-unit
	courses (GY409, GY410, GY413, GY415)
	SO442 Global Cities (H)
	GY411 Urbanisation in the South
	GY420 Environmental Regulation: Implementing Policy
	GY453 Geographical Aspects of Regional and Urban
	Planning (H)
	MI451 Quantitative Analysis I: Description and Inference (H) or
	MI452 Quantitative Analysis II: The Generalised Linear Model (H) or
	MI453 Fundamentals of Research Design (H) or any other
	suitable methods course
	A relevant course from another programme
4	GY499 Dissertation
Manhan	(11) we are a public with any una

Notes (H) means a half-unit course.

MSc Management

Paper

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Notes

Full-year programme. Students must take four compulsory half unit courses and optional courses to the value of two half units and a dissertation as shown. The examination for MN403 is held in January. Course number and title Three half-unit compulsory papers: MN404 Incentives and Governance in Organisations (H) MN415 The Analysis of Strategy A (H) MN416 The Analysis of Strategy B (H) One half-unit from the following list: MN403 Negotiation Analysis (H) MN413 International Marketing Management: A Strategic Approach (H) MN419 Systems Thinking and Strategic Modelling (H) MN401 Public Management Theory and Doctrine (H) Two half-units from the following list: AC490 Financial Reporting and Management: Management Accounting and Control (H) AC491 Financial Reporting and Management: Financial Reporting (H) GV480 Introduction to Comparative Public Administration (H) IS441 Aspects of Information Systems (H) GY407 Managing Economic Development GY408 European Economic Development Management GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development Management (H) GY413 Economic Development: Institutions, Network and Evaluation (H) GY415 Economic Development: Global Change and Local Response (H) MN402 Contested issues in Public Sector Management (H) MN409 Aspects of Human Resources Management (H) MN414 International Marketing Research Topic (H) OR411 Problem Structuring Methods (H) OR431 System Dynamics Modelling (H) (n/a 02/03) Any other course § † MN499 Dissertation † Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned (under 'any other course'). § means by special permission only. (H) means a half-unit course.

the paper 1 list. MN499 Dissertation (H) means a half-unit course. Notes

MSc Management (Public Sector)

Full-year programme. Students must take three compulsory half unit courses and optional courses to the value of three half units and a dissertation as shown. The examination for MN403 is held in January. Paper Course number and title

Paper	Course numbe
1	MN401 Public
	MN402 Conte
2 3	MN403 Negot
3	Courses to the
	AC490 Financi
	Accounting an
	AC491 Financi
	Reporting (H)
	GV480 Introdu
	GY407 Manag
	GY408 Europe
	GY409 Aspect
	GY410 Aspect
	Management
	GY413 Econor
	Evaluation (H)
	GY415 Econor
	Response (H)
	IS441 Aspects
	MN404 Incent
	MN413 Intern
	Approach (H)
	MN414 Intern
	MN415 The A
	MN416 The A
	MN419 System
	OR411 Problem
	OR431 System
	Any other cou
4	MN499 Disser
Notes	§ means by sp
	(H) means a h
	n/a 03/04 mea

MSc Management and Regulation of Risk

programme. sea
which one pape
on must be subm
Course num
AC403 Man
(includes dis
Papers to the
of quantitati
AC402 Finar
AC404 Fore
AC421 Appl
AC430 Corp
AC442 Quar
AC444 Value
AC445 Portf
OR411 Prob
OR423 Topic
OR424 Anal
OR432 Syste
ST409 Stoch
Papers to th
qualitative c
Either GY41
Environment
GY420 Envir
LL484 Regul
SO425 Requ

Full-year programme. Students must take two compulsory half unit courses and optional courses to the value of two full units, one unit of which will be taken at the exchange School, and a dissertation as shown. The examination for MN403 is held in January. Paper

MSc Management (CEMS/IMEX Route)

n/a 03/04 means not available in the academic year 2003/2004.

Course number and title
One course from:
MN403 Negotiation Analysis (H)
MN425 Business in the Global Environment (H)
MN419 Systems Thinking and Strategic Modelling (H

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Courses to the value of one full unit from: AC470 International Accounting (H)

MN409 Aspects of Human Resource Management (H) Any other course that fits in with the time restrictions (CEMS and IMEX) and the academic requirements (CEMS) of the exchange programmes or a previously unchosen course from

MN424 Courses to the value of one unit to be taken at one of the CEMS/IMEX partner Schools

n/a 03/04 means not available in the academic year 2003/2004.

Management Theory and Doctrine (H) and ested Issues in Public Management (H) tiation Analysis (H)

value of three half units from the following: ial Reporting and Management: Management nd Control (H)

ial Reporting and Management: Financial

uction to Comparative Public Administration (H) ing Economic Development

an Economic Development Management s of Managing Economic Development (H)

s of European Economic Development

mic Development: Institutions, Network and

mic Development: Global Change and Local

of Information Systems (H)

tives and Governance in Organisations (H) ational Marketing Management: A Strategic

national Marketing Research Topic (H)

nalysis of Strategy A (H) nalysis of Strategy B (H)

- ms Thinking and Strategic Modelling (H)
- m Structuring Methods (H)
- Dynamics Modelling (H)
- urse §
- tation

pecial permission only.

alf-unit course.

ans not available in the academic year 2003/2004.

Full-year programme. Student must take courses to the value of four full er includes a dissertation) as shown below. The nitted by 3 September.

ber and title agement and Regulation of Risk

sertation)

e value of one full unit from the following list ive courses:

ncial Risk Analysis (H)

casting Financial Time Series (H)

lied Corporate Finance (H)

porate Finance and Asset Markets

ntitative Methods for Finance and Risk Analysis (H)

ation and Security Analysis (H)

folio Management (H) lem Structuring Methods (H)

cs in Decision Analysis (H)

ytic Frameworks for Policy Evaluation (H)

em Dynamic Modelling (H)

nastic Processes (H)

e value of one full unit from the following list of ourses:

6 Hazard and Risk Management or GY424 tal Planning

ronmental Regulation: Implementing Policy

lation of Financial Markets

O425 Regulation, Risk and Economic Life

4	Papers to the value of one full unit from those not selected in 2 or 3 above, or any other paper with the approval of the
	Programme Director.
Notes	(H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Management of Non-Governmental Organisations

Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit, non-assessed course SA4C1 and a dissertation as shown.

Paper Course number and title

raper	
1	SA435 NGO Management, Policy and Administration
2	SA452 Social Policy, Planning and Participation in Developing Countries
3	Courses to the value of one full unit from the following: ID403 Organisation Theory and Behaviour DV407 Poverty (H)
	DV420 Complex Emergencies (H)
	One course from the MSc in Social Policy and Planning in
	Developing Countries
	A course from another programme §
4	SA4C1 Long Essay and the Research Process (not assessed)
5	SA470 Dissertation (1 September)
Notes	§ means by special permission only.
	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004.

MSc Media and Communications

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below. In addition, students are required to attend MC406 The Media Seminar.

co uncento i	increase services
Paper	Course number and title
1	MC400 Theories and Concepts in Media and
	Communications (Power and Processes)
2	MC4M1 Methods of Research in Media and
	Communications (H)
3	Courses to the value of one and a half units from the following:
	GI403 Gender and the Media (H)
	GY434 Environmental Discourse (H)
	MC401 Citizenship and the Media (H)
	PS411 Social Psychology of the Media (H)
	MC402 The Audience in Mass Communications (H)
	PS415 The Social Psychology of Economic Life (H)
	MC403 Contemporary Issues in Media Policy (H)
	MC404 Political Communication (H)
	MC405 Current Issues in Media and Communications (H)
	PS439 The Social Psychology of New Technology (H)
	MC407 Audiences and Communities: Current Issues in Radio
	(H) (n/a 03/04)
	PS429 The Social Psychology of Communication
	PS454 The Social Psychology of Public Communication (H)
	(n/a 03/04)
	MC409 Media, Technology and Everyday Life (H)
	MC410 Globalisation, Regulation and Public Policy (H)
	(n/a 03/04)
	MC411 Media and Globalisation (H)
	MC412 Media, Ritual and Public Life (H)
	MC413 New Media, Information and Knowledge Systems (H
	SO433 Cultural Theory (H)
	Any other MSc level course which is offered in the School,
	subject to the consent of the candidate's teachers
4	MC406 The Media Seminar (Not examined)
5	MC499 Dissertation (10,000-15,000 words)
Notes	Please note that the availability of optional courses is
	dependent upon a number of factors and thus the
	department of Media and Communications cannot
	guarantee that all options will be available each year.
	(H) means a half-unit course.

MSc Media and Communications (Research)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below. In addition, students are required to attend MC406 The Media Seminar.

Paper Course number and title MC400 Theories and Concepts in Media and Communications (Power and Processes) MC4M2/3 Advanced Methods of Research in Media and 2 Communications

3	Courses to the value of one unit from the following:	I
	GI403 Gender and the Media (H)	
	GY434 Environmental Discourse (H)	1 3
	MC401 Citizenship and the Media (H)	
	MC402 The Audience in Mass Communications (H)	
	MC403 Contemporary Issues in Media Policy (H)	
	MC404 Political Communication (H)	
	MC405 Current Issues in Media and Communications (H)	
	MC407 Audiences and Communities: Current Issues in Radio (H) (n/a 03/04)	
	MC409 Media, Technology and Everyday Life (H)	
	MC410 Globalisation, Regulation and Public Policy (H) (n/a 03/04)	
	MC411 Media and Globalisation (H)	
	MC412 Media, Ritual and Public Life (H)	
	MC413 New Media, Information and Knowledge Systems (H) PS411 Social Psychology of the Media (H)	
	PS415 The Social Psychology of Economic Life (H)	
	PS439 The Social Psychology of New Technology (H)	
	PS454 The Social Psychology of Public Communication (H)	
	(n/a 03/04)	
	SO433 Cultural Theory (H)	
	Any other MSc level course which is offered in the School,	
	subject to the consent of the candidate's teachers.	
4	MC406 The Media Seminar (Not examined)	1 1
5	MC499 Dissertation (10,000-15,000 words)	
Notes	Please note that the availability of optional courses is	
notes	dependent upon a number of factors and thus the	
	Department of Media and Communications cannot	
	guarantee that all options will be available each year.	
	(H) means a half-unit course.	
	n/a 03/04 means not available in the academic year 2003/2004	

MSc Media and Communications Regulation and Policy Full-year programme. Students must take courses to the value of three full

units and a dissertation as shown below. Course number and title Paper MC408 Theories and Concepts in Media and Communications (Media and Power) (H) MC414 Communications Regulation in Theory and Practice (H) MC4M1 Methods of Research in Media and Communications (H) LL406 Introduction to Regulation (H) LL407 Media and Communications Regulation (H) One course to the value of 0.5 units from the following: GV403 Network Regulation (H) LL421 New Media Regulation (H) MC401 Citizenship and the Media (H) MC403 Contemporary Issues in Media Policy (H) MC410 Globalisation, Regulation and Public Policy (H) (n/a 03/04) MC413 New Media, Information and Knowledge Systems (H) Any other MSc-level course which is offered in the School, subject to the consent of the candidate's teachers PS499 Dissertation (10,000-15,000 words) Notes Please note that the availability of optional courses is dependent upon a number of factors and thus the Department of Media and Communications cannot guarantee that all options will be available each year. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Media and Communications Regulation and Policy (Research)

	programme. Students must take courses to the value of three ful a dissertation as shown below. There are no optional courses on amme.
Paper	Course number and title
1	MC408 Theories and Concepts in Media and
	Communications (Media and Power) (H)
2	MC414 Communications Regulation in Theory and Practice (H)
3	MC4M2/3 Advanced Methods of Research in Media and
	Communications
4	LL406 Introduction to Regulation (H)
5	LL407 Media and Communications Regulation (H)
6	MC499 Dissertation (10,000-15,000 words)
Notes	(H) means a half-unit course.

MS

Paper	the value of two full units and a dissertation as shown. Course number and title
1	GV479 Nationalism
2	Two of the following:
4	EU411 Ethnic Diversity and International Society
	GV446 The Politics of Empire
	IR440 Internationalism and its Critics (n/a 03/04)
	IR416 The International Politics of Western Europe † or
	HY411 European Integration in the Twentieth Century §
	GV4A1 Warfare, Religion and National Identity
	In the first term, <i>either</i> GV498 Multiculturalism, Nationalism and Citizenship (H) § <i>or</i>
	EU429 Government and Politics in Spain (H) § and in the second term GV427 Democracy and Democratisation in East and South
	Asia (H) § or GV464 Conflict and Consensus in Twentieth- Century Ireland (H) § or GV465 Democracy and the Politics of
	National Self-Determination (H) § or GV436 National and Ethnic Conflict Regulation (H) § or EU440 Greece and South East
	Europe: Government, Economy and Foreign Policy (H)
-	A relevant course from another programme §
3	GV499 Dissertation
Notes	† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option
	n/a 03/04 means not available in the academic year 2003/2004.
	above, they will not be allowed to take another IR course un 'a relevant course from another programme' and vice versa. § means by special permission only. (H) means a half-unit course.

- MC413 New Media, Information and Knowledge Systems (H) MC4M1 Methods of Research in Media and Communications (H)
- IS470 Information Systems (H)
- IS481 Aspects of Information (H)
- One course to the value of 0.5 units from the following: IS486 Topics in Information Systems (H) IS489 Principles of Privacy and Data Protection (H) MC401 Citizenship and the Media (H) MC403 Contemporary Issues in Media Policy (H) MC409 Media, Technology and Everyday Life (H) MC414 Communications Regulation in Theory and Practice (H) PS439 The Social Psychology of New Technology (H) Any other MSc-level course which is offered in the School, subject to the consent of the candidate's teachers MC499 Dissertation (10,000-15,000 words) Notes Please note that the availability of optional courses is dependent upon a number of factors and thus the Department of Media and Communications cannot guarantee that all options will be available each year.
 - (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc New Media, Information and Society (Research)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below. There are no optional courses on this programme. Paper

- Course number and title MC408 Theories and Concepts in Media and
- Communications (Media and Power) (H)
- MC413 New Media, Information and Knowledge Systems (H) MC4M2/3 Advanced Methods of Research in Media and
- Communications IS470 Information Systems (H)
- IS481 Aspects of Information (H)
- MC499 Dissertation (10,000-15,000 words)
- Notes (H) means a half-unit course.

MSc Operational Research Course number and title OR404 Applied Operational Research ± the courses marked t: Reporting (H) OR408 Combinatorial Optimisation † (H) (n/a 03/04) (H) (n/a 03/04) ST410 Basic Time Series (H) ST422 Time Series (H)

Paper

4

5

Notes

the summer their first degree (H) means a half-unit course.

and a dissertation as shown. Course number and title Paper Social Psychology (H) PS415 The Social Psychology of Economic Life (H) Psychology (H) Organisational Life (H) (n/a 03/04) Programme Director) PS434 Research Report Notes unit course. (H) means a half-unit course.

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Full-year programme. Students are required to take four compulsory courses and optional courses to the value of three half units as shown.

- OR401 Techniques of Operational Research (H)
- OR402 Operational Research in Context ‡ (H)
- OR403 Computer Modelling in Operational Research ‡ (H)
- Three of the following, of which at least one must be from
- AC491 Financial Reporting and Management: Financial
- ID404 Introduction to Organisational Analysis (H)
- IS471 Systems Development (H)
- OR406 Mathematical Programming + (H)
- OR409 Dynamic Processes and Game Theory † (H)
- OR411 Problem Structuring Methods † (H)
- OR413 Operational Research in Less Developed Countriest #
- OR414 Advanced Topics in Operational Research † ‡ (H) OR423 Topics in Decision Analysis † (H)
- OR424 Analytic Frameworks for Policy Evaluation † ‡ (H) OR431 System Dynamics Modelling† ‡ (H)
- ST402 Principles and Methods of Statistical Practice † * (H)
- ST415 Surveys and Experiments in Social Research (H) ST417 Applied Statistical Sources and Packages + + * (H)
- A course from any other MSc programme §
- ‡ Examined entirely by means of essays and project reports ± This is an extended practical project which will be introduced in the summer term and worked on throughout
- * Not to be taken by students who specialised in Statistics in
- § means by special permission only.
- n/a 03/04 means not available in the academic year 2003/2004.

MSc Organisational and Social Psychology

Full-year programme. Students must take three compulsory courses (PS404, PS443, PS4M3 or PS4M7) and optional courses to the value of one full unit

- PS404 Organisational Social Psychology
- PS443 Modern Social Psychology (H) ‡
- PS4M3 or PS4M7 Methods of Research in Organisational and
- Courses to the value of one full unit from the following:
- PS400 Contemporary Social Psychology (1 unit)
- PS410 Social Representation (H) (n/a 03/04)
- PS411 The Social Psychology of the Media (H)
- PS412 The Audience in Mass Communications (H)
- PS413 The Psychology of Gender (H)
- PS418 Social Psychology of Health (H) PS421 Issues in Social Psychology: Evolutionary Social
- PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H)
- PS439 The Social Psychology of New Technology (H) PS445 Organisational and Social Decision Making (H) PS446 Issues in Organisational and Social Psychology:
- PS451 Cognition and Culture (H)
- PS454 The Social Psychology of Public Communication (H)
- Courses to the value of one full unit from another programme (subject to the approval of the candidate's
- ‡ Students who opt for Contemporary Social Psychology do not take Modern Social Psychology and take one other half
- n/a 03/04 means not available in the academic year 2003/2004.

MSc Organisational and Social Psychology (Research)

First year programme. Courses 1, 2 and 5 as for MSc Organisational and Social Psychology (above) plus PS4M1 or PS4M2 Methods of Research in Social Psychology and one half-unit course chosen from those listed under paper 4 above.

MSc Philosophy and History of Science

	rogramme taught jointly with King's College London. Students three courses and a dissertation as shown.
Paper	Course number and title
1,2&3	Three of the following:
	PH400 Philosophy of Science and Scientific Method ‡

	in the first of the second sec
	PH402 Philosophical Logic and Metaphysics *
	PH403 Philosophy of Mathematics
	PH404 History of Science ‡
	Either PH405 Philosophy of the Social Sciences or PH413
	Philosophy of Economics
	PH407 Foundations of Probability
	PH408 Mathematical Logic * (n/a 03/04)
	PH409 Philosophical Foundations of Physics
	PH411 Philosophy of Biological and Cognitive Sciences
	PH419 Set Theory and Further Logic *
	PH420 Special Topics in the Philosophy of Natural and Social Science
4	PH499 Dissertation
Notes	tudents must take at least one of PH400 and PH404.
	* runs in alternate years.
	n/a 03/04 means not available in the academic year 2003/2004.

MSc Philosophy of the Social Sciences

Full-year p	programme. Students must take three courses, a compulsory and a dissertation as shown.
Paper	Course number and title
1,2&3	Three papers selected with the approval of the candidate's
1,205	tutor from the following:
	PH400 Philosophy of Science and Scientific Method
	PH402 Philosophical Logic and Metaphysics †
	PH404 History of Science
	PH405 Philosophy of the Social Sciences ‡
	PH407 Foundations of Probability
	PH408 Mathematical Logic + (n/a 03/04)
	PH411 Philosophy of the Biological and Cognitive Sciences
	PH413 Philosophy of Economics ‡
	PH416 Philosophy, Morals and Politics
	PH419 Set Theory and Further Logic †
	PH420 Special Topics in the Philosophy of Natural and Social
	Science
	PH422 Philosophical Research and Writing: Philosophy of
	Social Science
	EH477 History of Economics: From Moral Philosophy to
	Social Science (n/a 03/04)
	An approved paper from outside the Department of
	Philosophy §*
4	PH422 Philosophical Research and Writing: Philosophy of
	Social Science
5	PH499 Dissertation
Notes	
	* May not be taken in conjunction with EH477 (n/a 03/04)
	§ means by special permission only.
	n/a 03/04 means not available in the academic year 2003/2004.
	† runs in alternative years.

MSc Philosophy, Policy and Social Value

Full-year programme. Students must take two compulsory courses, one optional course, one compulsory seminar and a dissertation as shown. Course number and title Paper PH415 Philosophy and Public Policy

	The strand source of the strand s
2	PH416 Philosophy, Morals and Politics
3	One of the following:
	PH400 Philosophy of Science and Scientific Method
	PH405 Philosophy of the Social Sciences
	PH413 Philosophy of Economics
	By special permission, a relevant course (or two half courses)
	from another Department may be substituted for one of
	the above
4	PH421 Philosophical Research and Writing: Philosophy, Policy
	and Social Value.
5	PH499 Dissertation

MSc Political Sociology

Full-year as showr Paper 1	Course number and title SO407 Contemporary Political Sociology: Theories and	4 Notes	A course from another programme § IR499 International Relations dissertation § means by special permission only. (H) means a half-unit course.
2&3	Research Strategies Two of the following: GV479 Nationalism PS405 Theories and Concepts in Media and Communications (Power and Processes) SO4M1or SO4M2 Methods of Sociological Study SO404 Sociology of Development (n/a 03/04) SO411 The Sociology of Gender SO417 Contemporary Russian Society: Key Issues and Developmental Trends SO424 Key Issues in Human Rights SO425 Regulation, Risk and Economic Life Another appropriate MSc course with the approval of the Programme Director and of the relevant teacher	Full-year dissertati	programme. Students must take three comput- on as shown. All students on this programme a the beginning of October. <i>Course number and title</i> IR450 International Political Economy IR460 Comparative Political Economy MI4M1 or MI4M2 Foundations of Social Re IR499 International Relations dissertation § means by special permission only. (H) means a half-unit course. n/a 03/04 means not available in the academ
4	SO499 Dissertation	MSc Po	opulation and Development

MSc Political Theory

Full-year programme. Students must take five courses and a compulsory seminar and dissertation as shown. Part-time students may take up to four courses in their first year. Paper Course number and title 1, 2, 3, 4 & 5 Choose five of the following but no more than three in any one term: GI406 Feminist Political Theory (H) GV408 Contemporary Disputes about Justice (H) GV412 Methods and Controversies in the History of Political Thought: the Continental Tradition (H) GV413 Methods and Controversies in the History of Political Thought: The Anglo-American Tradition (H) (n/a 03/04) GV414 Greek Political Theory: Thought and Action in Plato's Political Theory (H) (n/a 03/04) GV415 Greek Political Theory: Thought and Action in Aristotle's Political Theory (H) GV418 Political Thinking in Britain to the end of the Twentieth Century (H) GV425 Legitimation and Government (H) GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H) GV448 Human Rights Theory (H) (n/a 03/04) GV473 Contemporary Political Philosophy and the Body (H) (n/a 03/04) GV475 Mill's Liberalism (H) (n/a 03/04) GV476 Twentieth-Century European Liberal Thought (H) GV498 Multiculturalism, Nationalism and Citizenship (H) GV4A3 Social Choice Theory and Democracy (H) A half-unit course from the Government or another department § GV405 Methods in Political Theory Seminar (H) GV499 Dissertation Notes § means by special permission only. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Political Theory (Research)

Full-year programme. Students must take the full-unit course MI4M1 or MI4M2 Foundations of Social Research, GV405 Methods of Political Theory Seminar (H), GV499 Dissertation and three half-unit courses from those listed as papers 1-5 for MSc Political Theory (above).

MSc Politics of the World Economy

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as shown. All students on this programme are required to take a test at the beginning of October. Paper Course number and title

raper	course number and the
1	IR450 International Political Economy
2&3	Two of the following:

DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and Global Environment Change (H) GV446 The Politics of Empire and Post-Imperialism IR407 International Political Economy of the Environment IR429 Economic Diplomacy IR451 Politics of Money in the World Economy

IR457 The Politics of International Trade

4 Notes	R499 International Relations dissertation § means by special permission only. (1) means a believe to a series	1 2
	(H) means a half-unit course.	3
Full-year p	litics of the World Economy (Research) programme. Students must take three compulsory courses and a on as shown. All students on this programme are required to take	4 5
a test at th	he beginning of October.	
Paper	Course number and title	
1	IR450 International Political Economy	
2	IR460 Comparative Political Economy	
3 4	MI4M1 or MI4M2 Foundations of Social Research IR499 International Relations dissertation	
4 Notes	§ means by special permission only.	
Notes	(H) means a half-unit course.	
	n/a 03/04 means not available in the academic year 2003/2004.	
MC - De	nutration and Development	
	pulation and Development	
	arogramme. Students must take courses to the value of three full -assessed course SA4C1 and a dissertation as shown.	
Paper	Course number and title	
1	DV400 Development: Theory, History and Policy *	
2	Two half-units from:	
	DV411 Population and Development: An Analytic Approach (H)	
	SA491 Population Policies: Evolution and Impact (H) (n/a 03/04)	
	SA492 Reproductive Health Programmes: Design,	
	Implementation and Evaluation (H)	
	SA493 Population Trends and Processes in the Developing	
2	World (H)	
3	Two half-units or one full unit from: Any courses not taken from 2 above	
	DV407 Poverty (H)	
	DV413 Institutions, Environmental Change and Development (H)	
	DV420 Complex Emergencies (H)	
	DV421 HIV/AIDS and Other Emerging Health Threats	
	SA460 Urbanisation and Social Planning (F)	
	SA485 Methods for Population Planning (H)	
	SA4A8 Gender, International Social Policy and Development (H)	
	SA4B2 Family, Change and Society (H) (n/a 03/04)	
	SA4D1 Health and Population in Contemporary Developed	
	Societies (H)	
	SA4D2 Health and Population in Developing and Transitional Societies (H)	
	A approved course from another discipline §	
4	SA4C1 Long Essay and the Research Process (not assessed)	
5	SA499 Dissertation on Population and Development	
	(1 September)	
Notes	§ means by special permission only.	
	(H) means a half-unit course.	
	n/a 03/04 means not available in the academic year 2003/2004.	
MSc The	e Practice of International Affairs	
Paper	Course number and title	
1	Either IR429 Economic Diplomacy or	
	IR411 Foreign Policy Analysis	
2&3	Two of the following:	
	IR416 International Politics of Western Europe	
	IR418 International Politics: Asia and the Pacific	
	IR419 The International Relations of the Middle East	
	IR425 Soviet and Post Soviet Foreign Policy	
	IR427 International Politics of Africa	
	IR451 Politics of Money in the World Economy	
	IR457 Politics of International Trade	
	Any other subject approved by the student's supervisor and the course teachers	
4	IR499 A Dissertation of up to 10,000 words, to be submitted	
	in the second of up to 10,000 words, to be submitted	
	by 1 September	
Notes	by 1 September (H) means a half-unit course.	

IR460 Comparative Political Economy

MPA Public and Economic Policy

This programme has two branches. Branch 1 is a full-time, 21 month programme. Under Branch 2 students can enrol in the full-time LSE/SIPA (Columbia University) Dual Degree MPA programme whereby students spend one academic year at each institution. Students admitted to the LSE/SIPA Dual Degree MPA must spend their first academic year at LSE and their second academic year at Columbia University.

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(GY457 Applied
	GY454 Urban I
	SA422 Housing
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	GY423 Environ
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	GY433 Plannin
	GY444 Environ
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Graduate Programme Regulations 21

Branch 1 – 21-Month programme at LSE

Course number and title

Paper

GV478 Political Science and Public Policy GV481 Leadership, Ethics and Practical Policy Management I and II (2 parts, covering 21 months of the programme) (2 units) MI460 Quantitative Approaches and Policy Analysis EC440 Micro and Macro Economics (for Public Policy) Students choose 4 units from the approved options courses or seek approval from their Programme Supervisor and the Course Convenor to enrol in other options. Note: All courses may not be offered each year and are subject to cancellation

Policies

xclusion, Inequality and the 'Underclass'

tions of Social Service Policy (H) iny Sector Policy and Administration and Social Policy: Theory and Practice (H) and European Welfare States (H) on Policy, Reform and Financing (H)

nporary Urbanism Ig for Sustainable Cities (H) d Urban and Regional Economics

Policy and Planning (H) Economics and Finance

and Political Aspects of Regional and Urban

thropology of Industrialisation and Industrial

al Policy

ons, Environmental Change and Development (H) tions and the Global Environment (H) mmental Regulation: Implementing Policy mmental Evaluation of Economic Development

ng for Sustainable Cities (H) mental Assessment in the Planning Process (H)

6

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n Environmental Regulation (H)

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c Diplomacy

f Money in the World Economy

of International Trade

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nic Development Policy***

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and Development: Geographical Perspectives (H) lanagement, Policy and Administration Policy, Planning and Participation in Developing

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mic Aspects of Project Appraisal (H)

Market Analysis: Economic Analysis of Trade

Market Analysis: Pay (H) ophy of Economics

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ion: Legal and Political Aspects ction to Regulation (H)

and Communications Regulation (H)

edia Regulation (H)

nporary Issues in Media Policy (H)

sation, Regulation and Public Policy (H) (n/a 03/04) tion, Risk and Economic Life

Governance
GV442 Globalisation and Democracy (H) (n/a 03/04)
GV447 Rethinking the Modern Polity: Sovereignty,
Accountability and Governance (H)
GV480 Introduction to Comparative Public Administration (H)
GV482 Public Choice and Public Policy II: Advanced Topics
(H) ***
GV484 Government and Politics in the USA (H)
GV485 US Public Policy (H)
GV477 Comparative Public Policy Change (H) ***
PH415 Philosophy and Public Policy
PS405 Theories and Concepts in Media and Communications
AN430 The Anthropology of Governance in the Modern
State (H) (n/a 03/04)
European Union
EU420 European Union Law (H)
EU421 Policy Making in the EU (H)
EU441 The Political Economy of the EU Enlargement (H)
EU442 The Political Economy of European Integration
EU443 European Models of Capitalism (H)
GV471 Institutional Politics in the European Union: A
Rational Choice Approach (H)
LL504 European Administrative Law (n/a 03/04)
IR416 International Politics of Western Europe
Management of Organisations
GV483 Public Management Theory and Doctrine (H)
GV494 Contested Issues in Public Management (H)
ID402 Organizational Behaviour and Change
ID414 Industrial Psychology (H)
ID410 Management of Human Resources (H)
ID411 International and Comparative Human Resource
Management (H)
MN404 Incentives and Governance in Organisations (B) (H)
MN415 The Analysis of Strategy (A) (H)
MN416 The Analysis of Strategy (B)***
AN421 The Anthropology of Industrialisation and Industrial
Life (H)
GV4B5 MPA Dissertation of not more than 20,000 words
(2 units)
GV4B3 MPA Capstone Project
** Because of the extremely demanding standard of LSE
Economics, these options are available only to students with
very good first degrees in Economics and with the permission of
the MSc Economics tutor. Admission to the pre-course or the
term courses is not guaranteed. Any student wishing to take
these courses must be admitted to the September courses in
Mathematics and Statistics (EC 400 and EC 401) at the
beginning of their first or second year and pass the course
examinations (50%). Students taking more than 1 Economics

option must take one of EC402, EC411 or EC413. *** Courses have prerequisites or pre-screening assessment.

(H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

Branch 2 – LSE / Columbia Dual Degree MPA Programme (Version 1)

For students applying to and accepted through LSE. Students will spend their first year at LSE and follow the curriculum below. Students will spend their second year at Columbia University and follow Columbia University's second year curriculum.

Faper	course number and the
1	GV478 Political Science and Public Policy
2	GV4B1 Leadership, Ethics and Practical Policy Management I
3	MI460 Quantitative Approaches and Policy Analysis
4	EC440 Micro and Macro Economics (for Public Policy)
5	One option course totalling 1 unit (see listing above)
6	GV4B4 MPA Dissertation of not more than 10,000 words

Branch 2 – LSE/ Columbia Dual Degree MPA Programme (Version 2)

For students applying to and accepted through Columbia University. Students will spend their first year at Columbia University and follow Columbia University's first year curriculum. Students will spend their second year at LSE and follow the curriculum below.

raper	course number and the
1	Three options courses (see listing above) (3 units)
2	GV4B2 Leadership, Ethics and Practical Policy Management
3	GV4B3 MPA Capstone Project
1	GV/ARA MARA Dissertation of not more than 10,000 words

MSc Public Financial Policy

For students first registered on or before October 2002.

Academic-year programme lasting two years. Not available part-time. Students must take courses to the value of four units each year and complete a dissertation linked to paper 6.

Students are required to attend the September Course and take EC400 and EC401, normally before the start of the first year. Each student will be advised at the point admission about the level of course in papers 2,3 and 4 that he or she will be required to take. No student may take any course prefixed by EC4 without attending the September Course and passing the examinations in Mathematics and Statistics.

Each year of the programme is classified independently. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Public Financial Policy. To be eligible to proceed into the second year, candidates must achieve marks of 60 or higher in all 200 level courses and 50 or higher in all 400 level courses. A lower mark in a single paper may be condoned by a higher mark in another.

Paper	Course number and title
Year 1	
1	EC404 Current Economic Issues I (n/a 03/04)
2	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC411 Microeconomics for MSc Students or
	EC412 Microeconomics II
3	EC210 Macroeconomic Principles or EC413 Macroeconomic for MSc Students or EC414 Macroeconomics II
4	EC220 Introduction to Econometrics or EC402 Methods of Economic Investigation or EC403 Methods of Economic Investigation II
Year 2	
5	EC406 Economic Policy Analysis
6	EC426 Public Economics
7 & 8	Approved papers to the value of two full units t
Notes	† Students who took all core courses (papers 2,3,and 4) at 200 level in their first year must take a 400 level core course in their second year and will normally be expected to take

EC411. Other students may take any courses, subject to timetabling availability and with the permission of the course lecturer and approval of the MSc Programme Director. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Public Financial Policy

For students commencing October 2003 or later.

Academic-year programme lasting two years. Not available part-time. Students must take courses to the value of four units each year and complete a dissertation linked to paper 6.

Students are required to attend the September Course and take EC400 and EC401, normally before the start of the first year. Each student will be advised at the point of admission about the level of courses in papers 1, 2 and 3 that he or she will be required to take. No student may take any course prefixed by EC4 without attending the September Course and passing the examinations in Mathematics and Statistics.

No more than one of EC441, EC442 or EC443 may be taken in any one year. All students must write a dissertation in their second year as part of paper 6. Each year of the programme is classified independently. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Public Financial Policy. To be eligible to proceed into the second year, candidates must achieve marks of 60 or higher in all 200 level courses and 50 or higher in all 400 level courses. A lower mark in a single paper may be condoned by a high mark in another. Paper Course number and title

Year 1	
1	EC201 Microeconomic Principles I or
	EC411 Microeconomics for MSc Students or
	EC441 Advanced Microeconomics
2	EC210 Macroeconomic Principles or
	EC413 Macroeconomics for MSc Students or
	EC442 Advanced Macroeconomics
3	EC220 Introduction to Econometrics or
	EC402 Methods of Economic Investigation or
	EC443 Advanced Econometrics
4	Courses to the value of one unit from:
	IR460 Comparative Political Economy †
	EH416 Markets and States in Developing Economies since 1880
	GV481 Public Choice and Public Policy I (H) with either
	GV482 Public Choice and Public Policy II (H) or EH487
	International Economic Institutions since World War I (H)
Year 2	
5	EC406 Economic Policy Analysis
6	EC426 Public Economics
7	EC404 Current Economic Issues

/	EC404 Current Economic Issue
0	Any other approved paper +

any other approved paper

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. * Students who took all core courses (papers 1, 2 and 3) at 200 level in their first year must take a 400 level core course in their second year and will normally be expected to take EC411. Other students may take any course, subject to timetabling availability and with the permission of the course lecturer and approval of the MSc Programme Director. (H) means a half-unit course.

n/a 03/04 means not available in the academic year 2003/2004.

MSc Public Policy

Notes

Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take up to four courses in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 4 & 5 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered. Where a candidate already has a substantial background in policy or administrative analysis (or in other exceptional circumstances), he/she may be allowed, subject to the supervisor's approval, to substitute for one of the papers under 1, 2 and 3 below a paper from 4 & 5 or from the MSc in Social Policy and Planning or from any of the courses offered by the Department of Government. Any paper so substituted shall be taken at the time when it is normally taken by other candidates.

- Paper Course number and title 1, 2, 3 Courses to the value of 1.5 units from the following
- core courses: GV477 Comparative Public Policy Change (H) GV480 Introduction to Comparative Public Administration (H) GV481 Public Choice and Public Policy I – Introduction (H) GV482 Public Choice and Public Policy II – Advanced Topics (H) GV483 Public Management Theory and Doctrine (H) 4 & 5 Courses to the value of one unit from the following: One of the courses listed above which has not already been taken DV402 The Politics of Southeast Asian Development DV406 Development Management GV403 Network Regulation (H) GV452 The European Union: Politics and Policy (H) GV453 Socio-Economic Cohesion Policies in the European Union (H) § GV471 Institutional Politics in the European Union -A Rational Choice Approach (H) GV484 Government and Politics in the USA (H) GV485 US Public Policy (H) GV494 Contested Issues in Public Management (H) LL406 Introduction to Regulation (H) LL407 Media and Communication Regulation (H) SA405 European Social Policy (counts as two courses) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) GV4M1 or GV4M2 Skills Course (H) ‡ GV499 Dissertation § Please note that GV452 is a prerequisite for this course Notes + This is compulsory for all students. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004. MSc Public Policy (Research)

Full-year	programme.
Paper	Course number and title
1	Three of the following core courses:
	GV480 Introduction to Comparative Public Administration (H)
	GV481 Public Choice and Public Policy I – Introduction (H)
	GV482 Public Choice and Public Policy II – Advanced Topics (H)
	GV483 Public Management Theory and Doctrine (H)
	GV477 Comparative Public Policy Change (H)
Notes	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004.

MSc Public Policy and Administration

Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take up to four courses in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 4 & 5 below, any paper which is offered in the MSc, LLM or MA which involves at normally taken by other candidates. Paper Course number and title

1, 2, 3 485 been taken GV403 Network Regulation (H) GV485 US Public Policy (H) Public Opinion and Identities (H) Planning (H) GV499 Dissertation Notes

6

Full-year programme. Students should refer to the Public Policy and Administration regulations and follow these, with the following two changes: MI4M1 or MI4M2 replace GV4M1/ GV4M2. Students take one half unit from the list under courses 4 & 5.

MSc Real Estate Economics and Finance

Paper	Course num
roper	
1	GY457 Appl
2	AC430 Corp
3	GY458 Real
	A relevant h
4	GY499 Disse
Notes	§ means by
	(H) means a
	n/a 03/04 mi

MSc Regional and Urban Planning Studies

ull-year prop	gramme. Stud
nits and a	dissertation.
Y495 Resea	arch Methods
aper	Course numb
	EC436 The E
	GY453 Geog
	Planning (H)
	SA4A3 Social
	Planning (H)
p!	GY454 Urbar
	Two of the fo
	EC437 Econo
	EU419 Socio-
	GY415 Econo
	Response (H)
	GY432 Cities

Graduate Programme Regulations 23

least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered. Where a candidate already has a substantial background in policy or administrative analysis (or in other exceptional circumstances), he/she may be allowed, subject to the supervisor's approval, to substitute for one of the papers under 1, 2 and 3 below a paper from 4 & 5 or from the MSc in Social Policy and Planning or from any of the courses offered by the Department of Government. Any paper so substituted shall be taken at the time when it is

Courses to the value of 1.5 units from the following core courses: GV477 Comparative Public Policy Change (H)

- GV480 Introduction to Comparative Public Administration (H) GV481 Public Choice and Public Policy I – Introduction (H) GV482 Public Choice and Public Policy II – Advanced Topics (H) GV483 Public Management Theory and Doctrine (H) Courses to the value of one unit from the following: One of the courses listed above which has not already
- DV402 The Politics of Southeast Asian Development DV406 Development Management
- GV471 Institutional Politics in the European Union -
- A Rational Choice Approach (H) GV484 Government and Politics in the USA (H)
- GV494 Contested Issues in Public Management (H) GV4A2 Citizens' Political Behaviour in Europe: Elections
- GV4A3 Social Choice Theory and Democracy (H)
- EU421 Policy-making in the European Union (H)
- EU443 European Models of Capitalism
- LL406 Introduction to Regulation (H)
- LL407 Media and Communication Regulation (H) SA405 European Social Policy (counts as two courses)
- SA4A3 Social and Political Aspects of Regional and Urban
- GV4M1 or GV4M2 Skills Course (H) ‡
- ‡ This is compulsory for all students.
- (H) means a half-unit course.
- n/a 03/04 means not available in the academic year 2003/2004.

MSc Public Policy and Administration (Research)

lents must take three compulsory courses and rse and a dissertation as shown.

- er and title ed Urban and Regional Economics
- rate Finance and Asset Markets
- roperty Market Practice (H)
- f-unit course where offered §
- pecial permission only.
- alf-unit course.
- ans not available in the academic year 2003/2004.

lents must take courses to the value of three full Additionally all students are required to take in Planning.

- per and title conomics of Regional and Urban Planning (H) raphical Aspects of Regional and Urban
- and Political Aspects of Regional and Urban
- Policy and Planning (H)
- pllowing omic Aspects of Urban Change (H) economic Cohesion Policies in the EU (H) omic Development: Global Change and Local
- Culture and Politics in the South

	GY455 Economic Aspects of Project Appraisal (H)
	GY456 Issues in Environmental Regulation (H)
	SA437 Urban Morphologies (H)
	A half-unit course from another programme at the discretion
	of the Programme Director §
6	GY495 Research Methods in Planning (non-assessed but
	compulsory)
7	GY499 Dissertation
Notes	§ means by special permission only.
	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004.

MSc Regional Science

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation

Course number and title
GY460 Techniques of Spatial Economic Analysis (H)
GY457 Applied Urban and Regional Economics
GY407 Managing Economic Development or GY408
European Economic Development Management
Subjects to the value of half-unit from another programme
subject to the approval of the Programme Director
GY499 Dissertation
(H) means a half-unit course.
n/a 03/04 means not available in the academic year 2003/2004.

MSc Regulation

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

aper	Course number and title
	GV488 Law and Politics of Regulation
& 3	Courses to the value of two full units from the following:
	Environmental Regulation
	DV413 Institutions: Environmental change and Development (H)
	DV415 Institutions and the Global Environment (H)
	GY416 Hazard and Risk Management
	GY420 Environmental Regulation: Implementing Policy
	GY453 Geographical Aspects of Regional and Urban
	Planning (H)
	LL426 Environmental Law and Policy
	LL448 International Environmental Law (n/a 03/04)
	Financial and Commercial Regulation
	AC490 Financial Reporting and Management: Management
	Accounting and Control (H) or AC492 Principles of Finance
	LL420 Legal Regulation of Information Technology
	LL421 New Media Regulation (H)
	LL431 The European Internal Market
	LL484 Regulation of Financial Markets
	Social Regulation
	AN406 Political and Legal Institutions or AN407 The
	Anthropology of Economic institutions and their Social
	Transformation
	GY414 Gender, Space and Society
	ID480 Labour Law
	LL429 European community Law (Social Policy) (n/a 03/04)
	LL478 Policing and Police Powers
	SA403 Criminal Justice Policy
	SA405 European Social Policy
	Utilities Regulation
	GV403 Network Regulation (H)
	LL407 Media and Communications Regulation (H)
	LL430 European community Competition Law #
	Government and Law
	GV481 Public Choice and Public Policy I – Introduction (H)
	GV482 Public Choice and Public Policy II – Advanced Topics (H)
	GV483 Public Management Theory and Doctrine (H)
	LL400 Jurisprudence and Legal Theory
	LL465 Law and Social Theory
	LL474 Modern Legal History
A	A course from another programme § LL499 Dissertation
4	
Notes	Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and
	a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject
	the same category, may choose to have the title of their subject

category included on the degree certificate. No more than one category may appear on the degree certificate. † Please note that the International Relations (IR) Department

permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a

non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa. ‡ means can only be taken by students with a Law degree. § means by special permission only.

(H) means a half-unit course.

n/a 03/04 means not available in the academic year 2003/2004.

MSc Regulation (Research)

	egulation (Research)
	programme. Students must take courses to the value of three full
units and	a dissertation as shown.
Paper	Course number and title
1	GV488 Law and Politics of Regulation
2&3	Courses to the value of one full unit from the following:
	Environmental Regulation ¶
	DV413 Institutions: Environmental change and Development (H)
	DV415 Institutions and the Global Environment (H)
	GY416 Hazard and Risk Management
	GY420 Environmental Regulation: Implementing Policy
	GY453 Geographical Aspects of Regional and Urban
	Planning (H)
	LL426 Environmental Law and Policy
	LL448 International Environmental Law (n/a 03/04)
	Financial and Commercial Regulation ¶
	AC490 Financial Reporting and Management: Management
	Accounting and Control (H) or AC492 Principles of Finance
	LL431 The European Internal Market
	LL484 Regulation of Financial Markets
	Social Regulation ¶
	AN406 Political and Legal Institutions or AN407 The
	Anthropology of Economic institutions and their Social
	Transformation
	GY414 Gender, Space and Society
	ID480 Labour Law
	LL429 European community Law (Social Policy) (n/a 03/04)
	LL478 Policing and Police Powers
	SA403 Criminal Justice Policy
	SA405 European Social Policy
	Utilities Regulation ¶
	GV403 Network Regulation (H)
	LL407 Media and Communications Regulation (H)
	LL430 European community Competition Law ‡
	Government and Law
	GV481 Public Choice and Public Policy I – Introduction (H)
	GV482 Public Choice and Public Policy II – Advanced Topics (H)
	GV483 Public Management Theory and Doctrine (H)
	LL400 Jurisprudence and Legal Theory
	LL465 Law and Social Theory
	LL474 Modern Legal History A course from another
	programme §
l.	MI451 Quantitative Analysis 1: Description and Inference (H)
	and MI401 Concepts and Methods of Social Inquiry (H)
	LL499 Dissertation
lotes	¶ Students who take courses to the value of two full units
	from one of the categories shown in bold above, or one course
	and a dissertation which in the opinion of the School falls
	within the same category, may choose to have the title of their
	subject category included on the degree certificate. No more
	than one category may appear on the degree certificate.
	 Students taking this course must have a law degree.
	§ means by special permission only. (H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004.

Full-year	programme. Students must take three compulsory courses and a on as shown.
Paper	Course number and title
1	SO4M1 or SO4M2 Methods of Sociological Study
2	SO408 Sociology of Religion
3	SO416 Cults, Sects and New Religions
4	SO499 Dissertation
Notes	Students may, with the approval of the Programme Director, under special circumstance (if, for example, they have already taken a course similar to one of the compulsory ones), take an alternative course to papers 2 or 3.

MSc Russian and Post-Soviet Studies

Full-year programme. Students must take GV4A7 plus optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU451 Post-Communist Politics and Policies in preparation for the dissertation.

Course number and title Paper GV4A7 Russia and the Post-Soviet States: Politics and Policy 2&3 Courses to the value of two full units from the following: EU400 The Political Economy of Transition GV439 Government and Politics in Eastern Europe (H) GV479 Nationalism HY431 The Cold War and the Third World Revolutions HY434 The Rise and Fall of Communism in Europe 1917-1990 IR425 Soviet and Post-Soviet Foreign Policy † SO417 Contemporary Russian Society: Key Issues and Development Trends A relevant course from another programme § GV499 Dissertation + Please note that the International Relations (IR) Department lotes permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa. § means by special permission of the RPSS programme convenor only. (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004. **MSc Russian and Post-Soviet Studies (Research)** ull-year course. Course number and title GV4A7 Russia and the Post-Soviet States: Politics and Policy MI4M1 or MI4M2 Foundations of Social Research Courses to the value of one full unit from: EU400 The Political Economy of Transition GV439 Government and Politics in Eastern Europe (H) GV479 Nationalism HY416 The Establishment of Communism in Central Europe HY419 The Russian Revolution 1914-1921 HY431 The Cold War and the Third World Revolutions IR425 Soviet and Post-Soviet Foreign Policy † SO417 Contemporary Russian Society: Key Issues and Development Trends A relevant course from another programme § GV499 Dissertation otes + Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa. § means by special permission of the RPSS programme convenor only (H) means a half-unit course.

n/a 03/04 means not available in the academic year 2003/2004.

ASc Social and Public Communication

Il year programme. Students are required to take one compulsory course (\$429) and optional courses to the value of two full units (one full unit om Option course list A and one full unit from option course list B) and a issertation as shown.

- Course number and title PS429 Social Psychology of Communication
- Option course List A (to the value of one unit): PS411 The Social Psychology of the Media (H) PS412 The Audience in Mass Communication (H) * PS423 Political Communication (H) * PS436 Current Issues in Media and Communications (H) * Option course List B (to the value of one unit): PS413 The Psychology of Gender (H) PS415 The Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H)

PS439 The Social Psychology of New Technology (H) PS445 Organisational and Social Decision-Making (H)

PS446 Issues in
Organisational
PS451 Cognitio
Courses to the
programme (su
Programme Di
PS408 Disserta
* These course
creation of the
(H) means a ha
n/a 03/04 mear

MSc Social Anthropology

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Notes

Paper	a dissertation as Course numb
1	AN404 Anth
2	One of the fo
	AN402 The A
	AN405 Kinsh
	AN406 Politi
	AN407 Econ
3	One or two
	A paper from
	AN409 The
	reference to
	AN410 The
	AN411 Resea
	AN412 The
	AN413 The
	(H) (n/a 03/0
	AN414 The
	(n/a 03/04)
	AN415 The
	AN416 The
	Saharan Afri
	AN418 Cogr
	AN419 The
	AN420 The
	AN421 The
	Life (H) (n/a
	AN422 The
	Fundamenta
	AN424 The AN425 The
	AN426 Film and Theory
	AN427 The African Soci
	AN429 The
	AN430 The
	State (n/a 03
	AN431 The
	(n/a 03/04)
	AN432 Anth
	AN433 Anth
	AN434 The
	(n/a 03/04)
	AN435 The
	Social Chan
	AN436 The
	AN439 Anti
	AN440 Anth
4	AN499 Diss
Notes	(H) means a
	n/a 03/04 m

MSc Social Anthropology (Research)

i un ycui	programme. Studi
Paper	Course numb
1	MI461 Quant
	Quantitative A
2	MI463 Funda
3	AN441 Anthr
4	AN442 Superv
5	AN443 Resea

MSc Social Policy and Planning

Graduate Programme Regulations 25

		Graduate Programme Regulations 25
nd Social Psychology:	value of t	wo full units and a dissertation as shown.
in sector (systematog).	Paper	Course number and title
	1	Compulsory courses
unit from another		SA488 Social Policy: Goals and Issues (H)
oval of the candidate's		SA4C9 Social Policy: Organisation and Innovation (H)
	2	Optional courses
		Choose to the value of two full units from the following courses:
ecoded following the		GY454 Urban Policy and Planning (H)
ledia and Communications.		SA403 Criminal Justice Policy
		SA405 European Social Policy
he academic year 2003/2004.		SA407 Health Systems and Policies (I) (H)
		SA409 Social Security Policies (H)
		SA429 Social Exclusion, Inequalities and the 'Underclass'
		Debate (H)
rses to the value of three full		SA448 Foundations of Social Service Policy (H)
ises to the value of three full		SA451 Social Policy Research
		SA464 Current Issues in Housing, Community and
d Ethnography		Regeneration Policy (H)
la canography	S	SA479 The Development of Housing and Urban Renewal (H)
igion		SA4A7 Gender and Social Policy: Theory and Practice (H)
.9.0.1		SA4A9 Gender and European Welfare States (H)
tions		SA4B2 Family, Change and Society (H) (n/a 03/04)
d Social Transformation		SA4B4 Child Rights, Child Poverty and Development
the value of one full unit:		SA4B8 Ethnicity, 'Race' and Social Policy (H)
dy taken		SA4B9 Education Policy, Reform and Financing (H)
Mediterranean with special		SO409 Crime and Society: Concepts and Method
(H) (n/a 03/04)	3	Or a full- or half-unit course from another MSc programme
dagascar (H) (n/a 03/04)		subject to approval of Tutor §
I Anthropology (H) (n/a 03/04)	4	SA471 Social Policy and Planning Dissertation (10,000 words)
ath (H) (n/a 03/04)		to be handed in 1 September
nflict, Revolution and War	Notes	§ may only be taken with permission of teacher and MSc
		Programme Tutor.
and Communication (H)		(H) means a half-unit course.
		n/a 03/04 means not available in the academic year 2003/2004.

MSc Social Policy and Planning in Developing Countries

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown.

Paper	Course number and title
1	SA452 Social Policy, Planning and Participation in Developing
100	Countries †
2	Courses to the value of two full units from the following:
	SA4C8 Globalisation and Social Policy (H)
	Any course within the Department of Social Policy
	A paper from another programme §
3	SA4C1 Long Essay and the Research Process (not assessed)
4	SA472 Dissertation (1 September)
Notes	† Required coursework must be submitted on the last day of
	Week 9, Lent term.
	§ means by special permission only.
	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004.

MSc Social Policy (Research)

Full-year programme.

Paper	Course number a	nd title	
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- SA451 Social Policy Research
- MI4M1 or MI4M2 Foundations of Social Research

3	SA471 or SA472 Dissertation
4	Courses to the value of one full unit from the following:
	DV411 Population and Development (H)
	SA402 Social Policies for Ageing Populations (H) (n/a 03/04)
	SA403 Criminal Justice Policy
	SA405 European Social Policy
	SA406 Health Systems and Policies
	SA408 Health Economics (H)
	SA409 Social Security Policies (H)
	SA427 Pharmaceutical Economics and Policy (H)
	SA429 Social Exclusion, Inequality and the 'Underclass'
	Debate (H)
	SA431 Housing Law (H)
	SA433 Management Studies and Management Skills
	SA435 NGO Management, Policy and Administration
	SA436 Planning and Regeneration (H)
	SA441 Planning Studies
	SA444 Rehabilitation of Offenders (n/a 03/04)
	SA445 Social Planning for Rural Development
	SA446 Psychology and Crime
	SA447 Foundations of Health Policy (H)

SA448 Foundations of Social Service Policy (H)

- Organisational and Life (H)
- on and Culture (H)
- value of one full u ubject to the approv rector)
- es are likely to be re Department of Me If-unit course.
- ns not available in th

- Full-year programme. Students must take cours shown.
 - ber and title
 - ropology: Theory and
 - ollowing: Anthropology of Relig
 - ip, Sex and Gender
 - cal and Legal Instituti
 - omic Institutions and of the following to th
 - n 2 above not already
 - Anthropology of the
 - Greece and Cyprus (Anthropology of Mac
 - rch Methods in Social Anthropology of Deat
 - Anthropology of Con
 - Anthropology of Art a
 - Anthropology of India (n/a 03/04)
 - Anthropology of Hunters and Gatherers of Subca (H) (n/a 03/04)
 - nition and Anthropology (H) (n/a 03/04)
 - Anthropology of Christianity (H) (n/a 03/04)
 - Anthropology of South-East Asia (H)
 - Anthropology of Industrialisation and Industrial 03/04)
 - Anthropology of Religious Nationalism and lism (H) (n/a 03/04)
 - Anthropology of Melanesia (H)
 - Anthropology of China (H)
 - and Photography in Anthropological Practice
 - (H) (n/a 03/04) Anthropology of South-West Asian and North
 - eties (H) (n/a 03/04)
 - Anthropology of Southern Africa (H) (n/a 03/04) Anthropology of Governance in the Modern
 - Anthropology of Lowlands Latin America (H)
 - propological Linguistics (H) (n/a 03/04)
 - propological Theories of Exchange (H) Anthropology of East and Central Africa (H)
 - Anthropology of Agrarian Development and ge (H) (n/a 03/04)
 - Anthropology of Development (H) (n/a 03/04) propology and Human Rights (H)
 - ropology of Civil Society, the State and Citizenship ertation
 - half-unit course.
 - eans not available in the academic year 2003/2004.
- Full-year programme. Students must take the following five courses.
 - per and title itative Analysis (Anthropology) 1 or MI462
 - Analysis (Anthropology) 2
 - mentals of Research Design (Anthropology)
 - opological Fieldwork Methods
 - vised Reading Course and Fieldwork Preparation rch Proposal

Full-year programme. Students must take the two half unit compulsory courses, attend non-assessed course SA4C1 and optional courses to the

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Full-yea

course

one fu

Paper

Notes

	 SA452 Social Policy Planning and Participation in Developing Countries SA460 Urbanisation and Social Planning SA461 Voluntary Sector Policy and Administration SA464 Current Issues in Housing, Community and Regeneration Policy (H) SA479 The Development of Housing Urban Renewal (H) SA480 Advanced Population Analysis (H) (n/a 03/04) SA485 Methods of Population Planning (H) SA488 Social Policy: Goals and Issues SA491 Population Policies: Evolution and Impact (H) (n/a 03/04) SA493 Population, Trends and Processes in the Developing World (H) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) SA4A7 Gender and Social Policy: Theory and Practice (H) SA4A8 Gender, International Social Policy and Development (H) SA4A9 Gender and European Welfare States (H) SA493 Formation Content of Policy Policy (M) 	Full-year three full examined which the	 Active State of the second state of t
5	SA4B2 Family, Change and Society (H) (<i>n/a 03/04</i>) SA4B8 Ethnicity, 'Race' and Social Policy (H) SA4B9 Education Policy, Reform and Financing (H) SA4C2 Basic Education and Social Development (H) (<i>n/a</i> 03/04 and 04/05) SA4C9 Social Policy: Organisation and Innovation (H) (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.	Full-year p units and examined in which t	cial Research Methods (Social Psychology) programme. Students must take courses to the value of three a dissertation as shown. Courses shown under paper 1 by a combination of formal examination at the end of the te they are taken and a take-home paper to be completed by the lowing vacation or by an unseen exam in May/June.
ear j es (F	cial Psychology programme. Students are required to take two compulsory 95400, PS4M1 or PS4M2) and optional courses to the value of nit and a dissertation as shown. Course number and title PS400 Contemporary Social Psychology PS4M1 or PS4M2 Methods of Research in Social Psychology Two of the following:	Paper 1 2 3	Course number and title Two of the following: MI451 Quantitative Analysis 1: Description and Inference of MI452 Quantitative Analysis 2: The Generalized Linear Model MI455 Quantitative Analysis 3: Applied Multivariate Analysis (I or approved courses in Statistics to the value of one full unit MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H) Courses to the value of one full unit from the following: PS404 Ornanisational Social Research

Two of the following: PS410 Social Representations (H) (n/a 03/04) PS411 The Social Psychology of the Media (H) PS412 The Audience in Mass Communications (H) PS413 The Psychology of Gender (H) PS415 The Social Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H) PS439 The Social Psychology of New Technology (H) PS446 Issues in Organisational and Social Psychology: Organisational Life PS451 Cognition and Culture (H) PS454 The Social Psychology of Public Communication (H) (n/a 03/04) A course from another programme (subject to the approval of the Candidate's Programme Director) PS433 Research Report (H) means a half-unit course. n/a 03/04 means not available in the academic year 2003/2004.

MSc Social Research Methods (Philosophy)

Full-year	a dissertation as shown.	1
Paper	Course number and title	
1	Two of the following:	
	MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H)	2
	MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H) or approved courses in Statistics to the value of one full unit §	3
2	MI453 Fundamentals of Research Design (H) and MI454	11
	Qualitative Social Research: Interview, Text and Image (H)	
3	Courses to the value of one full unit from the following:	
	PH400 Philosophy of Science and Scientific Method	
	PH405 Philosophy of the Social Sciences	
	PH407 Foundations of Probability	
	PH410 Advanced Social Philosophy (n/a 02/03)	
	PH413 Philosophy of Economics	
4	MI499 Dissertation (August)	
Notes	§ means by special permission only.	
	(H) means a half-unit course.	4
	n/a 03/04 means not available in the academic year 2003/2004.	Not

ue of 1 are rm in nd of

aper	Course number and title
	Two of the following:
	MI451 Quantitative Analysis 1: Description and Inference (H)
	MI452 Quantitative Analysis 2: The Generalized Linear Model (H)
	MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H)
	or approved courses in Statistics to the value of one full unit §
	MI453 Fundamentals of Research Design (H) and MI454
	Qualitative Social Research: Interview, Text and Image (H)
	SA451 Social Policy Research
	MI499 Dissertation (August)
lotes	§ means by special permission only.
	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004.

e full are term end

Paper	Course number and title
1	Two of the following:
	MI451 Quantitative Analysis 1: Description and Inference (H)
	MI452 Quantitative Analysis 2: The Generalized Linear Model (H)
	MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H)
	or approved courses in Statistics to the value of one full unit §
2	MI453 Fundamentals of Research Design (H) and MI454
-	Qualitative Social Research: Interview, Text and Image (H)
3	
2	Courses to the value of one full unit from the following:
	PS404 Organisational Social Psychology
	PS410 Social Representations (H) MSc Social and Public
	Communication
	PS411 Social Psychology of the Media (H)
	PS412 The Audience in Mass Communications (H)
	PS413 Psychology of Gender (H) (n/a 03/04)
	PS415 The Social Psychology of Economic Life (H)
	PS418 Social Psychology of Health (H)
	PS439 Social Psychology of New Technology (H)
	PS443 Modern Social Psychology (H)
	PS445 Organisational and Social Decision Making (H)
4	MI499 Dissertation (August)
Notes	§ means by special permission only.
	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004.
	The double in the available in the academic year 2003/2004.

MSc Social Research Methods (Sociology)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June. Pape

er	Course number and title	
	Two of the following:	
	MI451 Quantitative Analysis 1: Description and Inference (H)	
	MI452 Quantitative Analysis 2: The Generalized Linear Model (H)	
	MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H)	
	or courses in Statistics to the value of one full unit §	
	MI453 Fundamentals of Research Design (H) and MI454	
	Qualitative Social Research: Interview, Text and Image (H)	
	Courses to the value of one full unit from the following:	
	SO402 Sociological Theory	
	SO403 Social Analysis of Industrial Societies (n/a 03/04)	
	SO404 Sociology of Development	
	SO407 Contemporary Political Sociology: Theories and	
	Research Strategies	
	SO408 Sociology of Religion	
	SO409 Crime and Society: Concepts and Method	
	SO411 The Sociology of Gender	
	SO438 Sociology of Employment I: Social Relations at Work (H)	
	SO439 Sociology of Employment II: Contemporary	
	Management and Globalisation (H)	
	MI499 Dissertation (August)	
25	§ means by special permission only.	
	(H) means a half-unit course.	
	n/a 03/04 means not available in the academic year 2003/2004.	

MSc Social Research M

Full-year p	rogramme. Studen
units and	a dissertation as
examined	by a combination
	ney are taken and a
	owing vacation or
Paper	Course number
1	MI452 Quantita
	(H) and MI455
	Analysis (H)
	or approved cou
2	MI421 Social Re
-	Social Research
3	Courses to the
2	ST415 Surveys
	ST416 Multileve
	Packages (H)
	or other approv
4	MI499 Dissertat
Notes	§ means by spe
Notes	(H) means a ha
	n/a 03/04 mean
	na 05/04 mean

MSc Sociology Full-

Full waar a	
	rogramme. Stud
dissertation	
Paper	Course numbe
1	SO4M1 or SO4
2&3	Courses to the
	GV479 Nation
	SO451 Urban
	SO403 Social /
	SO407 Conter
	Research Strate
	SO408 Sociolo
	SO409 Crime
	SO411 The So
	SO417 Conter
	Developmenta
	SO418 Genes
	SO425 Regula
	SO426 Sociolo
	SO427 Sociolo
	SO430 Econor
	SO433 Cultura
	SO435 Culture
	SO436 Sociolo
	SO438 Sociolo
	SO439 Sociolo
	Management
4	SO499 Dissert
Notes	*Students wis
	be able to der
	theories cover
	(H) means a h
	n/a 03/04 mea

MSc Statistics

full units.

Paper

4

Course numbe
ST417 Statistic
ST402 Principl
Courses to the
ST404 Samplin
ST405 Multiva
ST409 Stochas
ST411 Regress
Modelling (H)
ST415 Surveys
ST422 Time Se
Courses to the
Courses listed
EC484 Advan
OR406 Mathe
SA481 Basic P
ST416 Multile
ST418 Non-lin
Series (H)
ST421 Develo

Graduate Programme Regulations 27

lethoo	s	(Statistics)
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Full-year programme. Students must take courses to the value of three full shown. Courses shown under paper 1 are of formal examination at the end of the term a take-home paper to be completed by the end by an unseen exam in May/June. and title

ative Analysis 2: The Generalized Linear Model Quantitative Analysis 3: Applied Multivariate

urses in Statistics to the value of one full unit § esearch Design (H) and MI454 Qualitative Interview, Text and Image (H) value of one full unit from:

and Experiments in Social Research (H) el Models (H)ST417 Statistical Sources and

ed Statistics courses

ation (August)

ecial permission only.

alf-unit course. ns not available in the academic year 2003/2004.

dents must take three courses and write a r and title 4M2 Methods of Sociological Study

value of two full units from the following:

alism

Morphologies (H)

Analysis of Industrial Societies (n/a 03/04) nporary Political Sociology: Theories and

gy of Religion

and Society: Concepts and Investigation ciology of Gender

nporary Russian Society: Key Issues and

I Trends

and Society tion. Risk and Economic Life

gical Theory Part I (H)

gical Theory Part II (H)*

mic Sociology (H) (n/a 03/04)

al Theory (H)

and Economy (H) (n/a 03/04)

ogy of Consumption (H) (n/a 03/04)

gy of Employment I: Social Relations at Work (H) ogy of Employment II: Contemporary

and Globalisation (H)

ation hing to take SO427 must also take SO426 or monstrate a sufficient background in the

alf-unit course.

ns not available in the academic year 2003/2004.

Academic-year programme. Students must take courses to the value of four

r and title

cal Sources and Packages (H)

les and Methods of Statistical Practice (H)

value of one full unit from the following:

ng Theory and Practice (H)

ariate Analysis (H) stic Processes (H)

sion, Diagnostics and Generalised Linear

and Experiments in Social Research (H) ries (H)

value of two full units from the following:

under 3 above not already taken ced Econometric Theory

ematical Programming (H)

Population Analysis (H) (n/a 03/04)

vel Models (H) near Dynamics and the Analysis of Real Time

pments in Statistical Methods (H)

	ST499 Dissertation (submission in June)
	A Mathematics course (with permission) (H)
	A Methodology course (with permission) (H)
Notes	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004

MSc Statistics (Research)

Full-year programme. Students must take courses to the value of four full units. Paper Course number and title

As MSc Statistics
One half unit from those listed under 4 above (except ST499)
MI453 Fundamentals of Research Design (H) or MI401
Concepts and Methods of Social Inquiry (H)
ST499 Dissertation (submission in September)

MSc Theory and History of International Relations

Full-year programme. Students must take two compulsory papers, one optional paper and a dissertation as shown. Course number and title Paper HY400 International History in the Twentieth Century IR411 Foreign Policy Analysis or IR429 Economic Policy One of the following, to be chosen from either section 1 or 2

Section 1: HY408 Nationalism, Communism and Conflict in East Asia, 1931-1954 HY409 The Origins and Conduct of the Second World War. 1935-1945

HY411 European Integration in the Twentieth Century HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War (n/a 03/04)

HY414 French External Relations in the Era of de Gaulle, 1940-1969 (n/a 03/04)

HY421 The History of the Arab-Israeli Conflict: From the 1948 War to the 1993 Oslo Accords (n/a 03/04) HY422 Presidents, Public Opinion and Foreign Policy: From

Roosevelt to Reagan, 1933-1989 HY426 The European Enlightenment, c 1680-1830

HY428 Britain and the Modern World: Power and Decline

since 1870 (n/a 03/04) HY429 Anglo-American Relations from World War to Cold

War, 1939-91 HY430 The Marshall Plan and Europe, 1945-1952

HY431 The Cold War and Third World Revolutions, 1965-1989 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995

HY433 Cultural Encounters from the Renaissance to the Modern World

HY434 The Rise and Fall of Communism in Europe 1917-1990 Section 2:

GV479 Nationalism IR405 Sovereignty Rights and Justice

IR412 International Institutions III

- IR415 Strategic Aspects of International Relations III IR416 International Politics of Western Europe
- IR418 International Politics: Asia and the Pacific
- IR419 International Relations of the Middle East
- IR421 Concepts and Methods in International
- Relations (n/a 03/04) IR422 Conflict and Peace Studies
- IR425 Soviet and Post-Soviet Foreign Policy
- IR427 International Politics: Africa

IR431 European Policy-making in a Global Context (H) HY499 Dissertation

4 Notes (H) means a half-unit course.

n/a 03/04 means not available in the academic year 2003/2004.

MSc Voluntary Sector Organisation

Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit, non-assessed course SA4C1 and a dissertation as shown

Course number and title Paper SA461 Voluntary Sector Policy and Administration SA488 Social Policy: Goals and Issues (H) SA4C9 Social Policy: Organisation and Innovation (H) Course(s) to the value of one full unit from the following: ID403 Organisational Theory and Behaviour A course from the MSc in Social Policy and Planning not already taken

	A course from another programme §
4	SA4C1 Long Essay and the Research Process (not assessed)
	(Option only possible for full-time students within the
	constraints of the timetable.)
5	SA475 Dissertation (1 September)
Notes	§ means by special permission only.
	(H) means a half-unit course.
	n/a 03/04 means not available in the academic year 2003/2004.

Graduate Course Guides

AC402 Half unit

Financial Risk Analysis

Teacher responsible: Professor H S Shin A350 Availability: This is an optional course in MSc Management and Regulation of Risk, MSc Accounting and Finance, and MSc Finance and Economics. The course assumes a knowledge of finance theory as taught in Corporate Finance and Asset Markets (AC430) and basic statistics and mathematics (calculus, linear algebra).

Course syllabus: This course treats methods of financial risk assessment including: advanced risk measurement for fixed income and derivative instruments, credit risk modelling, advanced methods for risk adjusted capital allocation, and modelling systemic and liquidity risk. This course shares some topics with Quantitative Methods in Finance and Risk Analysis (AC442). The two can be taken in sequence as a two-term, in depth treatment of the subject.

Content: The course will include a selection of:

Conceptual foundations: diversification, hedging and their limits Value at Risk and capital allocation Term structure models

VaR and extreme values for fixed income portfolios and derivatives Credit risk (scoring, structural models, ratings based models, intensity models)

Modelling liquidity risk and systematic risk

Teaching: Lectures weekly in LT (20 hours). Classes (10 hours). Reading list: Course readings will vary from year to year depending upon the topics covered. Useful references are J Hull, Options, Futures and Other Derivatives (3rd edn); P Jorion, Value at Risk; M Crouhy, D Galai & R Mark, Risk Managemen

Assessment: Individual projects (25%) and a 90-minute written exam in ST (75%). For MSc Finance and Economics students, individual projects (25%) and a 90-minute written exam in ST (75%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC403

Management and Regulation of Risk

Teacher responsible: Professor R W Anderson, A375 Availability: This is the core course for the MSc Management and Regulation of Risk. The course is not open to other students. Core syllabus: This course is designed to expose students to the breadth of risk management thinking and approaches across different areas. Content: Section A. Risk and Regulation: Introduction and Overview: Sets out the problem of risk management and regulation. It formulates a general conceptual framework that can be used in devising solutions to risk either as a management problem or as a regulatory problem, or both. Section B. Financial Risk Analysis: Examines issues in financial risk including risk and regulation in the insurance markets; tools of financial risk management, including diversification, hedging and capital provisions; risk measurement for financial instruments (market risk, value at risk); credit risk ratings and credit derivatives: operational and business risk: regulation and systemic risk.

Section C. Financial Market Regulation: Discusses notions of risk in a legal setting and the role and enforcement of legal rules in financial regulation; understanding regulatory strategies and linkages between regulation and risk management; the application of regulatory and risk management tools. Section D. Organisations and Manufactured Risk: Health, Safety and Environmental Risk and Regulation: Provides an understanding of: the management of risk to health and human safety; a systems based approach to variety among risk regulation regimes; how and why regulation regimes fail; and issues relating to reform of risk regulation regimes. Also, examines: the emergence and evolution of contemporary approaches to environmental policy and management; strengths and weaknesses of the instruments and tools used in contemporary frameworks; environmental risk regulation in the UK and US

Section E: Strategy, Control and Risk in Organisations: Provides a strategic management perspective on risk analysis and management, including an examination of strategic visioning. Also considers: issues of enforced selfregulation as a method of risk management with reference to occupational health and safety regulation; risk management and decision making in organisations; enterprise-wide risk management and auditing. Section F: Process Methodologies for Risk Analysis and Management. Explores the meaning of risk as perceived by different agents; methods of dealing with risky situations; decision analysis in risky situations; complex risk and its management; problem structuring methods and how they can provide decision support.

Teaching: The course consists of 22 seminars in MT, LT and ST, six hours of classes in MT and 15 hours of practitioner seminars.

Written work: A substantial (10,000 word essay) is an integral part of the course and represents 50% of the assessment. As part of the multi-disciplinary approach taken in the programme, students are actively encouraged to select topics that involve several of the relevant core competencies in an integrated way. Analyses of complex cases are suitable for this. However, conceptual and theoretical works are also welcome

Reading: R Baldwin, C Hood & C Scott (Eds), A Reader on Regulation (Clarendon Press, 1999); S Dawson, Analysing Organisations (Macmillan, 1996); M Crouhy, D Galai & R Mark, Risk Management (McGraw-Hill, 2001); S French, Readings in Decision Analysis (Chapman and Hall, 1989); C Hood & D K Jones, Accident and Design (UCL Press, 1996); B Hutter, Regulation and Risk: Occupational Health and Safety Regulation on the Railways (Oxford University Press, 2001); M Jacobs (Ed), Greening the Millennium? The New Politics of the Environment (Blackwell, 2000); P Jorion, Value at Risk (McGraw-Hill, 1997); M Power, The Audit Society: Rituals of Verification (Oxford University Press, 1997); J Rosenhead (Ed), Rational Analysis for a Problematic World (Wiley, 1989); B A Turner & N F Pidgeon, Man-made Disasters (Butterworth-Heinemann, 1997); R Welford & A Gouldson, Environmental Management and Business Strategy (Pitman Publishing, 1993). Assessment: Two-hour unseen examination in June and an essay of not more than 10,000 words on a topic agreed with the course director. Each of these will represent 50% of the final mark for the course.

AC404 Half unit

Forecasting Financial Time Series Teacher responsible: Dr A J Patton, A209

Availability: Intended for students on the MSc Finance and Economics MSc Accounting and Finance and MSc Management and Regulation of Risk. The first half of AC437 Financial Econometrics, or alternatively AC442 Quantitative Methods for Finance and Risk Analysis, is a required prerequisite. Students who can demonstrate comparable background may be granted an exemption from this requirement.

Core syllabus: This course will examine the techniques involved with forecasting key variables in finance. In particular, commonly used models for financial time series and methods of evaluating and comparing forecasts will be studied.

Content: The following topics will be covered: introduction to time series analysis; the efficient markets hypothesis and market forecastability; models of financial market volatility; methods of evaluating and comparing forecasts; market risk models; models of financial market correlations and dependence; univariate and multivariate density forecasting; high-frequency data analysis. Teaching: Teaching: 30 hours of combined lectures/classes in the IT

Written work: Students will be asked to give a short presentation based on one of the topics covered in the course.

Reading list: The primary text for this course is R S Tsay, Analysis of Financial Time Series (Wiley, 2002) with some additional material taken from F X Diebold, Elements of Forecasting (South-Western, 2001). Some journal articles may also be used.

Assessment: Two-hour written examination in the ST (100%). For MSc Finance and Economics students, a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor

AC410

Management Accounting, Strategy and Organizational Control

Teachers responsible: Professor M Bromwich, A382, Professor T Hemmer, A205 and Mr J Dent, A452

Availability: Intended for students on the MSc Accounting and Finance and MSc Law and Accounting. Other students may be admitted if they have sufficient background knowledge acquired at the undergraduate level.

Core syllabus: Aims to provide an advanced overview of current research and practice in the area of management accounting, strategy and organisational control. Particular emphasis is given to the economic analysis of management accounting and to strategic and organisational aspects of control systems design.

Content: Economic Perspective: Current developments in management accounting research and practice. The emerging strategic role for management accounting. Strategic Management Accounting; Target Costing; Activity Based Costing; economic approaches to the allocation of overhead costs, including Ramsey prices. Accounting and E-business. Game theory and agency relationships; agency theory and its role in the analysis

of risk sharing and goal congruence; the role of information in agency relationships and in performance measurement. Pre and post-decision information disclosure. New developments in divisional performance evaluation and in setting top management rewards.

Strategic and Organisational Perspective: The analysis of business strategy, positional and resource-based perspectives. The process and politics of strategic decisions. Strategy formation as a longitudinal process. Emergent strategy. Elements of control systems design. The evolution of planning and control systems. Strategy and control. Control systems and organisation design. Styles of control, performance measurement and the balanced scorecard. Control systems and organisational change. Contingency theories of management accounting and control. International differences in management accounting and control. Strategy, organisation and control in global firms. Detailed choice of subjects will be determined by those lecturing on the course. Elements of this part of the course may be modified to focus more on agency theory and imperfect contracting.

Teaching: 21 meetings (AC410) of three hours Sessional. A total of about 15 weekly classes (AC410.A).

Written work: A variety of types of assignments are given for class discussion including exercises and case studies. Two pieces of written work. or equivalent, per term are assessed, but the grades will not count towards the overall course assessment.

Reading list: Detailed reading lists will be given out at the start of each part of the course. Illustrative references include: R S Kaplan & A A Atkinson, Advanced Management Accounting (3rd edn, Prentice-Hall, 1998); R Cooper & R S Kaplan, The Design of Cost Management Systems (2nd edn, Prentice-Hall, 1999); M Bromwich & A Bhimani, Management Accounting: Pathways to Progress (CIMA, 1994); R Simons, Performance Measurement & Control Systems for Implementing Strategy, (Prentice Hall, 2000). Assessment: Three-hour written examination in the ST.

AC420

Corporate Financial Reporting

Teachers responsible: Professor M Bromwich, A382, Dr P Frantz, E310 and Dr K Kothavala, A211

Availability: Anyone on the MSc programmes in Accounting and Finance subject to satisfactory completion of any required preliminary reading. Other students may be admitted if they have a substantial knowledge of financial accounting acquired at undergraduate level.

Core syllabus: The course examines the current approach to corporate financial reporting to investors and other groups in countries with active capital markets (such as the UK and USA)

Content: The course studies the economic and social rationales for corporate financial reporting, with particular consideration being given to the nature of conventional (historical cost) accounting and to prevailing regulatory structures applying to financial reporting. Emphasis is placed on the range of theories that have been developed to explain the nature, form and content of corporate financial reports and the nature of the resulting statements, rather than on the technicalities of preparing financial statements. Knowledge of the basic accounting statements is assumed. Some technical accounting issues will be examined in detail, for example mergers and acquisitions: specific topics may include different accounting treatments across jurisdictions, relating economic events to financial statements and current controversies in international standard setting. Some topical issues and current controversies will be discussed including new and proposed accounting standards.

The main theoretical perspectives examined are: deductive approaches, based on the notion of financial accounting as the measurement of economic income and value (including applications to current accounting controversies); social approaches, studying financial reporting as a social and behavioural phenomenon; economic approaches, regarding corporate financial reporting as an information system, including signalling and disclosure, and studying the demand for and supply of accounting information in a market setting and its stock market impact; and regulatory approaches, examining the nature of and case for and against the regulation of corporate financial reporting. Illustrations are provided of how these theories are used in standard setting and in valuation.

Detailed choice of subjects will be determined by those lecturing on the course.

Teaching: 21 lectures of two hours each, sessional (AC420), and 20 classes (AC420.A) of one hour.

Written work: The lecturers set exercises, essays or case studies for class discussion each week. Many of these involve reading key papers and other writings in the financial accounting literature and illustrating their effects numerically. At least four pieces of work, based on these assignments, are collected for assessment.

Reading list: Detailed reading lists are handed out at the start of the course, and will be largely based on papers in academic journals. Relevant books covering specific parts of the course are: W H Beaver, Financial Reporting: An Accounting Revolution (3rd edn, Prentice-Hall, 1998); M Bromwich, Financial Reporting, Informationand Capital Markets (Pitman, 1992); R Macve, A Conceptual Framework for Financial Accounting and Reporting (Garland, 1997); W Scott, Financial Accounting Theory, (Prentice Hall, 1997); R L Watts

& J L Zimmerman, Positive Accounting Theory (Prentice-Hall, 1986). Assessment: Three-hour plus 15 minutes reading time written examination in the ST.

AC421 Half unit **Applied Corporate Finance**

Teacher responsible: Dr R Inderst, S480

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics and MSc Management and Regulation of Risk. This is an applied advanced course and a thorough understanding of the major theoretical issues and concepts is required. The course is primarily seen as a complement to Corporate Finance and Asset Markets (AC430). Coverage of the material in this course is normally required as a prerequisite. Core syllabus: Provides a thorough grounding in recent developments in

applied corporate finance.

Content: The course involves a study of the empirical corporate finance literature and case studies. It will examine valuation techniques, capital structure and payout policy, raising capital, going public, financial risk management by firms, corporate governance, takeovers and insolvency. Teaching: 20 hours of lectures and 10 hours of classes in LT. Written work: Class papers and case based research are required.

Reading list: Articles from journals and readings from D H Chew, The New Corporate Finance: Where Theory Meets Practice (3rd edn, McGraw Hill); M Grinblatt & S Titman, Financial Markets and Corporate Strategy, (2nd edn, McGraw Hill)

Assessment: Two-hour written examination in the ST (100%). For MSc Finance and Economics students, a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor

AC430

Corporate Finance and Asset Markets

Teachers responsible: Dr J L G Board, E309 and Professor R W Anderson A375

Availability: Intended for students on the MSc Accounting and Finance and MSc Management and Regulation of Risk. Other students may be admitted if they can demonstrate knowledge of finance acquired at undergraduate level.

Core syllabus: Aims to provide a grounding in the investment and financing aspects of corporate finance theory. More advanced presentations of some of the topics covered are available in other finance courses offered by the Department

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; 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.

Written work: At least two pieces of work per term will be assessed. Teaching: 40 hours of lectures (AC430) in the MT and LT plus 20 classes (AC430.A) in which case studies and journal articles will be discussed. Students are expected to make presentations at these classes.

Reading list: Students are advised to purchase the following book: M Grinblatt & S Titman, Financial Markets and Corporate Strategy, McGraw-Hill, 2001.

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture. Assessment: Three-hour written examination in the ST.

AC436

Financial Economics

Teachers responsible: Dr J-P Zigrand, A454a and others

Availability: Exclusively for MSc Finance and Economics students. Mathematical background to the level of the September Courses in Mathematics and Quantitative Methods for Finance is assumed

Core syllabus: A required graduate course for the MSc Finance and Economics program, on investors' behaviour, market equilibrium, and securities pricing in intertemporal settings.

Content: Will encompass topics in choice under uncertainty, complete and incomplete asset markets, mean-variance portfolio theory and equilibrium asset pricing, Modigliani-Miller theorems and pricing with no arbitrage, intertemporal asset pricing, Black-Scholes option and other contingent claims pricing models, the term structure of interest rates under uncertainty, and the pricing of interest rate linked and other derivative securities. Teaching: Forty hours of lectures, twenty hours of classes.

Written work: Fifteen problem sets in classes.

Reading list: Will be based on: Teaching notes, as well as S LeRoy & J Werner. Principles of Financial Economics, Cambridge University Press, 2001; C Huang & R Litzenberger, Foundations for Financial Economics, North-Holland, 1988; T Bjork, Arbitrage Theory in Continuous Time, Oxford University Press, 1998; M Baxter & A Rennie, Financial Calculus, Cambridge University Press, 1996; and some journal articles. Assessment: Three-hour written examination in the ST.

AC437

Financial Econometrics Teachers responsible: Professor G Connor, A353 and Professor Olinton 5278

Availability: Exclusively for MSc Finance and Economics students, Mathematical background to the level of the course taught in September in the Economics Department, is assumed.

Core syllabus: The techniques of empirical investigation in economics and finance. Students are introduced to recent empirical findings based on asset pricing models

Content: The course includes a selection of the following topics: multivariate regression, maximum likelihood estimation. Wald Likelihood Ratio and Lagrange Multiplier tests, systems of simultaneous equations. Generalised Method of Moments, time-series modelling, GARCH, Markov switching models, co-integration. tests of the efficient markets model, econometric tests of CAPM and APT, factor models, models of high frequency returns data. Teaching: Lectures AC437: 40 hours of lectures MT and LT. Classes AC437A: 20 one-hour sessions

Written work: Exercises are provided each week and they are discussed

Reading list: A reading list is available at the beginning of session. Assessment: Three-hour written examination in the ST

AC440 Half unit

Corporate Finance Theory

Teacher responsible: Professor D Webb, R413 Availability: Intended for students on the MSc Accounting and Finance and MSc Finance and Economics. This is an advanced course. Students will be expected to have a strong background in Micro Economics and be comfortable with mathematical arguments. Coverage of the material in the course entitled Corporate Finance and Asset Markets is normally required as a prerequisite for this course.

Core syllabus: Provides a thorough grounding in recent developments in the theory of corporate finance.

Content: The course involves an advanced development of theories of corporate capital structure and corporate governance, going public, takeovers and insolvency. The development of these theories involves applying the modern theories of agency, asymmetric information and game theoretic ideas. Applications of the economics of incomplete contracts to the problems of ownership and control and financial decisions will also be developed Teaching: 20 hours of lectures and 10 hours of classes in the MT. Written work: Written answers to problems will be expected on a weekly basis. There will also be a Christmas assignment.

Reading list: No one book covers the entire course, students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course. A set of lecture notes and a study pack of journal articles will be provided. Some additional material can be found in O D Hart, Firms Contracts and Finance Structure (Oxford University Press, 1995) and C W Smith, The Modern Theory of Corporate Finance (McGraw-Hill, 1990).

Assessment: Two-hour written examination in the ST (100%). For MSc Finance and Economics students, a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC441 Half unit

Derivatives

Teacher responsible: Dr J-P Zigrand, A454a Availability: Intended for students on the MSc Accounting and Finance.

This is a more advanced course. Students will be expected to show some familiarity with statistics and calculus. Core syllabus: Provides a thorough grounding in the theory of derivatives

pricing and hedging.

Content: This course develops the theories of arbitrage asset pricing. Particular emphasis is placed on pricing within a multi-period, mostly continuous-time, framework. A special feature of the course is its coverage of the modern theory of contingent claims valuation by PDE and martingale methods. These asset pricing methods are applied to the pricing of vanilla and exotic options and corporate liabilities, forwards, futures, as well as fixed income derivatives. Teaching: 20 hours of lectures and 10 hours of class Teaching in the LT. Written work: Weekly problem sets in classes (10).

Reading list: Teaching notes will be distributed. No one book covers the entire course. Books recommended include J Hull, Options Futures and Other Derivatives, (4th edn, Prentice-Hall, 2000) and M Baxter & A Rennie, Financial

Calculus (Cambridge University Press, 1996). For an introduction to the mathematical techniques, S N Neftci, An Introduction to the Mathematics of Financial Derivatives (Academic Press, 1996), may be useful. Assessment: Two-hour written examination in the ST.

AC442 Half unit

Quantitative Methods for Finance and Risk Analysis Teacher responsible: Dr J Danielsson, A454b

Availability: This course is intended for students on the MSc Accounting and Finance and MSc Management and Regulation of Risk. A background in statistics and mathematics is required.

Core syllabus: A graduate level course on the quantitative and statistical tools that are important in applied finance. Students will be exposed to application of these tools and the key properties of financial data through a set of computer-based classes and exercises.

Content: The following topics will be covered; review of statistics and introduction to time-series econometrics; modelling financial returns and the efficient markets hypothesis; an introduction to the analysis of financial data using MATLAB; event studies; modelling financial return volatility; modelling extreme portfolio returns and Value-at-Risk

Teaching: 27 hours of combined lectures/seminars plus five hours of computer classes in the MT.

Written work: Students must complete computer based projects using real financial data. The results of these projects must be presented in seminars and written up for evaluation by the instructor.

Reading list: The core text for this course is: S R S Tsay, Analysis of Financial Time Series, (Wiley, 2001). The coverage in the text is not sufficient for some topics and for these topics extra readings from recent journals will be assigned. Assessment: One and a half hour written examination in the ST (75%) and a 3,000 word project worth (25%).

AC443 Half unit Not available in 2003/04 Asset Price Modelling

Teacher responsible: Dr A Patton

Availability: This course is intended for students on the MSc Accounting and Finance. The course entitled Quantitative Methods for Finance and Risk Analysis is a required pre-requisite for this course. However, students who can satisfy the course teacher that they have covered the material in Quantitative Methods for Finance and Risk Analysis adequately may be granted exemption from this requirement.

Core syllabus: A graduate level course which focuses on the interface between theoretical finance research and empirical work. Emphasis is placed on the techniques used to test asset pricing and market microstructure models. and the results derived from these tests in the empirical finance literature.

Content: The following topics will be covered; testing the CAPM and multifactor pricing models; present value models for stock prices, bubbles and 'excess volatility'; consumption-based asset pricing, the equity premium puzzle and the risk-free rate puzzle; fitting term structure models; foreign exchange market efficiency and exchange rate determination; modelling transaction-level data in equity and foreign exchange markets; testing microstructure models.

Teaching: 30 hours of combined lectures/seminars in the LT.

Written work: Students will be asked to give short seminar presentations based on the topics covered in the course and will be graded on these presentation

Reading list: The core text for this course is: J Campbell, A Lo & A C Mackinlay, The Econometrics of Financial Markets (Princeton University Press, 1997). Supplementary material can be found in K Cuthbertson, Quantitative Financial Economics (Wiley, 1996). Additionally, where required, journal articles will be specified as extra readings.

Assessment: Two-hour written examination in the ST.

AC444 Half unit

Valuation and Security Analysis

Teachers responsible: Dr P Frantz, E310 and Dr E Beccalli, H613 Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics, MSc Law and Accounting and MSc Management. and Regulation of Risk. Other students may be admitted to the course if they have a reasonable knowledge of accounting or finance acquired at undergraduate or equivalent level.

Core syllabus: The aim of this course is to introduce students to security analysis and valuation from both theoretical and empirical perspectives. Student are furthermore provided with an opportunity to apply their skills by valuing, in small groups, from the point of view of a 'sell-side analyst', a firm's equity of their choice using technologies based on the present values of free cash flows and economic value added. The course should appeal to students interested in investment analysis and fund management.

Content: The course comes in three parts. The first part, financial analysis, focuses on past and present performance evaluation, which is used by financial analysts to generate expectations about future performance (prospective analysis). The second part, security valuation, focuses on the determination of intrinsic security prices, which, in efficient markets, reflect

prospective performance. The third part, returns to fundamental and technical analysis, provides empirical evidence on returns to trading strategies based on either financial analysis or past stock returns.

Reading list: Lectures are based on S Penman, Financial Statement Analysis & Security Valuation (McGraw-Hill, 2001). Other books recommended include K Palepu, B Healy & V Bernard, Business Analysis & Valuation (South-Western College Publishing, 1999).

For background reading: T Copeland, T Koller & J Murrin, Valuation: Measuring and Managing the Value of Companies (Wiley, 2000), for the corporate valuation project. The course also relies on journal articles published in the financial analysis and financial markets literatures.

Teaching: Teaching arrangements consist of lectures (18 hours) and classes (eight hours), and presentations of corporate valuation projects by students (MT). Assessment: Two-hour written examination (weight 70%) and the corporate valuation project report (weight 30%). For MSc Finance and Economics students, a two-hour written examination (weight 70%) and the corporate valuation project report (weight 30%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC445 Half unit

Portfolio Management

Teacher responsible: Professor G Connor, A353

Availability: MSc Accounting and Finance, MSc Law and Accounting, MSc Finance and Economics and MSc Management and Regulation of Risk. Core syllabus: A topics course on empirical and applied problems in portfolio management.

Content: Portfolio risk management, international diversification, currency management for international investors, asset allocation, trade implementation costs and trading strategies, portfolio performance measurement and attribution.

Teaching: 20 hours of lectures and 10 hours of classes in the LT.

Written work: One written assignment involving problems and critical reviews of papers, to be presented during class meetings. Reading list: Drawn from journal articles.

Assessment: Two-hour written examination in the ST (100%). For MSc Finance and Economics students, a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC446 Half unit Not available in 2003/04 Market Microstructure Theory

Teacher responsible: Dr P Vitale, A309

Availability: MSc students in Accounting and Finance, Finance and Economics. Other students need to obtain the authorisation of the course leader.

Core syllabus: This course covers topics in international finance and the microstructure of securities markets. So that it comprises two units: In the former unit, we discuss issues in the theory of exchange rate determination and the classical models of the asset market approach. We will then apply this approach to explain the fluctuations of the US dollar in the 1980s and discuss a series of related puzzles. We will also consider the effects of currency bands on the dynamics of exchange rates and the specific micro structure of the market for foreign exchange. In the latter unit, we analyse informational issues in financial markets. In particular, we see how private information is transmitted through prices, strategic traders balance the trade-off between information revelation and speculative profits, and how the market structure conditions the price formation process.

Content: International Finance Exchange Rate Economics; The US Dollar in the 1980s; Exchange Rates and Currency Bands; The Micro Structure of the Market for Foreign Exchange. Market Micro Structure: Instruments and Preliminary Concepts; Rational Expectations and Securities Prices; Strategic Behaviour in Financial Markets; Dynamic Trading in Financial Markets. Teaching: Nine x two-hour lectures; nine x 1 hour classes in the MT.

Written work: Extended essay of 6,000/8,000 words. Reading list: Maureen O'Hara, Market Microstructure Theory, Blackwells,

Assessment: Two-hour written examination in the ST (100%). For MSc Finance and Economics students, a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC447 Half unit **Global Financial System**

Teacher responsible: Professor H S Shin, A350

Availability: Intended for students on the MSc Accounting and Finance and MSc Finance and Economics. Students should have a strong background in microeconomics, and be comfortable with formal arguments.

Core syllabus: This course examines the academic and policy debates on the operation of the global financial system. The course will aim to be topical, but the analysis of the issues will be based on rigorous economic arguments. Content: The course begins with a brief overview of the history of the international financial system. Several theories of financial crises are then developed in some detail, and are assessed by reference to historical experience and the mechanics of speculative of attack. Special emphasis is placed on the analysis of coordination failures and their implications for economic policy. We then proceed to examine the economic issues surrounding the design and operation of the 'international financial architecture'

Teaching: 20 hours of lectures and 10 hours of classes in the MT.

Written work: Students are expected to attempt the problem sets and essay questions set in the classes.

Reading list: Given the topical nature of the course, we will make extensive use of resources available on line, and the course outline itself will be maintained as an html file with links to most course references. For preparatory reading on the history of the international financial system, Barry Eichengreen's book Globalizing Capital is a useful brief reference. Students may also benefit from a review of the material in a microeconomics textbook at the graduate level, such as J Green, A Mas-Colell & M Whinston, Microconomic Theory.

Assessment: Two-hour written examination in the ST (100%). For MSc Finance and Economics students, a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC448 Half unit **Financial Intermediaries**

Teacher responsible: Professor S Bhattacharya, E308

Availability: Intended for students of the MSc Accounting and Finance and the MSc Finance and Economics; other graduate students to be admitted only with the permission of the course lecturer. Mathematical background to the level of the September course taught in the Economics Department.

Core syllabus: A graduate course on financial strategies of firms and investors in imperfect financial markets, on financial intermediation and on some key macroeconomic aspects of such settings,

Content: The course introduces and applies the analytical methods of information economics and of contract theory to issues arising under asymmetric information in insurance; corporate financial policy; credit markets; the theory and regulation of banking intermediaries; and macroeconomic implications.

Teaching: 20 hours of lectures and 10 hours of classes in LT.

Written work: Critical reviews of some of the articles covered via group presentations in classes.

Reading list: The primary textbook is X Freixas and J-C Rochet, Microeconomics of Banking (MIT Press, 1997). Other readings from O D Hart, Firms, Contracts, and Financial Structure (Clarendon Press, 1995), and from selected articles in academic journals and applied professional publications. Assessment: Two-hour written examination in the ST (100%). For MSc

Finance and Economics students, a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC450

International Accounting and Finance

Teachers responsible: Dr E Bertero, A308 and Mr D Cairns, A452

Availability: Intended for students on the MSc Accounting and Finance programme, and compulsory for the International Accounting and Finance pathway of that programme. Other graduate students may be admitted if they have sufficient knowledge of both accounting and finance acquired in their previous studies. They should seek advice on this matter from both of the teachers responsible for this course.

Core syllabus: This course includes two distinct sections, designed to enhance understanding of the fast changing international dimensions of accounting and finance, from a theoretical, technical and institutional perspective. Content:

International Accounting: This section deals with three broad issues:

1. Similarities and differences in national accounting systems and requirements, and the influences and pressures on those systems and requirements. France, Germany, the USA, Japan, East and Central Europe and other emerging economies illustrate this theme.

The reasons for and the impact of accounting harmonisation and convergence efforts, including the work of the International Accounting Standards Board (IASB) and the European Union.

3. The national and international choice of accounting treatments for particular events and transactions including mergers and acquisitions, foreign currency transactions, financial instruments and intangible assets. This part of the course involves speakers with practical and academic

experience of different countries and institutions.

International Finance: This section includes three areas: 1. Exchange rates: theory and regimes (the fundamental equilibrium relationships in international finance and empirical evidence; exchange rates models and empirical evidence; the international monetary system and the European Monetary Union);

2. International financial architecture (the 1987 crash; contagion and currency crises; an international comparison of the structure of financial systems; the multilateral and EU frameworks for trade in financial services); 3. International financial management (foreign exchange risk management, and hedging through instruments such as currency options, futures and swaps)

Teaching: Twenty hours of lectures for the International Accounting Section in the first term (MT) and twenty hours for the International Finance section in the second term (LT). Classes: at least seven hours for each section. Written work: For the International Accounting section students are required to compare either the accounting systems and requirements or one technical issue in two countries. For the International Finance section, students are required to undertake a group research project on a topic concerning the relationship between financial crises and the structure of financial systems

Reading list: The International Accounting section makes extensive use of journal articles and pronouncements by national and international agencies as well as such texts as C Roberts, P Weetman & P Gordon, International Financial Accounting: a Comparative Approach. The readings for the International Finance section are a selection of journal articles and the following textbooks: P Sercu & R Uppal, International Financial Markets and the Firm (Chapman and Hall, 1995); A Shapiro, Multinational Financial Management (6th edn, Allyn & Bacon, 1999)

Assessment: Three-hour written examination in the ST.

AC470 Half unit

International Accounting

Teacher responsible: Mr D Cairns, A452

Availability: For students taking the CEMS/IMEX route of the MSc Management. Students and other MSc programmes who have undergraduate level knowledge (or equivalent) of Accounting and Finance (for example, a good grade in AC100 Elements of Accounting and Finance Core syllabus: Aims to provide a review of the international dimensions of accounting. Comparative aspects are also included. Content: The course deals with three broad issues:

1. Similarities and differences in national accounting systems and requirements and the influences and pressures on those systems and requirements. France, Germany, the USA, Japan, East and Central Europe and other emerging economies illustrate this theme 2. The reasons for and impact of harmonisation and convergence efforts and proposals, including the work of the International Accounting Standards Board (IASB) and the European Union.

3. The national and international choice of accounting treatments for particular events and transactions, including mergers and acquisitions, foreign currency transactions, financial instruments and intangible assets. The course involves speakers with practical and academic experience of accounting issues in different countries and institutions Teaching:10 two-hour lectures and a minimum of eight hours classes in the MT (AC450)

Written work: Students are also expected to prepare a presentation for class discussion

Reading list: The course makes extensive use of journal articles and pronouncements by national and international institutions as well as such texts as C Roberts, P Weetman & P Gordon, International Financial Accounting: a Comparative Approach

Assessment: Assessment is determined by an essay of approximately 5,000 words comparing either the accounting systems and requirements in two countries or for a technical topic.

AC490 Half unit

Financial Reporting and Management: Management Accounting and Control

Teacher responsible: Dr T Ahrens, A451

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course. Core syllabus: An introduction to management accounting. The first half concentrates on costing and the second half discusses issues of performance measurement and investment appraisal. Content: Cost Volume Profit Analysis. Costing Systems. Budgeting. Standard Costing. Performance Measurement. Investment Appraisal. Teaching: 10 lectures and three classes in LT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises, case studies, and essays. Reading list: Horngren, Bhimani, Datar, Foster, Management and Cost

Accounting (2nd edn, Financial Times Prentice Hall, 2002) and articles from the reading list

Assessment: Two-hour written examination in the ST.

AC491 Half unit

Financial Reporting and Management: Financial Reporting

Teacher responsible: Fr K McMillan, A263

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course. Core syllabus: An introduction to financial reporting.

Content: Accounting Rules and Regulation. Assets and Depreciation. Equity and Debt. Financial Statement Analysis. Limitations of the Conventional Accounting Model. Recent Standard Setting Initiatives. Consolidation and Goodwill. Intangible Assets.

Teaching: 10 weekly lectures of two-hours each in MT. Classes: three hours MT. Written work: Students are expected to produce several pieces of written work, including accounting exercises and essays.

Reading list: A detailed reading list will be made available at the start of the course. Illustrative texts include Arnold, Hope, Southworth, Kirkham, Financial Accounting (Prentice Hall, 2001) and Atrill & McLaney, Financial Accounting for Non-specialist (Prentice Hall, 1999)

Assessment: Two-hour written examination in the ST.

AC492

Principles of Finance

Teacher responsible: Dr J L G Board, E309

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied finance to a significant extent. Students should have taken courses in quantitative methods and economics at an undergraduate level.

Core syllabus: The theory of financial decision making by firms and examine the behaviour of the capital markets in which these decisions are taken.

The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching: 40 lectures (AC212) of one hour MT and LT and 20 classes (AC492.A) of one hour MT and LT.

Written work: Students are expected to produce written work for classes and to make positive contributions to class discussion

Reading lists: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman, Financial Markets and Corporate Strategy (Irwin, McGraw-Hill); Brealey & Myers, Principles of Corporate Finance (McGraw-Hill).

Assessment: This course is based on a three-hour written examination in the ST

AN402

The Anthropology of Religion

Teachers responsible: Professor C Fuller, A505 and Dr N Peabody, A506 Availability: For the MSc in Social Anthropology, MSc in Anthropology and Development, MSc in Learning and Cognition and MSc in Law, Anthropology and Society

Core 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.

Content: Various anthropological approaches to the study of religion, ritual and symbolism are 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; shamanism and spirit possession; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of 'religion'; ritual.

Teaching: Lectures AN402 weekly ML, Seminars AN402. A weekly ML.

Reading list: M Bloch, Prey into Hunter: the Politics of Religious Experience; M Douglas, Purity and Danger; E Evans-Pritchard, Witchcraft Oracles and Magic among the Azande; D Lan, Guns and Rain; G Lewis, Day of Shining Red; C Lévi-Strauss, The Savage Mind; M Bloch, From Blessing to Violence; J Comaroff, Body of Power, Spirit of Resistance; P Boyer, The Naturalness of Religious Ideas; F Cannell, Power and Intimacy in the Christian Philippines; M Bloch & J Parry, Death and the Regeneration of Life; T Asad, Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam; V Raphael, Contradicting Colonialisms: Translation and Christian Conversion in Tagalog Society under early Spanish Rule. Detailed reading lists are provided at the beginning of the course. Assessment: Three-hour examination in the ST.

AN404

Anthropology: Theory and Ethnography

Teachers responsible: Professor C Fuller, A505, Dr C Stafford, A601 and Dr L Bear, A612

Availability: This course is compulsory for the MSc in Social Anthropology the MSc in Anthropology and Development, the MSc in Learning and Cognition and Optional for the MSc in law, Anthropology and Society.

Core syllabus: This course covers classical social theory and modern anthropological theory from evolutionism and functionalism to the present day. Through five thematic sections, it discusses a range of theoretical issues from all the main substantive fields within anthropology in relation to ethnographic case-studies. It emphasises the distinctive character of anthropological enquiry and in particular the mutual relationship between theory and ethnographic data.

Content: Conceptualising Society: Evolution, functionalism, the coherence and incoherence of society, relativism and interpretivism, the politics of anthropology. Conflict and Control: Marxism and ideology, resistance and hegemony, traditional states, structure and event in history, law and social control. Transactions in persons and things: Reciprocity and exchange, money, technological determination, property, labour and capital. Natural and Cultural Relationships: Gender differentiation, birth and the nature of kinship, the family, sexuality, the continuity of kinship structures. Knowledge and Belief: Ritual initiation and funerary practices, belief and the nature of knowledge, world religions, religious knowledge, classification and the natural world.

Teaching: Lectures (25 in all) AN404 weekly MLS, Seminars (25 in all) AN404 A weekly MIS

Reading list: M Douglas, Purity and Danger; A Gell, Wrapping in Images; D Lan, Guns and Rain; E Evans-Pritchard, Witchcraft, Oracles and Magic among the Azande; J Parry, Death in Banaras; E R Leach, Political Systems of Highland Burman; MBloch, From Blessing to Violence; C Lévi-Strauss, The Savage Mind; P Descola, Domesticated Nature; V Turner, The Forest of Symbols; C Fuller, The Camphor Flame; M Bloch, Ritual History and Power; C Geertz, The Interpretation of Culture; A Kuper, The Invention of Primitive Society; D Sperber, Explaining Culture; M Bloch, How we think they think. Detailed reading lists are provided at the beginning of the course Assessment: Three-hour examination in the ST.

AN405

Kinship, Sex and Gender

Teachers responsible: Dr C Allerton, A615 and Dr B Rossi, A611 Availability: For the MSc in Social Anthropology, MSc in Anthropology and Development, MSc in Learning and Cognition, MSc in Law, Anthropology and Society and MSc in Gender, MSc in Gender and Development.

Core syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality, analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female' and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles.

Content: The history of anthropological debate on kinship. The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Variety in idioms of kinship in different societies. Concepts of substance and the body. Kinship and morality. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Procreation theories. Kinship and cognition.

Teaching: Lectures: AN405 weekly ML, Seminars AN405.A weekly ML. Reading list: Readings required will include: C Lévi-Strauss, The Elementary Structure of Kinship; D Schneider, A Critique of the Study of Kinship; M Godelier, T Trautmann & F Tjon Sie Fat, Transformations of Kinship; F Myers, Pintupi Country, Pintupi Self; D Lan, Guns and Rain; L Abu-Lughod, Veiled Sentiments; E Leach, Re-thinking Anthropology; C MacCormack & M Strathern, Nature, Culture and Gender.

Detailed reading lists are provided at the beginning of the course. Assessment: Three-hour examination in the ST.

AN406

Political and Legal Institutions

Teachers responsible: Dr V Benei, A613, Professor S Roberts, A150 and Dr K Kapila, A611

Availability: For the MSc in Social Anthropology, MSc in Anthropology and Development, MSc in Law, Anthropology and Society, MSc in Development Studies, MSc in Human Rights and MSc in Regulation.

Core syllabus: The anthropological analysis of political and economic institutions as revealed in relevant theoretical debates, and with reference to selected ethnography.

Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised politites; chieftainship, kingship and other forms of authority; the bases for equality and inequality; the legitimation of power; political competition and conflict; indigenous responses to colonialism; agranan rebellions; nationalism and ethnicity; theories of order and normative domain; law as command and law as rules; the legal

dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching: Lectures AN406 weekly ML, Seminars AN406.A weekly ML. Reading list: J Gledhill, Power and its Disguises (1994); J Vincent, Anthropology and Politics (1990); E R Leach, Political Systems of Highland Burma (1954); G Balandier, Political Anthropology (1970); M H Fried, The Evolution of Political Society (1967); D Riches (Ed), The Anthropology of Violence (1986); S Howell & R Willis, Societies at Peace (1989);D Lan, Guns and Rain (1985); P Bohannan, Justice and Judgement among the Tiv (1957); B Malinowski, Crime and Custom in Savage Society (1916); J Comaroff & S Roberts, Rules and Processes (1981); P Gulliver, Social Control in an African Society (1963); S F Moore, Law as Process (1978); P Caplan (Ed). Understanding Disputes (1995); M Chanock, Law, Custom and Social Order (1985). Detailed reading lists are provided at the beginning of the course. Assessment: Three-hour examination in the ST.

AN407

The Anthropology of Economic Institutions and Social Transformation

Teachers responsible: Dr N Peabody, A506 and Dr D James, A616 Availability: For the MSc in Social Anthropology, MSc in Anthropology and Development, MSc in Law, Anthropology and Society, MSc in Development Studies, MSc in Human Rights, MSc in Regulation.

Core syllabus: The anthropological analysis of economic institutions crossculturally and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes are examined in relation to relevant theoretical debates and with reference to selected ethnography.

Content: Key concepts and theoretical debates in economic anthropology; the idea of the 'natural' and 'moral' economy; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization; poverty; humanitarian and development aid in complex emergencies; dispossession by development to refugees and resettlers.

Teaching: Lectures AN407 weekly ML, Seminars AN407.A weekly ML, plus two web training sessions.

Reading list: M Sahlins, Stone Age Economics (1974); J Parry & M Bloch (Eds), Money and the Morality of Exchange (1989); M Bloch, Marxism and Anthropology (1983); J Macrae & A Zwi, War and Hunger: Rethinking international responses to complex emergencies; PRichards, Fighting for the Rainforest: War, Youth and Resources in Sierra Leone. Detailed reading lists are provided at the beginning of the course.

Assessment: Three-hour examination in the ST.

AN409 Half unit Not available in 2003/04 The Anthropology of the Mediterranean with special reference to Greece and Cyprus

Teacher responsible: To be announced

Availability: For the MSc in Social Anthropology.

Core syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference will be made to ethnographies of other circum-Mediterranean societies, eg Turkey, Macedonia, Bulgaria, Yugoslavia, Bosnia. Some attention will be paid to studies of refugees, and the incorporation of ethnic minorities into Greek State and society.

Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. The importance of orthodoxy in Greek cultural identity will be featured. 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. Nationalism, and the politics of the treatment of cultural minorities will be considered. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and classes Teaching: Lectures AN409 weekly, Seminars AN409.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course

Assessment: Two-hour examination in the ST.

AN410 Half unit

The Anthropology of Madagascar Teacher responsible: To be announced

Availability: For the MSc in Social Anthropology. Core syllabus: A comparative study of a number of Malagasy peoples. Content: The course examines the available ethnography on a number of peoples in Madagascar selected so as to give the students some knowledge of the anthropological variety of the island. Particular attention is paid to kinship, gender, notions of the person, identity/ethnicity, religion and politics. All required reading is in English.

Teaching: Lectures AN410 weekly, Seminars AN410, A weekly, Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, People of the Sea; M Bloch, Placing the Dead; M Bloch, From Blessing to Violence; M Covell, Madagascar: Politics, Economics and Society; G Feeley-Harnik, A Green Estate; M Lambek, Human Spirits; M Lambek, Knowledge and Practice in Mayotte; J Mack, Madagascar, Island of the Ancestors. Detailed reading lists are provided at the beginning of the course. Students are also asked to read a number of recent, still unpublished PhD dissertations. Assessment: Two-hour examination in the ST.

AN411 Half unit

Research Methods in Social Anthropology Teacher responsible: To be announced Availability: For the MSc in Social Anthropology

Core syllabus: A review of diverse research methods employed by social anthropologists; consideration is given to the selection of appropriate techniques for specific research problems and interests. 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, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts. Teaching: Lectures AN411 weekly, Seminars AN411.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course

Assessment: Two-hour examination in the ST.

AN412 Half unit

The Anthropology of Death

Teacher responsible: Dr R Astuti, A614

Availability: For the MSc in Social Anthropology. Core syllabus: The course examines the relationship between practices and beliefs surrounding death and notions of the person and of the body in different parts of the world, including Euro-America. Special attention is paid to the disposal of the dead, beliefs in the afterlife, tombs and funerary monuments, beliefs in pollution and in the regeneration of life through

Content: The definition of death and dying; death and emotions; remembering and forgetting the dead; death and the person in Africa and Melanesia; death and the transformation of the body; tombs and funerary monuments; death and rebirth; euthanasia and the definition of death in the West.

Teaching: Lectures AN412 weekly, Seminars AN412.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, People of the Sea; M Bloch, Prey into Hunter; M Bloch & J Parry (Eds), Death and the Regeneration of Life; S Cederroth, C Corlin & J Lindstrom (Eds), On the Meaning of Death; F H Damon & R Wagner, Death Rituals and Life in the Societies of the Kula Ring; J Parry, Death in Banaras; N Scheper-Hughes, Death without Weeping; J Watson & E S Rawski (Eds), Death Ritual in Later Imperial and Modern China. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN413 Half unit

The Anthropology of Conflict, Revolution and War Availability: For the MSc in Social Anthropology.

Core syllabus: The aim of this course is to present an anthropological perspective on the socioeconomic and technological dimensions of conflict. violence and war in various types of societies selected from different parts of the world.

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 is given to how societies cope with conflict, violence and war, and what factors contribute to the incidence and degree of these phenom

Teaching: Lectures AN413 weekly, Seminars AN413.A weekly. Written work: Students are expected to prepare discussion material for

presentation in the seminars.

Reading list: Napoleon A Chagnon, Yanomamo: The Fierce People; C Von Clausewitz, On War; 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.

Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN414 Half unit

The Anthropology of Art and Communication

Teacher responsible: To be announced Availability: For the MSc in Social Anthropology.

Core syllabus: The study of visual art forms as social action. The problems

raised by an anthropology of art, and its relation to disciplines such as art history and aesthetics. Specific issues in the anthropology of art.

Content: The production and consumption of works of art in their social context. The domain of 'art' in Western societies, and in other societies. The problem of evaluation: aesthetics as a cross-cultural category. Art as communication and as action, and the connection to other communicational media

Teaching: Lectures AN414 weekly, Seminars AN414.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: A Gell, Art and Agency, N Munn, The Fame of Gawa; E Gombrich, Art and Illusion: C Levi-Strauss, The Savage Mind Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN415 Not available in 2003/04 The Anthropology of India

Teachers responsible: Professor J Parry, A615 and others Availability: For the MSc in Social Anthropology.

Core syllabus: Society and culture in modern India

Content: The caste system; the village and its local economy; kingship. The modern transformation of caste and stratification systems; untouchability and reservations. Modern industry and economic development and their impact on caste and class. Popular Hindu belief and practice and the social organisation of religion; religious reformism and nationalism. Modern politics and the state; the impact of globalisation.

Teaching: Lectures AN415 weekly ML, Seminars AN415.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: V Das, Structure and Cognition: Aspects of Hindu Caste and Ritual; L Dumont, Homo Hierarchicus; C Fuller, Servants of the Goddess; The Camphor Flame: Popular Hinduism and Indian Society; A Gold, Fruitful Journeys; J Parry, Death in Banaras; Caste and Kinship in Kangra; M Srinivas, Religion and Society among the Coorgs.

Detailed reading lists are provided at the beginning of the course. Assessment: Three-hour examination in the ST

AN416 Half unit

The Anthropology of Hunters and Gatherers of Sub-Saharan Africa

Availability: For the MSc in Social Anthropology.

Core syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.

Content: The course examines a range of ethnographic data drawn from studies of such Sub-Saharan hunting and gathering societies as the IKung, G/wi, Hadza, Mbuti, Aka, 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.

Teaching: Lectures AN416 weekly, Seminars AN416.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R R Grinker, Houses in the Rainforest; S Kent (Ed), Cultural Diversity among Twentieth-Century Foragers; T Ingold, D Riches & J Woodburn (Eds), Hunters and Gatherers, Vol 1: History, Evolution and Social Change, Vol 2: Property, Power and Ideology; R B Lee, The !Kung San; L Marshall, The IKung of Nyae Nyae; J C Woodburn, 'Egalitarian Societies', Man 1987

Assessment: Two-hour examination in the ST.

AN418 Half unit

Cognition and Anthropology

Teacher responsible: Professor M Bloch, A608 Availability: For the MSc in Social Anthropology. Core syllabus: The course re-examines the topic of the relation between

individual cognitive development and cultural constructs. It pays particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture

Content: This course re-examines the relation between cultural constructs and individual cognitive processes and development. In the historical development of modern anthropology there has, at times, been an active transfer of ideas between psychologists and anthropologists. Among the instances of such transfers of ideas, which are dealt with in the course, are the Sapir/Whorf theory of 'linguistic relativity' and the theory of schema proposed by Bartlett. After dealing with the past development of the interdisciplinary relation between cognitive science and anthropology, some contemporary issues are examined in detail. These include i) the nature of concepts and concept formation; ii) anthropological and psychological accounts of metaphor; iii) theory of mind and metare presentations; iv) anthropological and psychological theories of learning; v) domain specificity; vi) the significance of 'expertise' vii) the anthropology and psychology of emotions and viii) the anthropology and psychology of memory. Teaching: Lectures AN418 weekly, Seminars AN418.A weekly,

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Hutchinson, Cognition in the Wild; D Holland & N Quinn, Cultural Models in Language and Thought, G Lakoff & M Johnson, Metaphors that we live by; R Sternberg & E Smith, The Psychology of Human Thought, T Schwartz et al, New Directions in Psychological Anthropology, J Lave, Cognition in Practice; L Hirshfeld & S Gelman (Eds), Mapping the Mind; D Sperber, Explaining Culture; M Bloch, Ritual, History and Power, P Bover, The Naturalness of Religious Ideas.

Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN419 Half unit

The Anthropology of Christianity

Teacher responsible: Dr F Cannell, A610

Availability: For the MSc in Social Anthropology.

Core syllabus: The ethnography of the perception of Christianity in the light of differing cultural and social situations especially colonial conditions and their historical parallels.

Content: The course examines a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined will include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession. Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching: Lectures AN419 weekly, Seminars AN419.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: M Bloch, From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar; F Cannell, Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines (PhD thesis, University of London); W Christian, Person and God in a Spanish Valley (reprint 1988); J Comaroff, Body of Power, Spirit of Resistance; J de Pina Cabral, Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho; R Ileto, Pasyon and Revolution: Popular Movements in the Phillippines, 1840-1910; J Nash, We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines; M Taussig, The Devil and Commodity Fetishism in South America.

Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN420 Half unit

The Anthropology of South-East Asia Teacher responsible: Dr C Allerton, A615 Availability: For the MSc in Social Anthropology.

Core syllabus: This course examines the anthropology of Southeast Asia from three perspectives. Firstly, it looks at some of the reasons for treating the countries of Southeast Asia as an ethnographic region. Secondly, it explores a selection of particular topics in the ethnography of different Southeast Asian countries which also have a wider comparative significance within the region. Thirdly, it considers some aspects of the interaction between Southeast Asian and 'Westernising' cultures.

Content: The course aims to make use of the extremely varied ethnography on Southeast Asia, including both the older accounts of 'tribal' cultures, and the more recent generation of writers who have focused on a comparative perspective centred on notions of identity, power and the construction of the person in hierarchical and egalitarian systems in Southeast Asia. The course first considers the notion that Southeast Asia, like the Mediterranean, is an area held together most meaningfully by the sea (eg by sea-born trade, travel and piracy). It also looks at the broad similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. The kinds of continuities which it is suggested apply to Southeast Asian cultures in general will be introduced. The main ethnographic section of the course relates a series of studies of specific. (and highly varied) societies within the Southeast Asian region to themes of power and identity. These include a selection of topics such as some of the following; theatre, eg Javanese shadow puppet theatre; funerary rituals eg in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture eg architecture; notions of speech, rhetoric and/or musical performances; aspects of social and kinship organisation including the importance of commensality and of the idea of the 'house'; games, performances and competitions. The third theme of the course is concerned with some aspects of the interaction between Southeast Asian societies and influences usually referred to as 'Westernising', 'modernising' or 'globalising'. These topics include a selection from the following; popular culture; nationalism; world religions and their offshoots. They are seen within the context of the historical circumstances in which they have been produced. Teaching: Lectures AN420 weekly, Seminars AN420.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: S Errington, Meaning and Power in a Southeast Asian Realm; J M Atkinson & S Errington, Power and Difference; B Anderson, The Idea of Power in Javanese Culture; C Geertz, Negara; U Wikan, Managing Turbulent Hearts; W Keeler, Javanese Shadow Play, Javanese Selves; PMetcalf, A Borneo Journey into Death; N Constable, Maid to order in Hong Kong. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN421 Half unit

The Anthropology of Industrialization and Industrial Life

Teacher responsible: Professor J Parry, A613

Availability: For the MSc in Social Anthropology.

Core syllabus: Anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies. Content: The way in which local understandings of modern machine production are laid down on the template of pre-existing cultural assumptions and cosmological ideas; the rural-urban nexus linking neophyte proletarians with peasant villages; the extent to which traditional forms of social structure and inequality are reproduced in the modern factory; the modern factory as an ethnic 'melting-pot' and as an agent of the 'secularization' and 'disenchantment of the world'; shop-floor organization, cultural and organizational factors affecting the intensity of labour, and the extent to which factory production requires new concepts of time and new kinds of work discipline; the social organization of the industrial neighbourhood; gender relations in factory and neighbourhood: the extent to which industrial workers in 'the Third World' represent an 'aristocracy of labour', the contrast between workers in the organised sector and the unorganised sector, and the conditions under which the industrial workforce emerges as a class 'for itself': trade-union activism; resistance to and collusion with management; local discourses about industrial pollution and environmental degradation.

Teaching: Lectures AN421 weekly, Seminars AN421.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Select reading list: J Nash, We eat the Mines and the Mines eat us: Dependency and Exploitation in Bolivian Tin Mines (1979); A Ong, Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia (1987): D Wolf, Factory Daughters: Gender, Dependency and Rural Industrialization in Java (1992); S Westwood, All Day, every Day: Factory and Family in the Making of Women's Lives (1984); F Zonabend, The Nuclear Peninsula (1993); R Chandavarkar, The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40 (1994); M Holmstrom, South Indian Factory Workers: their Life and their World (1976); M Holmstrom, Industry and Inequality: towards a Social Anthropology of Indian Labour (1984); J Parry, J Bremen & K Kapadia (Eds), The Worlds of Indian industrial labour (1999).

Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN422 Half unit

The Anthropology of Religious Nationalism and Fundamentalism

Teachers responsible: To be announced Availability: For the MSc in Social Anthropology. Core syllabus: The comparative ethnography and anthropological analysis of religious nationalism and fundamentalism in the non-western world.

Content: Conceptual problems in the definition of religious 'nationalism' and fundamentalism', with particular reference to Islam, Hinduism, Buddhism and non-western Christianity. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between nationalism and regionalism. Education, the transmission of knowledge and the historical construction of nationalism. Teaching: Lectures AN422 weekly, Seminars AN422.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: L Caplan (Ed), Studies in Religious Fundamentalism; P Chatterjee, Nationalist Thought and the Colonial World; E Daniel, Charred Lullabies; V Das, Critical Events; Mirrors of Violence; M Davies, Knowing One Another: Shaping an Islamic Anthropology; S Gopal (Ed), Anatomy of a Confrontation; D Ludden (Ed), Contesting the Nation; T Madan, Modern Myths, Locked Minds.

Detailed reading lists are provided at the beginning of the course Assessment: Two-hour examination in the ST.

AN424 Half unit

Advanced Ethnography of Melanesia Teacher responsible: Dr Michael Scott, A614 Availability: For the MSc in Social Anthropology.

Core syllabus: This course provides an introduction to the culture area known as Melanesia through critical examination of classic and contemporary ethnographic representations of the peoples of Papua New Guinea, Solomon Islands, and Vanuatu,

Content: The course explores both the ethnographic past and the ethnography of socio-cultural transformation in Melanesia. Questions and topics considered include: what is Melanesia? is this still a useful concept? the place of Melanesia in the history of anthropological theory; cosmologies, mythologies and religious practices; spatiality and emplacement; leadership and polity formation. feuding and warfare; knowledge and secrecy; exchange gender, personhood, and sociality; colonial histories; 'cargo' movements and custom politics; indigenous Christianities; and Melanesian modernities. Teaching: Lectures AN424 weekly, Seminars AN424A weekly. Written work: Students are expected to prepare discussion material for presentation in seminar

Reading list: D Akin & J Robbins (Eds), Money and Modernity: J Bonnemaison, The Tree and the Canoe; J G Carrier (Ed), History and Tradition in Melanesian Anthropology; R Eves, The Magical Body; R J Foster, Social Reproduction and History in Melanesia; R J Foster (Ed), Nation Making; A Gell, The Art of Anthropology; M Godelier, The Making of Great Men; M Godelier & M Strathern, Big Men and Great Men; L R Goldman & C Ballard (Eds), Fluid Ontologies; S Harrison, Stealing People's Names; R M Keesing, Custom and Confrontation; B M Knauft, From Primitive to Postcolonial in Melanesia and Anthropology; A Lattas, Cultures of Secrecy; E LiPuma, Encompassing Others; 5 Mallett, Conceiving Cultures; F Merland & A Rumsey, Ku Waru; N D Munn, The Fame of Gawa; M Strathern, The Gender of the Gift; G Struzenhofecker, Times Enmeshed; J F Weiner, The Empty Place; G M White, Identity Through History. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN425 Half unit

The Anthropology of China

Teacher responsible: Professor S Feuchtwang, A613 Availability: For the MSc in Social Anthropology. Core syllabus: The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy.

Content: Chinese kinship: descent, lineages and ancestral cults, marriage, affinity and gender. Chinese popular religion: Daoism, Buddhism and Confucianism; local religion and the community; pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese economy. Teaching: Lectures AN425 weekly, Seminars AN425.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Ahern, Chinese Ritual and Politics; D Davis & S Harrell (Eds). Chinese Families in the Post-Mao Era; H Baker & S Feuchtwang (Eds), An Old State in New Settings; S Feuchtwang, The Imperial Metaphor: Popular Religion in China; P Steven Sangren, History and Magical Power in a Chinese Community; C Stafford, The Roads of Chinese Childhood; R Watson & P Ebrey (Eds), Marriage and Inequality in Chinese Society; J Watson & E Rawski (Eds), Death Ritual in Late Imperial and Modern China; H Gates, China's Motor: A thousand years of petty capitalism.

Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN426 Half unit

Film and Photography in Anthropological Practice and Theory

Teacher responsible: To be announced

Availability: For the MSc in Social Anthropology.

Core syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations.

Content: The course considers the problem of realism, and its special importance for the documentary tradition; the historical development of the main ethnographic film-making approaches; (naive documentation realism; observationalism; participatory documentary; symbolist documentary; reflexive filming); problems of validation, verification and interpretation of early photographs of indigenous peoples; recent reactions against naive realism and against the observational movement; post-modern developments in ethnographic film, media representations of 'otherness', of ethnic conflict and refugees. The course also examines the need for written contextualization of historical images and films, and the opponents of this view. The course also examines in detail a number of significant benchmark films, and leading theoretical debates surrounding the ethics of responsible documentary representations of cultures and individual persons, and where possible consider how photographs and films are to be viewed in the light of existing written ethnography.

Teaching: Lectures AN426 weekly, Seminars AN426.A weekly,

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E H Gombrich, Art and Illusion; Crawford & Turton, Film as Ethnography; B Nichols, Representing Reality; Gross, Katz & Ruby, Image Ethics; L Taylor, Visualizing Theory; P Loizos, Innovation in Ethnographic Film; E Edwardes, Photography & Anthropology; D MacDougall, Transcultural Cinema; C Pinney, Camera Indica: The Social Life of Indian Photographs; Borbash & L Taylor, Cross-Cultural Filmmaking; L Devereaux & R Hillman (Eds), Fields of Vision; D Vaughan, For Documentary; T Allen & J Seaton, The Media of Conflict - War Reporting and Representations of Ethnic Violence; M Ignatieff. The Warrior's Honour: Ethnic Conflict and the modern conscience Detailed reading lists are provided at the beginning of the course

Possible Films for Analysis: Flaherty, Man of Aran; Wright, Song of Ceylon; Woodburn & Hudson, The Hadza: The Food Quest of an East African Hunting and Gathering Tribe; Moser, The Last of the Cuiva; Moser, The Meo; MacDougall & MacDougall, To Live with Herds; Preloran, Imaginero; Kildea & Leach, Trobriand Cricket; Kildea, Valencia Diary; Dunlop & Morphy, Madarroa Funeral at Gurka'wuy; McKenzie & Hiatt, Waiting for Harry; D MacDougall, Goodbye Old Man; Boonzajer Flaes, Polka: the Roots of Texas-Mexican Accordion Music in S Texas and N Mexico.

Assessment: Two-hour examination in the ST.

AN427 Half unit The Anthropology of South-West Asian and North African Societies

Teacher responsible: Dr M Mundy

Availability: For the MSc in Social Anthropology.

Core syllabus: Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Content: Introduction to geographical and historical factors making for the social unity and diversity of the area; the character of scholarship on the area and the place of anthropology within that; kinship systems; unity and diversity; kingship and the Muslim political tradition; Khaldunianism and the persistence of the tribe; the ethnography of law; the ethnography of Islamic learning and institution; the anthropology of aesthetic tradition: austerity of ritual, luxuriance of language; regional ethnographies (2 or 3 to be considered in any year): Anatolia/Turkey, Iran, Yemen, Palestine/Israel, Morocco, Algeria, Syria/Lebanon, Egypt, Sudan.

Teaching: Lectures AN427 weekly, Seminars AN427.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: L Abu-Lughod, 'Anthropology's Orient: the Boundaries of Theory on the Arab World' in H Sharabi (Ed), Theory, Politics and the Arab World: Critical Responses; J Berque, Essai sur la Methode Juridique Maghrebine; P Bourdieu, Algeria; D Eickelman, The Middle East: An Anthropological Approach; E Evans-Pritchard, The Sanusi of Cyrenaica; E

Gellner, Muslim Society; M Gilsenan, Recognizing Islam; A Hourani, A History of the Arab Peoples; I Khaldun, The Mugaddima; E Peters, The Bedouin of Cyrenaiea: Studies in Personal and Corporate Power; ((Eds) J Goody & E. Marx); B Messick, The Calligraphic State; G Tillion, The Republic of Cousins. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN429 Half unit The Anthropology of Southern Africa Teacher responsible: Dr M Engelke, A609

Availability: For the MSc in Social Anthropology

Core syllabus: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.

Content: The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it examines some of the social effects of the apartheid regime, and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region. Teaching: Lectures AN429 weekly, Seminars AN429.A.

Written work: Students are expected to prepare discussion material for presentation in the seminars

Reading list: J Comaroff, Body of Power, Spirit of Resistance; J L Comaroff & J Comaroff, From Revelation to Revolution; D Coplan, In the Time of Cannibals: The Word Music of South Africa's Basotho Migrants; V Erlman, Nightsong; R Gordon & A D Spielgel, 'Southern Africa Revisited' Annual Review of Anthropology; M Hunter, Reaction to Conquest; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), Clothing and Difference; A Kuper, Wives for Cattle: Bridewealth and Marriage in Southern Africa; I & P Mayer, Townsmen or Tribesmen; C Murray, Black Mountain; L Vail & L White, Power and the Praise Poem: Southern Africa Voices in History Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST.

AN430 Half unit

The Anthropology of Governance in the Modern State Teacher responsible: Dr M Mundy, A507 Availability: For the MSc in Social Anthropology.

Core syllabus: The course examines recent work by anthropologists on government and the modern state

Content: The approach is one which conserves the central characteristics of anthropology - a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies, and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge - but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and post-colonial states. The course examines the following topics: anthropological typologies of states; government models of state and institutional religion (religio); literacy and the law: current debates; the regulation of kinship, gender and family; property and government; colonialism, post-colonialism and the state; the political person and the nation-state; The ethnography of the judiciary and the court; the ethnography of state violence; anthropology and the new institutionalism in the other social sciences.

Teaching: Lectures AN430 weekly, Seminars AN430.A weekly,

Reading list: J Cole & E Wolf, The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley; L Fallers, The Social Anthropology of the Nation-State; M Herzfeld, The Social Production of Indifference: Exploring the Symbolic Roots of Western Bureaucracy; S Hutchison, Nuer Dilemmas: Coping with Money, War and the State; S Merry, Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans; K Verdery, What Was Socialism, and What Comes Next?; B Yngvesson, Virtuous Citizens, Disruptive Subjects: Order and Complaint in a New England Court; A Gupta & J Ferguson (Eds), Culture, Power, Place: Explorations in Critical Anthropology; M Lazarus-Black & S Hirsch (Eds), Contested States: Law, Hegemony and Resistance; M Burawoy & K Verdery (Eds), Uncertain Transitions: Ethnographies of change in the postsocialist world. Detailed reading lists are provided during at the beginning of the course. Assessment: Two-hour examination in the ST.

AN431 Half unit

The Anthropology of Lowlands Latin America Teacher responsible: To be announced Availability: For the MSc in Social Anthropology.

Core syllabus: The course covers selected indigenous societies of Lowland South America, focusing on the interrelationships between politico-economic systems, social structures, cosmologies and historical relations to colonial and national societies

Content: The course addresses the history and current state of anthropological analyses of the indigenous peoples of Lowland South America, with a concentration on recent developments in the ethnography of the region. The course focuses on these recent attempts to integrate the study of politico-economic systems, social structure, cosmology and external relations, with particular emphasis on the implications of how indigenous peoples of the region conceive of their own social lives and of the world in which they live.

Teaching: Lectures AN431 weekly, Seminars AN431.A weekly,

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Viveiros de Castro, From the Enemy's Point of View; C Levi-Strauss, The Raw and the Cooked; The Story of the Lynx; J Overing Kaplan, The Piaroa; C Crocker, Vital Souls; P Gow, Of Mixed Blood; P Descola, In the Society of Nature; The Spears of Twilight; E Basso, The Last Cannibals Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN432 Half unit Anthropological Linguistics

Teacher responsible: To be announced

Availability: For the MSc in Social Anthropology.

Core syllabus: The relation of social anthropology to the study of language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.

Content: The course concerns the relation of language to culture and society. It looks at the history of the subject. It examines theories which see a relation between the way we think and the way we see the world. It looks at the anthro-pological and sociological implications of various types of theories of meaning. The course considers such issues as the hierarchy. The significance of forms of politeness is studied. The issue of the significance of literacy is examined.

Teaching: Lectures AN432 weekly, Seminars AN432.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the COULSE

Assessment: Two-hour examination in the ST.

AN433 Half unit

Anthropological Theories of Exchange Teacher responsible: Professor J Parry, A615

Availability: For the MSc in Social Anthropology.

Core syllabus: Theories of the gift, reciprocity and exchange; the relationship between exchange and power; exchange and social inequality, and exchange and concepts of the person. Transactional moralities in the context of wider belief systems.

Content: The course re-examines the classic theories of exchange of such writers as Marx, Mauss, Malinowski, Lévi-Strauss and Sahlins, and reviews the most significant recent developments from, and discussions of their work. It considers such themes as the opposition between gift and commodity exchange; the concept of charity in a cross-cultural perspective; the relationship between ideologies of exchange and the concept of the person; the relationship between religious values and transactional moralities; the variable and problematic way in which the notion of reciprocity has been used in anthropological writing, and the impact of Western-style currency on 'traditional' exchange systems

Teaching: Lectures AN433 weekly, Seminars AN433.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: M Sahlins, Stone Age Economics; J Parry & M Bloch (Eds), Money and the Morality of Exchange; M Taussig, The Devil and Commodity Fetishism in South America; J C Scott, The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia; B Malinowski, Crime and Custom in Savage Society; M Mauss, The Gift: Forms and Functions of Exchange in Archaic Societies; P Ekeh, Social Exchange Theory: the Two

Traditions; C Lévi-Strauss, The Elementary Structures of Kinship. Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN434 Half unit

The Anthropology of East and Central Africa Teacher responsible: To be announced

Availability: For the MSc in Social Anthropology. Core syllabus: This course serves as an introduction to the ethnography of East and Central Africa. Topics considered include the impact of colonialism, labour migration, urbanisation, the changing nature of kinship and gender relations, capitalism and economic transformations, and political and religious change.

Content: East and Central Africa have been, and continue to be, major research areas in social anthropology. The wealth of documentation and published ethnography on these areas makes them especially suitable as an empirical base from which to explore issues of primary concern to the discipline. The main focus of the course will be on Kenya, Ethiopia, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Rwanda. The central concern of the course will be the analysis of processes of social change and cultural continuity. There will be good opportunities to examine such issues as urbanisation, ethnicity, colonialism, as well as such topics as ritual, systems of ideas, witchcraft, and legal, political and economic institutions. The course offers the possibility of developing detailed ethnographic knowledge of particular communities, as well as the chance to address key theoretical issues in the context of a specific body of data. The course also enables students to understand the changing nature of anthropological theory and practice by comparing ethnographies from different periods in the discipline's development

Teaching: Lectures AN434 weekly, Seminars AN434.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: H L Moore, Feminism and Anthropology; D Cohen & O Odhiambo, Siaya; T Hakansson, Bridewealth, Women and Land; D Parkin, Palms, Wine and Witnesses; N Long, Social Change and the Individual; J Pottier, Migrants No More; K Tranberg Hansen, Distant Companions; P Geschiere, The Modernity of Witchcraft; S F Moore, Anthropology and Africa: J Goody, The expansive moment.

Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST.

AN435 Half unit

The Anthropology of Agrarian Development and Social Change

Availability: For the MSc in Social Anthropology. Core syllabus: The course is about the economy and society of peasantries, and the changes they undergo during the process of economic development. It aims to compare structuralist and rational choice theories about agrarian change; to examine how rural producers respond to changes imposed from without and interpret them within their value systems; and to consider the relations of states and rural people.

Content: The varieties of peasantries and different patterns of agrarian transformation. Is there a distinctive 'Peasant Economy'? Commercialisation and agrarian change. Rural class formation. Ideology, protest and change -'The Moral Economy of the Peasantry'. The 'Rational Peasant' and issues of collective action. Deconstructing 'The Household Economy' Land tenure and land reform. Rural labour processes and rural poverty. Technology and agrarian change. State and peasantry.

Teaching: Lectures AN435 weekly, Seminars AN435.A weekly. Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: F Ellis, Peasant Economics, 1988; R Guha, The Unquiet Woods, 1989; J Harriss (Ed), Rural Development Theories of Peasant Economy and Agrarian Change, 1982; G Hart, Power, Labour and Livelihood: Processes of Change in Rural Java (University of California Press, 1986); J Scott, The Weapons of the Weak (Yale University Press, 1985); R Wade, Village Republics: Economic Conditions for Collective Action in South India (Cambridge University Press, 1988). Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST.

AN436 Half unit

The Anthropology of Development Teacher responsible: Dr D James, A616

Availability: For the MSc in Social Anthropology. Core syllabus: This course is centred on an examination of, and an Assessment of the validity and reconcilability of, two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the 'anthropology of development', comprising a series of recent critiques of development theory and practice by anthropologists. This debate has encompassed a range of specific topics,

including the anthropology of planning; indigenous technical knowledge and its use in agricultural projects; the culture of organizations; fertility and reproductive health; conservation and the environment. Literature ranges from writings at a high level of theoretical abstraction to those whose authors are anthropologists directly involved in development initiatives

Content: Historical background: how development and its discourses were made, through and in the wake of the colonial encounter. A discussion of the role - both past and potential - played by anthropologists in this process. Anthropological insights into the planning process undertaken by states and by NGOs. Anthropological critiques of the notions of 'participation' and 'indigenous technical knowledge' which have been used in agricultural development, especially by NGOs; alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of globally-formulated concepts of human rights, and of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia. Teaching: Lectures AN436 weekly. Seminars AN436.A weekly.

Written work: Students are expected to prepare discussion material for ntation in the seminars.

Reading list: E Croll & D Parkin, Bush Base, Forest Farm: Culture, Environment and Development (1992); J Crush (Ed), Power of Development; A Escobar, Encountering Development: the making and unmaking of the third world (1995); J Fairhead & M Leach, Misreading the African landscape: society and ecology in the forest-savanna mosaic and reframing deforestation: global analyses and local realities with studies in West Africa (1996);J Ferguson, The Anit-politics machine 'Development', depoliticization and Bureaucratic Power in Lesotho (1994); J Ferguson 'Anthropology and its evil twin 'Development' in the constitution of a discipline' in F Cooper & R Packard (Eds), International Development and the Social Sciences (1997); K Gardner & D Lewis, Anthropology, Development and the Post-modern challenge (1996); S Greenhalgh (Ed), Anthropological contributions to fertility theory (1994)Detailed reading lists are provided at the beginning of the course. Assessment: Two-hour examination in the ST

AN437

Anthropology of Learning and Cognition

Teachers responsible: Professor M Bloch, A608 and Dr C Stafford, A601 Availability: This course is compulsory for the MSc Anthropology of Learning & Cognition, and is optional for the MSc in Social Anthropology. Core syllabus: The course will focus on the relationship between mechanisms of cultural transmission, both informal and institutional, and what anthropologists have called 'culture' and 'society'. We shall look at the way universal human capabilities develop and are used during different stages of life to create unique cultural understandings. We shall then examine how these understandings enable us to interact in specific ways with others.

Content: Topics covered include schemas, memory, 'theory of mind', informal and formal education, emotions, expertise, and the nature of different types of beliefs. We shall consider how themes of this kind elaborated in cognitive anthropology and in cognitive science more generally - lead to a reconsideration of classic anthropological concerns, including kinship, religion, politics and economics.

Teaching: Lectures (20 in all) weekly ML. Seminars (20 in all) weekly ML. Provisional reading list: B Shore, Culture in mind; M Cole, Cultural psychology; R D'Andrade, The development of cognitive anthropology; D Holland & N Quinn, Cultural models in language and thought; E Hutchins, Cognition in the wild; J Lave, Cognition in practice; M Bloch, How we think they think; D Sperber, Explaining culture; P Boyer, The naturalness of religious ideas.

Assessment: There is a 3-hour examination in the ST.

AN438

Law, Anthropology and Society

Teachers responsible: Dr M Mundy and Mr R A Pottage

Availability: The course is intended primarily for the MSc in Law, Anthropology and Society and other graduates at the discretion of those running the course.

Core syllabus: The course offers a foundation in those elements of anthropological and social theory essential to an understanding of law in society.

Content: This course draws on anthropological themes and texts to develop an innovative perspective on contemporary legal norms and institutions. It aims to document legal institutions and practices as concrete ethnographic phenomena, focusing on the techniques of writing and documentation, the legal production of persons and things, and the legal framing of institutions. It combines abstract social theory with concrete ethnographic method in the study of ritual, kinship, property and communicative technologies in formal law. The course is structured about the following topics:

Law, anthropology, and the production of the social: an introduction to the links between legal and anthropological scholarship, exploring juridical

concepts of power, agency and social personality and anthropology's models of society;

Legal and political ritual: selected theoretical analyses of modern legal ritual examined against the background of anthropological debates concerning the general nature of ritual:

The communication of power in writing: the representation and construction of social institutions in administration;

Legal time and evidence: ethnographic analysis of narrative, evidence and proof in different legal cultures;

Persons and things: legal forms of personification and objectification in systems of ownership and inheritance, with particular attention to the law governing reproductive resources:

Legal collectivities, the modern corporation and its others: ethnographies of the social and legal construction of collective agency;

The uses of anthropology in law and politics: the role of anthropology in contemporary contests over indigenous title, cultural property, common property resources, and alternative dispute resolution.

Teaching: Lectures AN438 eight one-hour M, six one-hour L, Classes AN438a eight 1.5 hours M, six 1.5 hours L; Seminars two 1.5 hours M; three two-hours L; three two-hours S.

Reading list: Marc Augé, Non-Places: Introduction to an anthropology of supermodernity, 1995; Maurice Bloch, From Blessing to Violence, 1986 and Ritual, History and Power, 1989; Janet Dolgin, Defining the Family. Law, Technology, and Reproduction in an Uneasy Age, 1997; Kaja Finkler, Experiencing the New Genetics. Family and Kinship on the Medical Frontier, 2000; Rebecca French, The Golden Yoke: The cosmology of law in Buddhist Tibet, 1995; C M Hann (Ed), Property Relations: Renewing the anthropological tradition, 1998; Bruno Latour, We Have Never Been Modern, 1995; Pierre Legendre, Law and the Unconscious. A Legendre Reader, 1997; Niklas Luhmann, Political Theory in the Welfare State, 1990 and Observations on Modernity, 1998; Sally Engle Merry, Getting Justice and Getting Even: Legal consciousness among working-class Americans, 1990; Brinkley Messick, The Calligraphic State: Textual domination and history in a Muslim society, 1993; Sally Falk Moore, Social Facts & Fabrications: 'Customary' law on Kilimanjaro, 1880-1980, 1986; Henrietta Moore, A Passion for Difference, 1994; Martha Mundy (Ed), Law and Anthropology, 2002; W T Murphy, The Oldest Social Science?, 1997; Laura Nader & Harry F Todd Jr (Eds), The Disputing Process – Law in Ten Societies, 1978; Katherine 5 Newman, Law & Economic Organization: A comparative study of preindustrial societies, 1983; Leopold Pospisil, Anthropology of Law: A comparative theory, 1971; Roy Rapapport, Ritual and Religion in the Making of Humanity, 1999; Simon Roberts & John Comaroff, Rules & Processes, 1983; Simon Roberts, Order and Dispute, 1973; June Starr & Jane F Collier (Eds), History and Power in the Study of Law: New directions in legal anthropology, 1989; Boaventura de Sousa Santos, Toward a New Common Sense: Law, science and politics in the paradigmatic transition, 1995; Marilyn Strathern, Property, Substance & Effect: Anthropological essays on persons and things, 1999; Gunther Teubner (Ed), Global Law Without a State, 1997; Victor Turner, The Ritual Process, 1969; Annette Weiner, Inalienable Possessions. The Paradox of Keeping While Giving, 1992; Barbara Yngvesson, Virtuous Citizens, Disruptive Subjects: Order and complaint in a New England court, 1993.

Assessment: Three-hour formal examination in the ST based on the lecture course and the work covered in classes and seminars.

AN439 Half unit

Anthropology and Human Rights

Teacher responsible: Dr M Engelke, A609

Availability: For the MSc in Social Anthropology and other degree programmes as permitted by the regulations.

Course syllabus: The tension between respect for 'local cultures' and 'universal rights' is a pressing concern within human rights activism. In the past decade, anthropologists have been increasingly involved in these discussions, working to situate their understandings of cultural relativism within a broader framework of social justice. This course explores the contributions of anthropology to the theoretical and practical concerns of human rights work. The term begins by reading a number of key human rights documents and theoretical texts. These readings are followed by selections in anthropology on the concepts of relativism and culture. Students will then be asked to relate their understandings of human rights to the historical and cultural dimensions of a particular case, addressing such questions as the nature of humanity, historical conceptions of the individual, colonialism and imperialism, the limits of relativism, and the relationship between human rights in theory and in practice. Case studies will include: gay rights in southern Africa; genocide in Rwanda; the plight of the Yanomami in South America; state violence in Guatemala; and Aboriginal land tenure in Australia.

Teaching: Lectures weekly, seminars weekly.

Written work: Students are expected to prepare discussion material for classes/seminars and are required to write Assessment essays. Reading list: M Ishay (Ed), The Human Rights Reader: Major Political Essays,

Speeches, and Documents from the Bible to the Present; P G Lauren The Evolution of International Human Rights: Visions Seen; E Messer, 'Anthropology and Human Rights' Annual Review of Anthropology 1993; J Cowan et al (Eds), Culture and Rights: Anthropological Perspectives; R Wilson (Ed), Human Rights, Culture, and Context: Anthropological Perspectives; R Rorty, 'Human Rights, Rationality, and Sentimentality' in S Shute & S Hurley (Eds), On Human Rights: The Oxford Amnesty Lectures; F Boas, The Limitations of the Comparative Method of Anthropology' in Bohannon & Glazer (Eds), High Points in Anthropology; F Boas, 'On Alternating Sounds' in G W Stocking (Ed), The Shaping of American Anthropology, 1883-1911: A Franz Boas Reader; C Geertz, 'The Impact of the Concept of Culture on the Concept of Man' in The Interpretation of Cultures; T Turner, 'Human Rights, Human Difference: Anthropology's Contribution to an Emancipatory Cultural Politics' Journal of Anthropological Research 1997. Detailed reading lists are provided at the beginning of the course.

Assessment: Two-hour examination in the ST.

AN440 Half unit

Anthropology of Civil Society, the State and Citizenship Teacher responsible: Dr Deborah James, A616 Availability: For students doing the MSc Social Anthropology, MSc

Anthropology and Development, and other MSc students at the discretion of the teachers responsible.

Core syllabus: The course aims to give students a thorough understanding of debates about the interrelations between state, citizenship and civil society by situating them in an anthropological context. It will draw both on the classic writings in which these interrelated terms were originally used, and on a series of more recent writings exploring their salience in contemporary anthropology.

Content: Through relating theory to ethnographic studies, the course will investigate state-society relations in a variety of non-Western settings. This will enable a critical Assessment of some recent approaches to understanding - and to advocating the merits of - civil society. Both donor-driven attempts to strengthen it as a means to supplant the power of what have been described as 'weak states', and utopian visions of its rebirth as a buffer against the perils of globalisation, tend to universalise and reify the term and fail to recognise its relational nature when examined in specific social contexts. The course will examine debates about the present-day applicability of these interrelated terms in third-world settings. In drawing attention to the disguises of power in the everyday activities of life, the course will encourage students to apply the classic anthropological gaze. Its exploration of the connections between civil society, state, and citizenship will be rooted in a concern with these everyday activities. It will examine how far citizenship is constituted within apparently non-political arenas such as religion and the household. Conversely, it will explore local attempts to construct or maintain a private realm into which the state cannot penetrate.

Reading list: P Abrams, 'Notes on the difficulty of studying the state', Journal of Historical Sociology, 1/1:58-89, 1988; C Calhoun (Ed), Habermas and the Public Sphere, Cambridge, Mass; J Comaroff & J L Comaroff (Eds), Civil Society and the Political Imagination in Africa Chicago, Chicago University Press; J Habermas, The Structural Transformation of the Public Sphere: An inquiry into a category of bourgeois society, Cambridge, Mass, 1989; C Hann & E Dunn Civil Society: challenging Western models, Routledge, 1996; T B Hansen & F Stepputat (Eds), States of Imagination, Duke University Press, 2002; Paul Hirst, From Statism to Pluralism, UCL Press, 1997; S Joseph (Ed), Gender and Citizenship in the Middle East, Syracuse University Press, 2001; S Kaviraj & S Khilnani (Eds), Civil Society: history and possibilities, Cambridge University Press; M Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism, Princeton University Press, 1996; M Trouillot, The anthropology of the state in the age of globalisation' Current Anthropology 42(1): 125-138, 2001; Pnina Werbner, 'Exoticising Citizenship: Anthropology and the new citizenship debate', Canberra Anthropology 21(2):1-27, 1998.

Teaching: 10 lectures and 10 seminars in the MT. Assessment: Two-hour examination in the ST.

AN441

Anthropological Fieldwork Methods

Teachers responsible: Dr D James, A616 Availability: For MSc Social Anthropology (Research), MPhil Social Anthropology

Core syllabus: The course aims to give students a thorough grounding in the classic fieldwork methods used by anthropologists since the inception of the discipline in its contemporary form; a working knowledge of new techniques and trends which have been introduced over the past two decades; and an awareness of how both may be used in the context of the specific geographical and cultural setting in which they have chosen to conduct anthropological research

Content: The first half of the course deals with general fieldwork methods. These include participant observation; using field notes; film, photography and visual methods of research; fieldwork ethics and anthropological 'codes of ethics'; written ethnography and the problem of representation; dealing with our precursors; critical approaches to existing ethnographic texts; multisited ethnography: the local and the global; research into family, kinship and the genealogical method; fieldwork and the use of archival material; and fieldwork methodology and the research proposal. In the second half of the course, each student presents a paper on methodological questions relating specifically to his/her proposed fieldwork.

Reading list: M Banks & H Morphy (Eds), Rethinking visual anthropology, Yale UP, 1999; R Ellen, Ethnographic Research: a guide to general conduct, Academic Press, 1985; A Gupta & J Ferguson (Eds), Culture, Power, Place: explorations in critical anthropology, Duke University Press; M Jackson, Paths Towards a Clearing, 1989; G Marcus, 'Ethnography in/of the world system: The emergence of multi-sited ethnography' Annual Review of Anthropology, 24, 95-117, 1995; K Narayan, 'How Native is a 'Native' Anthropologist?' American Anthropologist, 95(3), 1993; P Steven Sangren, 'Rhetoric and the authority of ethnography' Current Anthropology, 29(3), 405-435, 1988; R Sanjek (Ed), Fieldnotes: the Makings of Anthropology; H Russell Bernard, Research Methods in Cultural Anthropology, Sage, 1990; N Shepher-Hughes, 'The Primacy of the Ethical. Propositions for a Militant Anthropology' Current Anthropology 36(3), 409-420, 1995; Jonathan Spencer, 'Anthropology as a kind of writing', Man (n.s.) 24, 145-164, 1989. Teaching: 20 two-hour seminars in the MT and LT.

Written work: Students will be required to write and present a paper in the LT. Assessment: Students' progress will be monitored throughout the course by the Teachers responsible. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN 443, below) and will be formally examined through it.

AN442

Supervised Reading Course and Fieldwork Preparation Teachers responsible: Members of staff of the Anthropology Department (students' supervisors)

Availability: For MSc Social Anthropology (Research), and MPhil Social Anthropology

Core syllabus: The programme of supervised reading aims to give students a detailed knowledge of the regional ethnographic literature relevant to their proposed research project, as well as providing them with a firm grounding in the theoretical literature relevant to their research objectives. The programme also aims to aid students in the practical organization of their field research (eg organizing language training, obtaining research permits and academic affiliations) through their supervisors' personal quidance.

Content: The programme of supervised reading will be specific to each student. It will be agreed with his/her supervisors at the beginning of the academic year and it will be closely reviewed during the course of the academic year.

Teaching: Students should expect to meet with at least one of their supervisors at two to three weekly intervals during term time, and to submit essays relevant to the preparation of their Research Proposal (AN443, below). Written work: Students will be required to write essays for their supervisors throughout the academic year.

Assessment: Students' progress will be monitored by their supervisors through verbal discussion of the submitted written work. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN443) and will be formally examined through it.

AN443

Research Proposal

Teachers responsible: Members of staff of the Anthropology Department Availability: For MSc Social Anthropology (Research) and MPhil Social Anthropology

Content and Assessment: All students must submit a formal Research Proposal of 8,000-10,000 words excluding references to the Department on or before the deadline in September. The proposal is written under the guidance of their supervisors (as set out in AN442, above), and will normally draw on material studied as part of the Anthropological Fieldwork Methods seminar (AN441 above). It will be expected to demonstrate knowledge of the regional ethnography, and theoretical and methodological literature. relevant to the proposed research.

Assessment: For full unit courses there is a three-hour examination in the ST and for half unit courses there is a two-hour examination in the ST. An essay of not more than 10,000 words on an approved topic.

DV400.1 Half unit

Social Research Methods in Developing Countries Teacher responsible: Dr D W Rodgers, U210

Availability: For those taking DV400; for First Year MPhil/PhD students in DESTIN.

Content: This course is intended to introduce students to philosophical and some methodological issues in development research. Teaching: Teaching will consist of 10 lectures in the MT, plus a supplementary lecture on preparation for the MSc dissertation. Students will also attend 20 Visiting Lectures presenting recent research or practical experience in the development field in MT and LT. MPhil/PhD students will also attend five cominars in MT

Background readings: M Hollis, The Philosophy of Social Science: An

Introduction; T Benton & I Craib, Philosophy of Social Science: The Philosophical Foundations of Social Thought; B Pratt & P Loizos, Choosing Research Methods: Data Collection for Development Workers; M Bulmer & D P Warwick (Ed), Social Research in Developing Countries: Surveys and Censuses in the Third World' S Devereux & J Hoddinott (Eds), Fieldwork in Developing Countries; R Ellen (Ed), Ethnographic Research: A Guide to General Practice; M Agar, The Professional Stranger: An Informal Introduction to Ethnography; 5 Medema & W Samuels (Eds), Foundations of Research in Economics: How Do Economists Do Economics?; P Bardhan (Ed), Conversations between Economists and Anthropologists: Methodological Issues in Measuring Economic Change in Rural India.

Assessment: Students will write a 2,000 word essay worth 20% of the final mark for DV400.

DV400

Development: Theory, History and Policy

Teachers responsible: Professor J Harriss, U106 and other DESTIN Staff Availability: Core course for MSc in Development Studies; MSc Development Management; MSc Anthropology and Development and available to MSc Environment and Development; MSc Gender and Development; MSc Population and Development only.

Core syllabus: The course deals with definitions, causes and consequences of, and obstacles to, development and the corresponding expansion of the capabilities of people as social beings. It aims to integrate the concepts and perspectives of a range of disciplines and to consider: major trends of development and change in modern history and interpretations of them in the social sciences; contemporary social theory and its bearing on the policy and practice of development; critical appraisal of current development policy .

Content: Concepts of 'development' and ethical issues. Historical evolution of paradigms of development and social change. The international 'development' system. Globalisation and development. Institutional approaches to development - states, markets and voluntary sector agencies as mechanisms for development administration. Review of key policy issues: aid; trade; international finance; industrial policy; poverty, agriculture and rural development; health; government.

Teaching: DV400 (20 two hour lectures) and DV400.A (20 one and a half hour seminars). Two supplementary lectures for those with no economics background to be given in MT.

DV400.1 (10 one hour lectures, MT)

DV400.2 (20 two hour lectures, MT and LT).

Background readings: B Agarwal, A Field of One's Own: gender and land rights in South Asia (Cambridge University Press, Cambridge & New York, 1994); T Allen & A Thomas, Poverty and development into the 21st century,(revised edition, Oxford University Press, 2000); T Barnett & A Whiteside, AIDS in the Twenty First Century: Globalisation and Disease (Palgrave 2002): R Bates, Prosperity and Violence: the political economy of development (W W Norton, 2001); J Dreze & A Sen, Hunger and Public Action (Oxford University Press, 1989); P Evans, Embedded Autonomy: States and Industrial Transformation (Princeton University Press, 1995); J Ferguson, The Anti-Politics Machine: 'Development', Depoliticization andBureaucratic Power in Lesotho (Cambridge University Press, 1990); K Griffin, Alternative Strategies of Economic Development (Macmillan 1989); J Harriss, J Hunter & C Lewis (Eds), The New Institutional Economics and ThirdWorld Development (Routledge 1995): G Hart Disabling Globalization: places of power in Post-Apartheid South Africa (University of California Press, 2002); D Held & A McGraw, Globalization/Anti-Globalization (Polity Press, 2002); C Leys, The Rise and Fall of Development Theory (James Currey, 1996); R Putnam, Making Democracy Work: Civic Traditions in Modern Italy (Princeton University Press, 1993); M Todaro, Economics for a Developing World: An Introduction to Principles, Problems and Policies (3rd edn, Longman, 1992); R Wade, Governing the Market: Economic Theory and the Role of Government inEast Asian Industrialization (Princeton University Press, 1990); M Wuyts, M Mackintosh & T Hewitt (Eds), Development Policy and Public Action (Oxford University Press, 1992). A detailed reading list will be presented at the beginning of term, and readings and notes made available via webCT.

Written work and Assessment: Students will write at least two essays for presentation and evaluation in class. The course will be assessed through a three-hour examination taken in the ST, and coursework submitted for DV400.1 (20%).

DV406

Development Management

Teachers responsible: Dr E A Brett and Dr J P Faguet, U203

Availability: A core course for MSc Development Management students

Core syllabus: A critical examination of the reasons for success and failure in the varied institutions of the state, market and civil society and their impact on development policies, programmes and projects, as well as organizational development and change.

Content: The aim of the course is to provide a theoretical understanding of international development institutions and to generate a critical awareness of

the research that has been conducted into selected areas of development practice. On completing the course students should be able to: (1) use rigorous theory to solve practical development problems: (2) identify and assess relevant case study material to inform the practice of development management; and (3) critically appraise their own practical experience as workers in development organisations or consumers of their services. The course reviews literature dealing with the principles governing the institutions and organisations through which policies, programmes and projects are implemented. It examines the variety of functions they must perform: the structures they can assume; the incentive systems which motivate them and how they relate to differing political, economic and social conditions. It considers recent literature which re-evaluates the way these problems are understood, looking in particular at recent developments in economics, public sector management, social policy and the ethnography of institutions and organisations. It focuses on the role of hierarchy, competition and participation in providing different kinds of services in different situations and contexts. It provides an analytical basis for making judgements about institutional reform programmes by showing how different kinds of institution and organisations, centralised bureaucracies, markets, participatory and solidaristic agencies' operate to provide services in practice.

Teaching: There are 18 two hour lectures and 17 one-and-a-half hour seminars over the MT and LT. During the LT students also take part in a group research project on topics identified by development agencies. A lecture and workshops are organised to assist student groups to formulate their proposals and report back to their commissioning agencies.

Written work: In the MT students are expected to produce one 2,000 word essay on a topic agreed with an individual tutor. In the LT students are assessed on the group project report and their individual component of the research project.

Reading list: A detailed weekly reading list is provided at the first course meeting. Introductory readings include: J Beall et al, Uniting a Divided City: Governance and Social Exclusion in Johannesburg, Earthscan, 2002; J Beall, Valuing Social Resources or Capitalizing on Them? Limits to Pro-poor Urban Governance in Nine Cities of the South', International Planning Studies, 6(4), pp 357-375, 2001; E A Brett, 'Voluntary agencies as development organizations: theorizing the problem of efficiency and accountability'. Development and Change, 24, April 1993; C Clague, Institutions and Economic Development, Johns Hopkins, 1997; V Ostrom, Rethinking Institutional Analysis and Development: Issues and Alternatives, International Center for Economic Growth, San Francisco, 1988; D Robinson et al, Managing Development, Sage, 1999; G Thompson et al, Markets, Hierarchies and Networks, Open University, 1990; S Wright, The Anthropology of Organisations, Routledge, 1994.

Assessment: The course is assessed by a 3-hour unseen examination in the ST (80%) and by the essay (10%) and project grade (10%).

DV407 Half unit Povertv

Teacher responsible: Professor Ashwani Saith

Availability: For students taking the MSc in Development Studies; MSc Development Management; MSc Environment and Development; MSc Anthropology and Development; MSc Gender and Development.

Core syllabus: A policy-oriented, multi-disciplinary analysis of issues of conceptualisation, identification and measurement of poverty, linking these to strategies, policies and other interventions for poverty reduction. Alternative perspectives will be critically analysed and evaluated. A multi-disciplinary approach will be used; the course is open to all, and no prior mathematical or statistical qualification is required. The course deals with characterisations of poverty and deprivation, but its real interest is in the lives of the poor.

Content: The course discusses conceptual dimensions of poverty, deprivation and human development, covering alternative approaches, measures and methods of quantification and identification, including absolute and relative poverty measures, functioning and capability deprivation, various social indicators and human development (or deprivation) indices, and contrasting methods based on the self-perception of the poor. These are analysed and compared, and used to identify alternative meanings of poverty, and constituencies of the poor. The lectures pay special attention throughout to gender dimensions of poverty.

In particular, the lectures will address the following themes: Poverty and the poor: Parables and Paradigms

GNP: Beyond Redemption?

Absolute poverty: Lines, Lies, Lives

Capabilities - social indicators and HDI: Composite Advocacy Voices of the poor: Us Listening to Them

Social exclusion: Discrimination, Identity, Dignity Basic needs to decent work: Shifting Slogans and Paradigms Mass entitlement failures: Volatility, Violence, Vulnerability Ways of seeing: The Gender Prism

Evaluating the tool kit: How Does Measurement Measure Up?

While the lectures will focus mainly on issues of conceptualisation, identification and methods of measurement, the seminars will also address wider strategic issues and options in policy intervention for poverty reduction.

Teaching: The course will be taught during LT and will consist of 10 one and a half hour lectures and 10 seminars/workshops each of one and a half hours. Background readings: Detailed reading lists for different sections will be provided at the start of the course. B Agarwal, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge University Press, 1994; R Chambers, Rural Development: Putting the Last First; M Desai, Poverty, Famine and Economic Development: The Selected Essays of Meghnad Desai. Vol II, Edward Elgar, 1995; J Dreze & A Sen, Hunger and Public Action, Clarendon Press, 1989; D Elson, Male Bias in the Development Process, Manchester University Press, 1991; Bronislaw Geremek, Poverty: A History, Blackwell, 1994; K Griffin & Renwei Zhao (Eds), The Distribution of Income in China, St Martin's Press, 1993; S Rowbotham & S Mitter (Eds), Dignity and Daily Bread: New Forms of Economic Organising among Poor Women in the Third World and the First, Routledge, 1994; A Saith, 'Development Strategies and the Rural Poor', Journal of Peasant Studies, Vol 17, No 2; T W Schultz, The Economics of Being Poor, Blackwell, 1993.

Assessment: Two-hour unseen examination held in the ST (70%); and one essay (up to 3,000 words) to be submitted at the start of ST (30%).

DV409

Economic Development Policy

Teachers responsible: Dr D Weinhold, U105 and Dr M Goldstein, U104 Availability: This course is for students taking the MSc in Development Studies; MSc in Development Management; MSc Environment and Development; MSc Anthropology and Development or from other departments who have had undergraduate second level courses in intermediate macro and microeconomics to a level assessed as adequate by the Teachers responsible. Other suitably gualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teachers responsible. The instructors reserve the right to limit enrolment in this course. At the instructors' discretion, enrolment may be denied to any student on the basis of a pre-quiz administered in the first lecture

Core syllabus: This course focuses on analytically and empirically rigorous analyses of economic policies in developing countries. Increasing data Availability has meant that the effectiveness of development policies, in terms of improving welfare and promoting growth, can now be analysed much more rigorously using a variety of quantitative techniques. By looking at how this approach can be applied to a range of development issues the course will provide an overview of new thinking on the design of public policy to improve growth and welfare in developing countries. There is a strong emphasis on regression and other econometric techniques, which allow us to critically assess public policies, in the course.

Content: The course consists of one lecture on the interpretation of empirical regression analysis and the role of quantitative methods in policy evaluation, nine lectures focusing on policies related to macroeconomic issues, and 10 lectures on policies relating to microeconomic issues. Macroeconomic topics to be discussed include determinants of growth, human capital accumulation, globalisation and the political economy of trade policy, structural adjustment, aid, debt relief, corruption and environment and growth. Microeconomic topics include fiscal reform and the role of the state; redistribution, growth and welfare; targeting and transfers; employment programs; inter-household resource allocation; asset redistribution; credit rationing and micro-finance; off-farm diversification and an examination of the role of decentralization and non-state actors (eq NGOs).

Teaching: The course will be taught during MT and LT and will consist of 20 one and a half hour lectures and 20 seminars/classes of one and a half

Background readings: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, Development Economics (1998) which will serve as the course text, W Easterly, The Quest for Growth; A Deaton, Analysis of Household Surveys: a Microeconomic Approach to Development Policy (1997); J Behrman & T N Srinivasan, Handbook of Development Economics (1995); P Krugman, The Accidental Theorist: Recent Dispatches from the Dismal Science (1998).

Written work and Assessment: Students will be assessed both by continuing evaluation (30%) and by a three-hour written examination to be held in the ST (70%).

DV410

Research Design and Dissertation in Development Studies and Development Management

Teachers responsible: Dr T Allen, Dr J Beall and all DESTIN staff Availability: Compulsory for MSc Development Studies; MSc Development Management. Also for MSc Gender and Development; MSc Environment and Development; MSc Anthropology and Development.

Core syllabus: Students will design a detailed research proposal towards the dissertation on a topic within Development Studies/Management. This will be conducted under the supervision of a member of the DESTIN staff, through individual tutorials. The student research proposals will form the basis for discussion in research seminars held during the ST.

Content: The research proposal will identify a key question for investigation. the theoretical and methodological framework to be employed in the work and a justification for why the topic is theoretically and empirically important, with reference to the literature. A tentative outline and preliminary bibliography will be included. Students will present their proposals for debate and discussion in research seminars

Teaching: Students will attend individual tutorial sessions with their supervisors during MT and LT to design their research proposals, the topic of which must be approved by the supervisor. Proposals will be evaluated commented upon and approved by staff. Students will present their research proposals during research seminars to be held in the ST. Assessment: Students will submit a research proposal of not more than 2,000 words before the start of ST. This will be evaluated, commented upon and must be approved before proceeding to write the dissertation. Students will submit a dissertation of not more than 10,000 words by 1 September.

DV411 Half unit

Population and Development: an Analytical Approach Teacher responsible: Professor Tim Dyson, U211

Availability: This course is for students taking the MSc in Population and Development, the MSc in Development Studies, the MSc in Development Management, the MSc in Environment and Development, the MSc in Health, Population and Society, and it is also available to other MSc students where regulations permit.

Core syllabus: The course critically examines the different analytic approaches to the main interrelationships between population changes and socio-economic development. The course draws on a variety of theoretical and historical experiences to address and explore these interconnections and the principal debates concerning them. In so doing it aims to provide balance between theoretical understanding, knowledge of empirical processes, and implications for policy.

Content: The course begins by providing an overview of the world's current demographic situation at both the global and regional levels. It then addresses Malthusian and anti-Malthusian perspectives on the basic relationships linking population and economic growth. These contrasting perspectives are considered in the context of both historical and contemporary experience. The course then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanisation and socio-structural change. The sectoral implications of population growth for issues of employment, savings and investment are considered. Health, and world food prospects are examined, as well as the family and migration. Contemporary neo-Malthusian arguments, with their environmental components are also considered. Further details will be provided at the start of the session. Teaching: 10 x one-and-a-half-hour lectures and 10 x one-and-a-half-hour seminars, MT

Reading list: A detailed reading list will be provided. Some essential sources are: T Dyson 'A Partial Theory of World Development' in International Journal of Population Geography, 7, 2001; T Dyson, Population and Food: global trends and future prospects, Routledge, 1996; R H Cassen (Ed), Population and Development: Old Debates, New Conclusions, Overseas Development Council, Washington DC, 1994; World Bank, Population Change and Economic Development, Washington DC, 1985; and Population and Development Review, a Journal published quarterly by the Population Council, New York.

Assessment: Two-hour written examination in the ST.

DV413 Half unit

Institutions, Environmental Change and Development Teacher responsible: Dr Tim Forsyth, U205

Availability: For students taking the MSc in Environment and Development, the MSc in Development Studies, the MSc in Development Management, or the MSc Anthropology and Development and for those taking other MSc programmes with the approval of the course teacher and their own programme directors.

Core syllabus: The course is about the institutions that regulate the interactions between society and the natural environment, at the local and national levels (the international level is dealt with in DV415). The course is also concerned with how these relationships are perceived and understood in particular development contexts. Firstly, a range of explanatory frameworks are introduced, with particular attention to political ecology, gendered resource access, and environmental narratives. Secondly, we critically analyse a number of resource management institutions as promoted by donors and governments, and practiced by local communities. We ask how these different institutions, and the politics surrounding them, impose constraints upon and present opportunities for the promotion of sustainable and equitable developmen

Content: Interdisciplinary environmental science for development; Discourses of environmentalism; political ecology, access to resources, and environmental narratives; gender and population in environmental management; the state. the community, common property resources, and co-management of land and forests; environmental movements and environmental politics.

Teaching: 10 lectures (each of one and a half hours duration) and 10 seminar classes (each of one and a half hours duration) during MT. Written work: Students will be asked to write at least one paper based on

an essay prepared for class (except E&D stream - see below). Background readings: A detailed weekly reading list will be provided at the first course meeting.WM Adams, Green Development, Routledge, (2000);T Benton & M Redclift (Eds), Social Theory and the Global Environment Routledge, (1994): P Blaikie & H Brookfield, Land and Society, Routledge (1987); T Forsyth, Critical Political Ecology: the politics of environmental science, Routledge, (2002); M Leach & R Mearns (Eds), The Lie of the Land: challenging received wisdom in African environmental change and policy. James Currey, (1996); E Ostrom, Governing the Commons, Cambridge University Press, (1990); R Peet & M Watts (Eds), Liberation Ecologies: environment, development, social movements, Routledge (1996).

Assessment: Two hour examination (80%) and an essay of no more than 2,000 words (20%) submitted by the first day of LT.

DV415 Half unit

Institutions and the Global Environment Teacher responsible: Dr Tim Forsyth, U205

Availability: The course is primarily intended for students taking the MSc in Environment and Development but is open to all students who wish to take a half-unit in international aspects of global environmental change and politics. Core syllabus: This course is about global environmental change and political responses at the international, national and sub-national level. The course focuses upon the institutions, politics and policy processes that are involved in the regulation of the interactions between society and the environment at the global level. As in the other half-unit course with which this is associated (DV413), a basic guestion to be examined is that of how the institutions of the 'global system' impose constraints upon, and present opportunities for the promotion of sustainable development. The course will also be relevant to debates about 'global governance', policy formulation and implementation; and the involvement of state, and nonstate (business and social) actors within environmental policy. The course will draw upon some elements of International Relations debates, but will also include more general discussions of global environmental governance within Development Studies, Environmental Politics, and Science-Policy. Teaching: 10 one-and-a-half hour lectures in LT, with one one-and-a-half

hour class (seminar) per week. Background readings: Students are encouraged to look at any good basic texts and websites on global environmental governance and negotiations. For examples: S Buck, The Global Commons: An Introduction, Earthscan (1998); ESRC GEC programme. Who governs the global environment? http://www.gecko.ac.uk/doc-b/index.html (2000); L Elliot, The Global Politics

of the Environment, Macmillan (1998); M Grubb et al, The Earth Summit Agreements: A Guide and Assessment, Earthscan, (1993); M Grubb et alThe Kyoto Protocol: a guide and Assessment, Earthscan (1999); P Haas et al (Ed), Institutions for the Earth: sources of effective international environmental protection, MIT Press (1993); S Rayner & E Malone, (Eds), Human Choice and Climate Change, Battelle Press (1998); O Young (Ed), The Effectiveness of International Environmental Regimes, MIT Press (1999); W Sachs (Ed), Global Ecology:Conflicts and Contradictions, Zed Books (1999); J Vogler & M Imber (Eds), The Environment and International Relations, Routledge (1996).

Assessment: Two-hour examination (75%) – answer two questions (of 7) in two hours. Essay of no more than 3,000 words (25%). These essays may be based on class presentations.

DV416 Half unit

Gender Institutions and Social Development Teacher responsible: Dr P Sen, U103

Availability: For MSc Gender & Development; MSc Development Studies; MSc Development Management; MSc Anthropology and Development; MSc Environment and Development.

Core syllabus: This course is concerned with the significance of gender relations in processes of social change and development. It has two major components. The first is a review of theoretical approaches to analysis of gender relations, social change and development, primarily in Sub-Saharan Africa and South Asia. The second component considers the historical and contemporary significance of gender relations in peoples changing forms of involvement in key institutions (chiefly households, communities, markets and states)

Content: The course begins with an overview of basic concepts and issues in the areas of gender and development and feminist theory. Attention will be paid to debates about the representation of Third World Women' in academic and policy discourse. Key processes of economic, political, social and cultural change in Sub-Saharan Africa and South Asia will be surveyed, with a focus on their implications for gender relations. Attention then moves to how social change is experienced and negotiated within households and localities. The course also examines the impact on gender relations of changing forms of involvement in and the operation of states and markets as well as the importance of culture and religious discourses. Students will be encouraged to

draw extensively on relevant empirical material.

Teaching: Teaching will consist of 10 one and a half hour lectures and 10 one-and-a-half-hour seminars.

Reading list: B Agarwal, A field of One's Own; Gender and Land Rights in South Asia (1994); D Bryceson (Ed), Women Wielding the Hoe: Lessons from Rural Africa for Feminist Theory and Development Practice (1995); N Folbre, Who Pays for the Kids? Gender and Structures of Constraint (1994); E Francis, Making a Living: Changing Livelihoods in Rural Africa (2000); L Haddad et al Intra Household Resource Allocation in Developing Countries (1997); M Mackintosh, Gender, Class and Rural Transition (1989); M Marchand & J Parpart, Feminism/Postmodernism/Development (1995); H Moore, Feminism and Anthropology (1988); S Rai & G Lievesley, Women and the State: International Perspectives (1996); T Wallace & C March, Changing Perceptions: Writings on Gender and Development (1991).

Assessment: The course will be assessed by a two-hour examination in the ST worth 80% of the final mark and coursework worth 20% of the final mark.

DV417 Half unit Global Civil Society

Teacher responsible: Professor M Kaldor, M206

Availability: For MSc in Development Studies, Anthropology and Development, Development Management, Environment and Development, Human Rights

Core syllabus: This course will introduce students to the concept of global civil society and at the same time will provide an overview of transnational 'actually existing' civil society as a contested arena in the context of both integration and fragmentation that is associated with globalisation.

Content: The first half of the course will focus on the theories that contribute to the concept of the global civil society such as those of Ferguson, Hegel, Marx and Gramsci. Topics covered will include: overview of the contemporary debate about global civil society; globalisation and the changing character of sovereignty; theories of civil society; and society in non-western contexts. The second half of the course will be more practical; it will include the growth of transnational civil society organisations (transnational social movements and NGOs, international media, religious networks, international business associations, nationalist networks etc), and the influence of global civil society on specific issues, eg war, human rights, democracy, the global market, development or the environment.

Teaching: This course will consist of 10 one and a half hour lectures in the LT and 10 one and a half hours seminars which will be student-led.

Background reading list: H Anheier, M Glasius & M Kaldor (Eds), Global Civil Society 2001 & Global Civil Society 2002, OUP. 2001 & 2002: A Arato & I Cohen, Civil Society and Political Theory, MIT Press, 1992; Neera Chandhoke, The Conceits of Civil Society, OUP, 2003; Robin Cohen & Shirin M Rai, Global Social Movements, Athlone Press, London and New Brunswick; David Held, Global Transformations, Polity, 1999; Ernest Gellner, Conditions of Liberty: Civil Society and its Rivals, Hamish Hamilton, 1994; D Hulme & M Edwards, NGOs, States and Donors: Too Close for Comfort, Macmillan, 1997; John Keane, 'Despotism and Democracy' in John Keane (Ed), Civil Society and the State, Verso, 1988; Keane, Civil Society, Polity, 1999; Margaret Keck & Kathryn Sikkink, Activists Beyond Borders, Cornell University Press, 1998; Naomi Klein, No Logo, Flamingo, 2000; J Howell & J Pearce, Civil Society and Development, Lynne Rienner, 2001; M Kaldor, The Idea of Global Civil Society: An answer to war, Polity Press, 2003; S Kaviraj & S Khilnani, Civil Society: History and Possibilities, Cambridge University Press, 2001; Ronnie D Lipschutz, 'Reconstructing World Politics: The Emergence of Global Civil Society', Millennium: Journal of International Studies, Vol 21, No 1, 1992; Robert O'Brien et al, Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements, Cambridge University Press; A Seligman, The Idea of Civil Society, Princeton University Press, 1992; Jan Aart Sholte (Ed), Civil Society and Global Finance, Routledge, 2002.

Written work and Assessment: Students will be expected to write two essays and give one oral presentation on a different subject. The course will be assessed by a term paper (20%) which can be based on the essay or oral presentation and a two-hour examination in the ST (80%)

DV418 Half unit

African Development

Teachers responsible: Dr T Allen, U108 and Dr D Keen, U107

Availability: For students taking the MSc in Development Studies, MSc Development Management, MSc Anthropology and Development, MSc Gender and Development, MSc Environment and Development, MSc Human Rights and for those taking other MSc programmes with the approval of the course teachers and their own programme directors.

Core syllabus: This course is concerned with processes of economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions. It also examines African responses to social change and development through study of local-level social change.

Content: One major concern of the course is with the political economy of African development. Attention will be paid to contemporary legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy; states, civil society and

markets and the causes and effects of wars.

A second component of the course will draw on economic, anthropological and sociological approaches to examine African responses to social change through a focus on changing livelihoods, informal economies, and gender dimensions of social change. A third component will provide an evaluation of development interventions, including responses to the HIV/AIDS pandemic

Teaching: The course will be taught through 10 lectures and 10 classes. both lasting one-and-a-half hours.

Background readings: A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course: M Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism, 1996; J-F Bayart etalThe Criminalization of the State in Africa, 1999; S Berry, No Condition is Permanent, 1993; R Werbner & T Ranger, Post-Colonial Identities in Africa, 1996; D Bryceson & V Jamal. Farewell to Farms: De-agrarianisation and Employment in Africa, 1997; E Chole & J Ibrahim, Democratisation Processes in Africa, 1995; J Ferguson, Expectations of Modernity: myths and meanings of urban life on the Zambian copperbelt, 1999; E Francis, Making a Living: Changing Livelihoods in Rural Africa, 2000; P Richards, Indigenous Agricultural Revolution, 1985; J McGaffey et al, The Real Economy of Zaire, 1991; M Vaughan, Curing Their Ills: Colonial Power and African Illness, 1991; J Comaroff & J Comaroff. Modernity and its MalContents, 1993; J Hanlon, Mozambigue: Who Calls the Shots?, 1991T Allen & A Thomas, Poverty and Development into the Twenty-First Century, 2000; C Achebe, Things Fall Apart; Mwangi, Going Down River Road, Ngugi wa Thiong'o, Moving the Centre, 1993; T Dangaremba, Nervous Conditions, 1988.

Assessment: The course will be assessed by an essay worth 20% of the final mark and an examination worth 80% of the final mark

DV420 Half unit

Complex Emergencies

Teacher responsible: Dr David Keen 11107

Availability: For students taking the MSc in Development Management, MSc in Development Studies, MSc in Anthropology and Development, MSc in Gender and Development, MSc Development and Environment, MSc Population and Development and MSc in Human Rights.

Core syllabus: The course looks at social, economic, psychological and political processes accompanying humanitarian disasters, at the effects of interventions, and at the prospects for peace.

Content: The course examines the consequences and causes of humanitarian disasters, and the effects of various interventions. It looks at the changing nature of civil conflicts, at the famine process, and at the benefits that may arise for some groups from war and famine. It examines some of the sociological and psychological roots of violence, as well as the information systems that surround and help to shape disasters. The principal focus is on Africa but other areas are also considered.

Teaching: The course will be taught in MT and will consist of 10 lectures of between one and one and a half hours and nine seminars of one and a half

Background readings: A detailed weekly reading list will be provided at the first course meeting. A Sen, Poverty and Famines, Clarendon, 1991; M Duffield, Global Governance and the New Wars, Zed, 2001; D Keen, The Benefits of Famine, Princeton, 1994; A de Waal, Famine Crimes, James Currey, 1997; J Zur, Violent Memories, Westview, 1998.

Assessment: Unseen two-hour examination in the ST worth 80% and Assessment of course work worth 20%.

DV421 Half unit HIV/AIDS and Other Emerging Health Threats

Teacher responsible: Professor Tim Dyson, U211

Availability: For students taking the MSc in Development Management, MSc in Development Studies, MSc in Health Policy, Planning and Financing, MSc in Health Population and Society, MSc in Population and Development, MSc in International Health Policy. Also available to other MSc students with the approval of the course teacher and their own programme directors.

Core syllabus: This course deals with emerging challenges to human health and society, with particular reference to the developing world. It examines relevant theoretical and conceptual frameworks, the mechanisms through which new diseases and threats to heath arise, their social, political, economic and other consequences, and considerations relevant to policy. The course draws on past experience ranging from the plague in medieval times to recent experience with nvcjd. But its main focus is on HIV/AIDS, in particular the many consequences and implications of the disease

Content: The course begins with an overview of basic concepts and issues eg epidemiological transition theory, and both individual and ecological perspectives on health and disease. It considers resurgent diseases (eg multiple drug-resistant tuberculosis) and health issues arising from processes like urbanisation, life-style changes, and shifts in patterns of food consumption (eq. obesity and type 2 diabetes). Health problems arising from environmental changes and development initiatives (eg arsenic poisoning of groundwater supplies in Bangladesh) are examined. The bulk of the course focuses on

HIV/AIDS, although parallels with the experience of other 'new' diseases and emerging health threats are made. Also, while much of the treatment of HIV/AIDS is organised on a regional basis (because some circumstances differ greatly between different parts of the world) there is attention to those aspects of the situation which different regions share. Consequently the course draws on the experience of many countries, not just those in Africa. With this as background, the history, distribution, and basic epidemiology of HIV/AIDS, and relevant data sources, are addressed. The course considers the many different (eg demographic, social, economic, political) consequences of the disease in the context of its transmission (a) through sexual relations (b) from mother to child, and (c) through blood. It addresses: social and political reactions to the disease (eg stigmatisation, denial); the responses of institutions (eg the media, development agencies, the pharmaceutical industry): interactions with poverty and social exclusion (eg apropos commercial sex workers, gay men, injecting drug users); and connections with issues of sexuality and gender. The course addresses: the effects of HIV/AIDS at the individual, household and community levels; balances between prevention and treatment strategies; the implications of the disease for orphans and the elderly; its consequences for systems of food production, and educational and health provision; implications for the macro-economy, social cohesion and governance. It aims to provide up-to-date knowledge of the HIV/AIDS situation, plus an understanding of circumstances which is informed by knowledge of experience with other epidemics and emerging health threats.

Teaching: There will be a one-and-a-half hour lecture and a one-and-a half hour class each week during LT.

Background readings: (A detailed weekly reading list will be provided at the first Lecture). T Barnett & A Whiteside, AIDS in the Twenty-First Century, Disease and Globalization, Palgrave Macmillan, 2002; T McMichael, Human Frontiers, Environments and Disease, Past Trends, Uncertain Futures, Cambridge University Press, 2001; World Bank, Confronting AIDS: Public Priorities in a Global Epidemic, Oxford University Press, New York, 1998. Relevant journals include Social Science and Medicine and Population and Development Review

Assessment: Unseen two-hour exam in the summer term worth 80% and an Assessment of coursework worth 20%.

DV422

International Political Economy of Development Teachers responsible: Professor Robert Wade and Dr Ken Shadlen, DESTIN Availability: For MSc in Development Studies: MSc in Development Managemen

Core syllabus: This course examines the political economy of 'North-South' relations, focusing on how the world's poorer and weaker countries (ie Africa, Asia, and Latin America) have responded to, interacted with, and participated in institutions of international economic governance. We examine the challenges and opportunities presented to developing countries by changes in the rules and procedures instituted by states to regulate (and deregulate) the international economy in the half-century following World War II. Content: In-depth analysis of three key international organizations - the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO) - serve as points of departure to examine the contemporary IPE of Development. Key topics include the following: global inequality and the ascension of neoliberal economic thought; the role of institutions in international politics and the distinct economic and political challenges confronting countries in the developing world; relationship between international organizations and non-governmental organizations: politics of international debt; World Bank environment and poverty agendas; expanding scope of governance within WTO; global politics of investment and intellectual property rights; adaptability of prevailing modes of global governance to needs of developing countries Teaching: 20 lectures and 18 seminar classes in MT and LT. Reading list: A detailed reading list will be presented at the beginning of the term. Readings include chapters from the following: Vinod K Aggarwal, Debt Games: Strategic Interaction in International Debt Rescheduling, Cambridge University Press (1996); Benjamin J Cohen, In Whose Interest? International Banking and American Foreign Policy, Yale University Press (1986); Robert Devlin, Debt and Crisis in Latin America: The Supply Side of the Story, Princeton University Press (1989); Tyrone Ferguson, The Third World and Decision Making in the International Monetary Fund: The Quest for Full and Effective Participation, Pinter (1988); Jock A Finlayson & Mark W Zacher, Managing International Markets: Developing Countries and the Commodity Trade Regime, Columbia University Press (1988); Stephan Haggard, Developing Nations and the Politics of Global Integration, Brookings (1995); Miles Kahler (Ed), The Politics of International Debt, Cornell University Press (1986); Miles Kahler (Ed), Capital Flows and Financial Crises, Cornell University Press (1998); D Kapur, J Lewis & R Webb, The World Bank: Its First Half Century, Vol 1 and 2, Brookings (1997); Tony Killick (Ed), The Quest for Economic Stabilization St. Martin's Press (1984); Stephen D Krasner, Structural Conflict: The Third World Against Global Liberalism, University of California Press (1985); Christopher May, A Global Political Economy of Intellectual Property Rights: The new enclosures? Routledge (2000); Robert L Rothstein, The Weak in the World of the Strong: The Developing Countries in the International System, Columbia

University Press (1977); John Gerard Ruggie (Ed), The Antinomies of Interdependence: National Welfare and the International Division of Labor Columbia University Press (1983); Jeffrey D Sachs, New Approaches to the Latin American Debt Crisis, Essays in International Finance, No 174 (1989); Susan K Sell, Power and Ideas: North-South Politics of Intellectual Property and Antitrust, State University of New York Press (1998); Barbara Stallings (Ed) Global Change, Regional Response: The New International Context of Development, Cambridge University Press (1995); Diana Tussie, The Less Developed Countries and the World Trading System: A Challenge to the GATT. St Martin's Press (1987)

Written work and Assessment: Students will write two essays (one per term). Assessment will be based on a three-hour examination (70%) in the ST the two essays (15% each).

EC400

Mathematics for MSc Economics Teacher responsible: Dr A Horsley, S875

Availability: This course is for the MSc in Economics, MSc in Global Market Economics, MSc in Public Financial Policy, MSc in Economics and Economic History, MSc in Economics and Philosophy, MSc in Finance and Economics and for other graduate students only with the permission of the course tutor. Students should know the basics of matrix algebra and multivariate calculus. Course syllabus: The aim of this course is to provide students with the essential mathematical background for the core courses of the MSc Economics programme

Content: The course begins with a concise review of the elements of linear algebra and multivariate calculus. It continues with convex analysis and its applications to optimisation and mathematical programming. It concludes with a study of linear differential equations and their uses in economic dynamics

Teaching: Lectures EC400: 45 hours in September

Classes EC400.A: nine hours in September

Written work: Written answers to set problems will be expected for each

Reading list: Lecture handouts are made available to students taking the course. The main book is C P Simon & L Blume, Mathematics for Economics, W W Norton, 1994. Other useful texts are: S Glaister, Mathematical Methods for Economics, B Blackwell, 1984; E Silberberg & W Suen, The Structure of Economics (3rd edn), McGraw Hill, 2001; B Beavis & I Dobbs, Optimization and Stability Theory for Economic Analysis, Cambridge, 1990. The relevant chapters of E T Dowling, Schaum's Outline of Theory and Problems of Mathematics for Economists McGraw Hill 1992 may also be useful

Assessment: Three-hour written examination at the end of September.

EC401

Statistics for MSc Economics (September Course) Teacher responsible: Ms S Bandyopadhyay, S375

Availability: This course is for the MSc in Economics, MSc in Global Market Economics, MSc in Public Financial Policy, MSc in Economics and Economic History, MSc in Economics and Philosophy, and for other graduate students only with the permission of Dr A Horsley.

Core syllabus: The aim of this course is to provide students with the essential statistical theory and methods background for the core courses of the MSc Economics programme.

Content: Random variables, distribution theory, point and interval estimation, hypothesis testing, correlation and regression, introduction to time series. Teaching: Lectures EC401: 38 hours in September.

Classes EC401.A: nine hours in September.

Written work: Exercise sheets and notes to accompany each lecture are provided

Reading list: Paul Newbold, Statistics for Business and Economics (4th edn, Prentice Hall) is recommended.

Assessment: Three-hour written examination at the end of September.

EC402

Methods of Economic Investigation

Teachers responsible: Professor S Nickell, R448 and Dr V Haiivassiliou. \$564

Availability: The course is for the MSc in Economics, MSc in Economics and Economic History, MSc in Economics and Philosophy, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. A 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.

Core syllabus: The course aims to present and illustrate the techniques of empirical investigation in economics.

Main Course Outline:

Regression models with fixed regressors (simple and multiple). Least squares. Goodness of fit and hypothesis testing.

Regression models with stochastic regressors.

Asymptotic Theory and its application to the regression model. An example of regression using experimental data estimating the impact of

class size on school performance. The partitioned regression model, multicollinearity, misspecification,

omitted and added variables.

Heteroskedasticity and Generalized Least Squares.

Measurement Errors and Instrumental Variables.

An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.

The method of maximum likelihood.

The analysis of time series. Basic concepts; the autoregressive process; asymptotic theory.

Regression models in time series. Distributed lags; autocorrelated disturbances: estimation methods.

Diagnostic tests, model selection.

Simultaneous equations. Structural and reduced forms; identification, two stage least squares. Dynamic simultaneous equation systems.

Co-integration and error correction models.

The application of these methods to consumption.

Teaching: Lectures EC402: Main course 40 (twice weekly) MT and LT. Supplementary course eight (once fortnightly) MT and LT (Dr A Michaelides). Classes EC402.A: 20 Sessional.

Written work: Exercises are provided each week and are discussed in 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. Reading list: J Johnston & J diNardo, Econometric Methods (4th edn) or W H Greene, Econometric Analysis (4th edn).

Assessment: Three-hour written examination in the ST. There will be approximately seven questions. The first question (which will be compulsory and account for 60% of the marks) will contain seven short problems.

EC404 Not available in 2003/04

Current Economic Issues I

Teacher responsible: Dr C Scott, S687

Availability: This course is for students in the 2nd year of the MSc in Global Market Economics and MSc in Public Financial Policy and only open to these students.

Core syllabus: This course will be a seminar-based programme covering selected topics of current policy and practical importance. Seminars are presented by leading economic policy makers and academics.

Content: Examples of topics are: European Monetary Union; Corruption, Public Sector Efficiency and Growth; the Asian Crisis; Trade and the Environment; the Political Economy of Reform; Competition Policy; the International Aid Regime; The Economics of New Technologies.

Teaching: 10 x two-hours MT and LT, two x two-hours ST. Classes 10 x onehour MT and LT.

Reading list: Readings for this course will vary according to the issues addressed in each term. A reading list will be supplied at the beginning of each term. A sample reading list for one intended topic, Aid Effectiveness and the International Aid Regime, is: Assessing Aid: What Works, What Doesn't, and Why, A World Bank Policy Research Report, OUP, 1998; P Boone & J P Faguet, 'Multilateral Aid, Politics and Poverty' in R Grant & J Nijman (Eds), The Global Crisis in Foreign Aid, Syracuse UP, 1998; R Cassen, 'Finance and Development' in The Effectiveness of Aid, 23(1), March 1986; A Killick, 'The Developmental Effectiveness of Aid to Africa' in I Husain & J Underwood (Eds), African External Finance in the 1990s, A World Bank Symposium, World Bank, 1991; L H Summers & L Pritchett, 'The Structural Adjustment Debate' in American Economic Review, 83(2), May 1993.

Assessment: Three-hour written examination in the ST.

EC406

Economic Policy Analysis

Teacher responsible: Dr S Redding, S383

Availability: This course is only for 2nd year students on the MSc Global Market Economics and MSc Public Financial Policy.

Core syllabus: The aim of this course is to equip students with analytical tools required for decision taking in the public and private sectors. Content:

i) Applied welfare economics: including cost benefit analysis, microsimulation techniques, with applications such as tax reform, trade policy, labour market policy.

ii) Applied econometric methods of policy evaluation. This section will provide an introduction to econometric methods for evaluating policy reform and examine the application of these methods in a wide range of contexts from developing and developed countries.

iii) Applied game theory, decision analysis, bargaining theory.

Teaching: 40 hours lectures and 20 hours classes sessional.

Reading list: A K Dixit & S Skeath, Games of Strategy, Norton, 1999; R Gibbons, Game theory for applied economists, Princeton, 1992; E Stokey & R Zeckhauser, A primer for policy analysis, Norton, 1978; R Blundell & M Dias Costa, 'Evaluation Methods for Non-Experimental Data', Fiscal Studies, 21(4), 427-68, 2000; A Deaton, The Analysis of Household Surveys: A Microeconometric Approach to Development Policy, Johns Hopkins, 1997; J L Baker, Evaluating the Impact of Development Projects on Poverty: a handbook for practitioners, World Bank, Washington, 2000; J Newman, L Rawslings & P Gertler 'Using randomised control designs in evaluating social sector programs in developing countries', World Bank Research Observer, 9 (2), July, 1994.

Assessment: Three-hour written examination in ST.

FC411

Microeconomics for MSc Students Teachers responsible: Professor M Piccione, 5477 and Dr M Pesendorfer,

Availability: This course is for the MSc in Economics, MSc in Economics and Economic History, MSc Finance and Economics, MSc in Economics and Philosophy, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an undergraduate economics degree or equivalent. Knowledge of multivariate calculus is assumed.

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.

Content: The first part of the course focuses on classical theories of consumer and producer behaviour and on the theory of competitive equilibrium. We will begin with a careful analysis of the optimisation problems of price-taking consumers and firms. We will then analyse market interaction and the formation of prices in the framework of perfect competition. The second part of the course focuses on models of imperfect competition including models of monopoly, oligopoly, product differentiation, and markets with incomplete information. Special emphasis will be given to economic applications. This part will also provide a basic introduction to game theory.

There are four broad headings. Consumer Theory: including such topics as utility maximisation, welfare, and choice under uncertainty; The Competitive Firm: including the objectives of the firm, cost and profit functions; 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 Hecksher-Ohlin paradigm, monopolistic competition and international trade. Teaching: Lectures EC411: 20 x two-hours MT and LT.

Classes EC411.A: 20 Sessional.

Written work: Exercises are set for each class but only three of these will be taken in and marked. There will be a one-and-a-half-hour mock examination at the beginning of the ST.

Reading list: The course will draw on a variety of texts, the main ones being: H R Varian, Microeconomic Analysis (3rd edn), Norton; J R Green, A Mas-Colell & M D Whinston, Microeconomic Theory, OxfordP 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 textbook coverage is inadequate. Assessment: Three-hour written examination in the ST. Half the marks given for about eight short compulsory questions, and half for two other questions (chosen from about six).

EC413

Macroeconomics for MSc Students

Teachers responsible: Professor D Quah, S486 and Dr A Michaelides, S483 Availability: This course is for the MSc in Economics, MSc in Economics and Economic History, MSc in Finance and Economics, MSc in Economics and Philosophy, MSc in Global Market Economics and MSc in Public Financial Policy. Other graduate students may attend only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an economics degree or equivalent. Knowledge of differential calculus is assumed.

Core syllabus: The aim of the course is to give a wide-ranging survey of modern macroeconomics.

Content: Static Aggregate Demand and Supply: an overview of the Keynesian and Classical models and a discussion of the role of fiscal and monetary policy in both closed and open economies.

New Classical Macroeconomics: the equilibrium approach to business cycles stressing the role of imperfect information; the 'policy ineffectiveness'

proposition and empirical tests; the Lucas critique. New Keynesian Macroeconomics: fixed costs of price adjustment and the new microfoundations of Keynesian business cycle theory. Labour Markets: implicit contracts, efficiency wage and union models. Rational Expectations: dynamic models with rational expectations including the 'overshooting' model of exchange rate behaviour; time consistency, credibility and central bank independence. Household Behaviour: the life-cycle permanent-income model, including empirical testing: labour supply; dynamic programming; the consumptionbased capital asset pricing model. Classical Growth: the Solow model; the Ramsey-Cass-Koopmans model. Endogenous Growth: Technology, human capital. Real Business Cycles: Equilibrium models of business cycles driven by productivity disturbances. Teaching: Lectures EC413: 40 MT and LT. Classes EC413.A: 20 Sessional. Written work: Exercises are set for each class, although only three of these will be taken in and marked. There will be a one-and-a-half-hour mock examination at the beginning of the ST. Reading list: There are no texts that correspond exactly to the course. D Romer, Advanced Macroeconomics (2nd edn) and O Blanchard & S Fischer, Lectures in Macroeconomics. Useful background for more technical material is N Stokey & R Lucas, Recursive Methods in Economic Dynamics. Primary reading, however, will be journal articles. A full list will be available at the start of the course. Assessment: Three-hour written examination in the ST. 50% of the marks are given for seven short questions, and the remainder for two (out of four) long questions.

EC421

Global Market Economics only) Redding, S383

including calculus.

i) the fundamentals of trade theory and its application to policy (MT) and ii) advanced trade theory or international macroeconomics (LT). Content: MT: Trade theory: comparative advantage and the gains from trade. Theories of comparative advantage. International trade in a world with many goods and factors of production. Integrated equilibrium, factor price equalization, and the relationship between relative goods and factor prices. Factor endowments, the international location of production, and patterns of international trade. Empirical tests of trade models. General equilibrium trade policy. LT: Either Advanced international trade: Theories of trade under imperfect competition and increasing returns to scale. Strategic trade policy. Foreign direct investment. Economic integration, theories and evidence. International trade and economic geography. Or: International macroeconomics: Intertemporal trade and the current account balance. Dynamics of small open economies. The real exchange rate and the terms of trade. Uncertainty and international financial markets. Monetary model of exchange rate determination: flexible and sticky prices. Introduction to currency crises models. Teaching: Lectures 40 sessional, classes 20 sessional. Reading list: A full reading list will be distributed at the beginning of the course. Some important items are: A Dixit & V Norman, Theory of International Trade, Cambridge, 1980; E Helpman & P Krugman, Market Structure and Foreign Trade, MIT, 1985; P Krugman & E Helpman, Trade Policy and Market Structure, MIT, 1989; G Grossman & K Rogoff (Eds), Handbook of International Economics, North Holland, 1995; E Leamer, Sources of Comparative Advantage: Theories and Evidence, MIT, 1984; P Krugman, M Fujita & A Venables, The Spatial Economy, MIT, 1999; M Obstfeld & K Rogoff, Foundations of International Macroeconomics, MIT Press, 1996.

for half of the marks.

EC423

Labour Economics R435

Availability: This course is for the MSc in Economics, the MSc in Econometrics and Mathematical Economics and other graduate students only with the permission of the course lecturer. Students should have Graduate Course Guides 19

International Economics (for MSc Economics and MSc

Teachers responsible: Dr A Cunat, R429, Dr G Benigno, R430 and Dr S

Availability: This course is for the MSc in Economics, MSc in Econometrics and Mathematical Economics, MSc Global Market Economics and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics,

Core syllabus: A graduate course in international economics consisting of

Assessment: Three-hour written examination in the ST. Additionally, students taking the MSc in Economics, the MSc in Econometrics and Mathematical Economics, and the MSc in Global Market Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count

Teachers responsible: Professor A Manning, R451 and Dr B Petrongolo,

completed an intermediate level microeconomics, macroeconomics and econometrics course.

Core syllabus: Labour demand, labour supply, wage determination and unemployment.

Content: Static labour supply and the analysis of welfare systems, dynamic labour supply, human capital theory, schooling and earnings. Labour demand, wage determination, efficiency wages, unions, and the impact of minimum wages. Labour market equilibrium and unemployment. The earnings distribution, technology and inequality. Throughout, the course is concerned with both theory and evidence. It tries to present both current research results on these topics, as well as to provide insights into the research methodology. Teaching: EC423: A weekly two-hour session, consisting of 40 lectures and classes (EC423.1A), MT and LT.

Interested students are also welcome to the weekly meetings of the Seminar on Economic Performance (EC531) Sessional

Written work: Students will write two short essays during the year plus the extended essav.

Reading list: Mainly articles. O Ashenfelter & D Card (Eds), Handbook of Labor Economics vols 3a3c, North Holland, 1999; R Layard, S Nickell & R Jackman, Unemployment: Macroeconomic Performance and the Labour Market, OUP, 1991; D Hamermesh, Labor Demand, Princeton UP, 1993 are useful for reference.

A detailed reading list will be provided at the beginning of the course.

Assessment: Three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC424

Monetary Economics

Teachers responsible: Professor N Kiyotaki, S678 and Dr A Sarychev, S482 Availability: This course is for the MSc in Economics, MSc in Econometrics and Mathematical Economics and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics. Mathematical background to the level of the course taught in September is assumed.

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.

Content: We introduce alternative theoretical approaches to monetary economy, which include quantity theory of money, cash-in-advance constraint model, overlapping generations model, random matching model, dynamic sticky price model and model with liquidity constraint. Using these framework, we study interaction between credit and business cycles, monetary policy transmission and monetary policy rule.

In the second part of the course we draw on (recent) developments in the theory of financial institutions to obtain a more detailed micro-foundation for several issues and theories in monetary economics. First, building on the theory of financial contracting, we develop a deeper understanding of the credit/lending channel. Next, we analyse the role and function of financial intermediaries. This allows us to ask questions about the stability of the financial system or the case for regulating banks.

In analysing open economy macroeconomics issues, Mundell-Flemming framework is deeply entrenched as the dominant paradigm, in both policy circles, and, to a large extent, academic circles. Meanwhile the implications one gets from that paradigm are too simplistic, overlooking multitudes of important factors, ignoring important channels of policy transmission, and lacking any measure of welfare to properly evaluate policies. We review the models and findings of 'New Open Macroeconomics', starting with rigorous micro-based models of exchange rate determination. We proceed to the analysis of optimal monetary policy in open economy context; the attractiveness of currency unions (monetary unions); properties of alternative exchange rate systems; through banking and balance of payments crises.

Teaching: Lectures/classes EC424: 40 hours lectures, 20 hours classes Sessional.

There will be both some essays and, probably, a mock examination at the beginning of the LT. This will not count towards the final examination results. Reading list: A reading list will be handed out by the lecturers at the beginning of their sessions.

Assessment: Three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST: for such students the written examination and the extended essay will each count for half of the marks.

EC426

Public Economics

Teachers responsible: Professor F Cowell, R520 and Dr J Leape, Y211 Availability: This course is for the MSc in Economics, MSc in Public Financial Policy, MSc in Econometrics and Mathematical Economics, and for other graduate students only with the permission of the course lecturers.

Students should have completed an intermediate level course in microeconomics.

Core syllabus: A graduate course in the principles of public economics (MT) and either selected topics in public economics or macroeconomic policy analysis (LT).

Content: MT: Principles of public economics Welfare analysis; concepts of fairness, equity and efficiency; social welfare. Policy design. Taxation; household and firm behaviour; optimal taxation. Public goods, social insurance. Analysis of social choice and government behaviour.

LT: Either Selected topics in public economics such as microeconometrics of taxation; inequality and poverty; international issues in taxation; compliance problems; inheritance and wealth taxation; public economics and fiscal governance; regulation of public utilities; political economics.

Or: Macroeconomic policy analysis. The role of the central bank: issues in monetary policy, regulation and financial sector reform. Issues in international finance, including exchange regimes and financial crises; international financial architecture. Determinants of growth: theory and empirical evidence.

Teaching: Lectures: 20 x two-hours MT and LT.

Classes: 20 x one-hour MT and LT.

Attention is also drawn to Issues in Taxation Seminar (Dr Leape and Dr Ian Roxan) LL900: eight Monthly, Sessional.

Reading list: Most of the readings will be in the form of journal articles, but some use will also be made of the following texts: A Auerbach & M S Feldstein (Eds), Handbook of Public Economics, Vols I-III, North-Holland; A B Atkinson & J E Stiglitz, Lectures on Public Economics, McGraw-Hill, 1980; G Myles, Public Economics, Cambridge University Press, 1995; R Cornes & T Sandler, The Theory of Externalities, Public Goods, and Club Goods, Cambridge University Press, 1996; T Persson & G Tabellini, Political Economics: Explaining Economic Policy, MIT Press, 2001; C Goodhart, The Central Bank and the Financial System, Macmillan, 1995; M Obstfeld & K Rogoff, Foundations of International Macroeconomics, Cambridge University Press, 1996; P Krugman, Currencies and Crises, MIT Press, 1992; P Krugman & M Miller, Exchange Rate Targets and Currency Bands, CUP, 1992.

Assessment: Three-hour written examination in the ST. Additionally, students taking the MSc in Economics, the MSc in Econometrics and Mathematical Economics and the MSc in Public Financial Policy will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC427

The Economics of Industry

Teachers responsible: Dr P Davis, R518 and Professor P Dasgupta Availability: This course is for the MSc in Economics, the MSc in Econometrics and Mathematical Economics and for other graduate students only with the permission of the course lecturer. Students should

have a strong background in intermediate level microeconomic theory. 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). Content: Pre-requisites 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. Economies of scale, etc R & D and advertising. Vertical restraints. The theoretical foundations of competition policy (anti-trust). A detailed study of selected cases, drawn from the UK, the EEC and the US (Class assignments will be based on an analysis of these cases).

Teaching: 20 lectures EC427 and 20 seminars in the MT and LT.

Reading list: Two books which provide a basic framework are J Tirole, Theory of Industrial Organization, MIT Press, 1989 and J Sutton, Technology and Market Structure, MIT Press, 1998. A full reading list will be supplied at the beginning of the course.

Assessment: Three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC428

Development and Growth

Teachers responsible: Dr O Bandiera, R526 and Dr M Ghatak, R521 Availability: This course is for the MSc in Economics, MSc in Econometrics and Mathematical Economics and for other graduate students only with the permission of the course lecturer. Intermediate level microeconomics and macroeconomics, a knowledge of standard empirical techniques used in economics, and some practice in applied economics is required. Prior training in development economics is not a pre-requisite.

Core syllabus: The course provides an advanced treatment of development economics, including theory, evidence and policy.

Content: The aim of the course is to develop students' research abilities by examining a large number of current theoretical and applied topics drawn from the forefront of development economics research. The course has a strong applied focus. For each major topic covered we want to derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions. The course is divided into three parts.

(i) Patterns of Growth, Development and Change: Neoclassical models of capital accumulation. Endogenous growth models. Industrialization and the big push. Economic inequality and growth. Institutional change. The role of government.

(ii) Structural Features of Low-income Economies. Coping with risk. Risksharing and government policy. Formal and informal risk-sharing institutions. Saving behaviour. Development of financial institutions. Problems of agricultural development. Relationships between landlords and tenants. Poverty and under nutrition. Intra-household allocation and gender bias. Property rights and institutional reform.

(iii) Policy Analysis: Land reforms. Investments in human capital. Off-farm diversification and rural industrialisation. Media and public policy. Social networks and collective action. Social networks in manufacturing. Teaching: Lectures EC428.1: 18 x two-hours MT and LT.

Classes EC428.1A: 10 MT and LT.

Attendance at the Seminar EC428.2: 20 MT and LT is expected. Written work: Occasional written assignments will be expected throughout the MT and LT.

Reading list: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus. Handbook of Development Economics, Volumes I and II edited by Chenery and Srinivasan, Volume III and IV edited by Behrman and Srinivasan, Amsterdam: North-Holland, 1994; D Ray, Development Economics, Princeton UP, 1998.

Assessment: Three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC429

Reform of Economic Systems

Teachers responsible: Dr S Gomulka, S576 and Dr C Xu, S587 Availability: This course is for the MSc in Economics, MSc in Econometrics and Mathematical Economics, MSc European Political Economy: Transition and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics.

Core syllabus: Theory of economic systems and transition economics. Content: Part A, given by Dr Xu, focuses on theoretical and empirical analysis of institutions with emphasis on transition/reform related issues. Institutions to be analyzed include corporations, markets, financial institutions (eg banks), legal institutions and political institutions. The empirical part is mainly about China, Eastern Europe and former Soviet Union, although other developed/developing economies may also be covered when they are relevant.

Part B, given by Dr Gomulka, is concerned mainly with the theory and behaviour of centrally-managed economic systems before and during their transition to market-based systems. It discusses in detail reform strategies, stabilization and privatisation policies, institutional and policy factors in economic growth and financial instabilities, and responses of enterprises and whole economies to reforms.

Part C, Teaching seminar chaired by Dr Gomulka in which students present and discuss topics related to the course.

Teaching: Lectures EC429.1:

- Part A: 10 MT.
- Part B: 15 MT and LT.

Part C: 10 x 2-hours LT.

Written work: Students may prepare essays for their supervisors. Reading list: Reading lists will be distributed by the two lecturers at the start of the course.

Assessment: Three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC430

Capital Markets

Teachers responsible: Dr A Faure-Grimaud, S475 and Dr T Mariotti, S481 Availability: This course is for the MSc in Economics, MSc in Econometrics and Mathematical Economics, and for other graduate students only with the permission of the course lecturer. Students are expected to have a good background in intermediate level microeconomic theory and knowledge of

required.

mechanism for corporations. acquisitions.

Teaching: Lectures EC430.1: 20 x 1.5 hours in MT and LT. Classes EC430.1A: 20 x one-hour sessions. Assessment: Three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST. For such students the written examination and the extended essay will each count for half of the marks.

EC436 Half unit The Economics of Regional and Urban Planning Teacher responsible: Professor C M E Whitehead, S377 Availability: MSc in Regional and Urban Planning Studies. Other graduates may register for or attend with permission. Students should normally have completed an introductory course in economics.

level and local economic policy applications. regional economic policy issues. and two revision seminars in the ST.

EC437 Half unit **Economic Aspects of Urban Change** Teachers responsible: Professor C M E Whitehead, S377 and Dr C Scott,

Other graduate students are welcome to attend. inequalities and the functioning of urban labour markets. developing countries. LT (EC437).

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hasic empirical techniques used in economics. Students have taken or be taking at the same time, a graduate level microeconomics course at the level of EC411 or above. Prior familiarity with finance at the level of R A Brealey & S Myers, Introduction to Corporate Finance is desirable but not

Core syllabus: The course analyses the behaviour of investors and firms in capital markets, the implications for the equilibrium prices in these markets, and the role of these markets in providing incentives and control

Content: Portfolio choice; equilibrium asset pricing; options; asset markets with asymmetric information; rational expectation models; market efficiency; the Modigliani-Miller theorem; the taxation of firms, capital structure and dividend policy; agency, asymmetric information and incomplete contracts models in corporate finance; mergers and

Students without this background will be required to attend the microeconomic section of EC100 Economics A together with the EC436.A classes. Core syllabus: To provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local

Content: The determinants of industrial, commercial and residential location. The interaction between activities within a spatial context. The economics of land markets and of the development process. The determinants of rents and densities. Economic models of urban structure. Sources of market failure in the urban economy. The rationale of government intervention. Techniques of intervention in the urban and environmental context. The role of the public sector: pricing, allocation, production and investment decisions. Urban and

Teaching: 13 lectures and seven one-and-a-half hour seminars in the MT,

There will also be 10 classes in the MT and LT mainly for those without a previous economic background. The course will be supplemented by a visiting speaker Seminar Series EC450 Urban and Transport Economics.

Reading list: D DiPasquale & W C Wheaton, Urban Economics and Real Estate Markets; J F McDonald, Fundamentals of Urban Economics;R W Vickerman, Urban Economics; H Armstrong & J Taylor, Regional Economic Policy and its Analysis; M Fujita, Urban Economic Theory; J Stiglitz, Economics of the Public Sector; M Common, Environmental and Resource Economics; H Dunkerley (Ed), Urban Land Policy: Issues and Opportunities. More detailed readings will be provided during the course.

Assessment: Two-hour unseen examination taken in June.

Availability: Option for MSc Regional and Urban Planning Studies, MSc City Design and Social Sciences and MSc Human Geography Research.

Core syllabus: The course is concerned with the economic analysis of urban change and urban and regional development. It will explore different theoretical approaches to urban and regional growth, the economics of urban change and decline, urban regeneration, urban and regional

Content: The course will be drawn from the following topics: the dynamics of urban and regional economic growth; theoretical approaches to urban and regional growth; agglomeration economies; cities as engines of growth and sites of economic problems; sub-urbanisation and the location of jobs and housing; functional urban regions; urban regeneration; re-urbanisation and gentrification: inequalities between cities: the urban hierarchy: inequalities within cities: polarisation in the labour and housing markets; urban labour markets and urban employment; regional inequalities and long-run development; rural-urban migration; the urban informal sector in

Teaching: 10 (1 hour) lectures in the LT and 10 (1.5 hour) seminars in the

Reading list: Vickerman, Urban Economies; Evans, Urban Economics; Armstrong & Taylor, Regional Economics and Policy; Jacobs, Cities and the Wealth of Nations; Krugman, Geography and Trade; Cheshire & Hay, Urban Problems in Western Europe: an economic analysis; Reich, The Work of Nations; Gugler, Cities in the Developing World: Issues, Theory and Policy; Thomas, Surviving in the City: The Urban Informal Sector in Latin America Detailed reading lists will be provided for lecture and seminar topics. Assessment: Two-hour unseen examination paper in June.

EC440

Micro and Macro Economics (for Public Policy)

Teachers responsible: Dr R Burgess, R524 and Dr O Bandiera, R526 Availability: This course is for the first year of the MPA in Public and Economic Policy. There are no pre-requisites for this course.

Core syllabus: An introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models suitable for appraising policy-making issues and applicable in a wide variety of contexts. The first term (MT) covers microeconomics and the second term (LT) covers macroeconomics.

Content: MT: Microeconomics: Weeks 1-4 Consumers and firms: Models of consumer choice, rationality and well-being; Extensions to savings and human capital formation; Production technologies; The firm as a decision making unit - alternative views of what firms maximise, non-profit firms. Weeks 5-6 Exchange and markets: Partial and general equilibrium analysis of markets. Price determination. Auctions and contracts (simple introduction to imperfect information models). Weeks 7-10 Government: The idea of market failure. Public goods and externalities. The notion of social welfare. Models of government decision making. Governments and income redistribution.

LT: Macroeconomics: Weeks 1-4 Growth and Development: Models of capital accumulation. Technological change. Empirical analysis of determinants of growth. The role of institutions. Redistribution, growth and poverty. Weeks 5-6 Labour markets, unemployment and wages: Models of wage determination and the effect on unemployment rates. Empirical and theoretical consequences of public policies towards the labour market. Technological change and determinants of the distribution of wages. Weeks 7-10 Macro management: Fiscal and monetary policy. The government budget constraint and the effectiveness of fiscal policy. Central bank behaviour and the determination of inflation rates. Simple extensions to open economies: determinants of exchange rates. International aid, debt and economic performance. Financial market development and macroeconomic stability.

Teaching: Lectures EC440: 20 x two-hours sessional

Classes EC440.A 20 hours sessional

Reading list: A full reading list will be distributed at the beginning of the course

Assessment: Three-hour written examination in the summer term.

EC441

Advanced Microeconomics

Teachers responsible: Dr A Prat and others

Availability: This course is for the MRes/PhD in Economics. It is also available to students on the MSc in Economics, MSc Econometrics and Mathematical Economics, MSc Global Market Economics and MSc Public Financial Policy, subject to regulations. A good undergraduate knowledge of economic theory and calculus is required.

Core syllabus: The aim of the course is to:

introduce the basic analytical tools that are necessary to conduct research in any field in economics.

(ii) give the students a full understanding of the classic Microeconomic Theory and of the modern developments of Microeconomic Theory

(iii) enable students to address a microeconomic problem by structuring it as a mathematical model and to obtain useful economic predictions though the use of mathematical tools

Content: Consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, economics of information, agency theory, contracts, topics in mechanism design.

Teaching: Lectures EC441: 60 hours MT and LT.

Classes EC441.A: 20 sessional.

Written work: Exercises are set for each class. There will in addition be a one-and-a-half-hour mock examination at the start of the ST.

Reading list: The main texts are Mas-Collel, Whinston & Green, Microeconomic Theory, OUP and D Fudenberg & J Tirole, Game Theory, MIT Press. Other sources include: D M Kreps, A Course in Microeconomic Theory, Harvester Wheatsheaf; H R Varian, Microeconomic Analysis (3rd edn), Norton; M J Osbourne & A Rubinstein, A Course in Game Theory, MIT Press; G A Jehle & P J Reny, Advanced Microeconomic Theory, Longman. Assessment: Three-hour written examination in the ST.

FC442

Advanced Macroeconomics

Teachers responsible: Professor N Kiyotaki, Professor C Pissarides and

Professor R Fernandez

Availability: This course is for the MRes/PhD in Economics. It is also available to students on the MSc in Economics, MSc in Econometrics and Mathematical Economics, MSc Global Market Economics, MSc Public Financial Policy and MSc Finance and Economics (Research), subject to regulations.

Core syllabus: The course will cover topics in advanced macroeconomics with emphasis on techniques and recent theoretical advances: recursive techniques, economic growth, consumption and saving, asset pricing and investment, business cycles, search and matching. Content:

(i) Recursive techniques

(ii) Economic growth: Solow Growth Model, Optimizing Behaviour, Endogenous Growth: The Role of Human Capital, Endogenous Technological Change: Product Varieties, Endogenous Technological Change: Quality Improvements, Endogenous Technological Change: Imitation and Convergence (iii) Consumption and Saving: Permanent Income Models, Life-Cycle Models (iv) Asset Pricing and Investment: Asset Pricing Models, Investment

(v) Business Cycles: Real Business Cycle Models, Monetary Models with Flexible Prices, Monetary Models with Sticky Prices, Credit Market Frictions, Dynamic Consistency of Macroeconomic Policy

(vi) Search and Matching: The Matching Model, Efficiency Wages, Growth and Unemployment

(vii)Inequality and the Macro-economy: Heterogeneous agents, borrowing constraints, and sorting.

Teaching: Lectures EC442: 60 hours MT and LT.

Classes EC442.A: 20 Sessional.

Written work: Exercises are set for each class. There will in addition be a one-and-a-half-hour mock examination at the start of the ST.

Reading list: The main textbook is: L Ljungqvist & T Sargent, Recursive Macroeconomic Theory, MIT Press, 2000. A more advanced technical approach can be found in N Stokey & R E Lucas, Recursive Methods in Economic Dynamics, Harvard University Press, 1989. More economic applications, with some required readings can be found in: M Obstfeld & K Rogoff, Foundations of International Macroeconomics, MIT Press, 2000; R J Barro & X Sala-i-Martin, Economic Growth, McGraw-Hill, 1997; P Aghion & P Howitt, Endogenous Growth Theory, MIT Press 1998; A Deaton, Understanding Consumption, Clarendon Lectures, Oxford University Press, 1992; C A Pissarides, Equilibrium Unemployment Theory, MIT Press 2000. A good general textbook that is mostly below the level of the course is: D Romer, Advanced Macroeconomics, McGraw-Hill Advanced Series in Economics, New York, 1996.

References for recent theoretical advances published in the journals will be given during the course.

Assessment: Three-hour written examination in the ST.

EC443

Advanced Econometrics

Teachers responsible: Dr V Hajivassiliou, S564, Professor J Hidalgo, S578 and Dr M Schafgans, S584

Availability: This course is for the MRes/PhD in Economics. It is also available to students on the MSc in Economics, MSc Global Market Economics and MSc Public Financial Policy subject to regulations. Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently

Core syllabus: The first part of the course will provide a basic knowledge of probability theory and mathematical statistics necessary for the rest of the course. Parts two and three cover econometric methods essential for research in economics. Part four covers provides computer-aided instruction to illustrate econometric methods in practice.

Content: The course is divided in four parts, two in Michaelmas and two in Lent: The first part [Probability and Statistics] will provide a basic knowledge of probability theory and mathematical statistics necessary for the rest of the course. It encompasses an Introduction to measure theoretic probability; random variables, distributions and densities; expectations and conditional expectations; families of distributions and transformations; methods of estimation and optimality; hypothesis testing; introduction to asymptotic theory; law of large numbers and central limit theorem; and asymptotics for optimisation estimators.

Parts two and three [Econometric Methods] begin with the static linear regression model, estimation and testing; Violations of classical assumptions including measurement error, omitted variables, simultaneity, missing data; Non-linear regression models; Instrumental variables and the Generalized Method of Moments; Time Series: AR and MA models and dynamic regression models.

In the Lent term the econometric methods lectures proceed to cover: Longitudinal (panel) data models. Fixed and Random effects Models; Correlations between Regressors and Errors: Measurement error, Simultaneity, and Serially Correlated Errors with Lagged Dependent Variables; Models with Limited Dependent Variables; Single Equation theory for Non-stationary variables; Unit Roots; Simultaneous Equations for Non-

stationary variables; Co-integration; ARCH and GARCH models; and Dynamic linear and non-linear panel data models.

In Part four [Computing and Applications], the course provides computeraided instruction to illustrate econometric methods in practice. Several of the problem sets will include computer exercises, which will use the GAUSS and/or MATLAB programming languages. These are powerful programming languages that are used throughout the Department and the profession for advanced applied econometric research.

Teaching: Lectures EC443: 60 hours MT and LT.

Classes EC443.A: 20 Sessional.

Written work: Exercises are set for each class. There will in addition be a one-and-a-half-hour mock examination at the start of the ST.

Reading list: Lecture notes will be made available through the departmental Web site. Please note there is no set book for this course but that the text: P A Ruud, An Introduction to Classical Econometric Theory, Oxford University Press, 1999, covers most of the same material at a similar level.

Also recommended are: W H Greene, Econometric Analysis, 3rd edn, Prentice Hall; R Davidson & J MacKinnon, Estimation and inference in econometrics, Oxford University Press, 1993; T Amemiya, Advanced Econometrics, Harvard University Press, 1985; J Johnston, Econometric Methods, 3rd edn, McGraw Hill; G Judge et al, A course in econometrics, Wiley, 1988; G Maddala, Econometrics, McGraw Hill, 1977.

Some books on statistics which may also be useful are: Mood, F Graybill & D Boos, Introduction to the Theory of Statistics, McGraw Hill; G Casella & R L Berger, Statistical Inference, Duxbury Press; J A Rice, Mathematical Statistics and Data Analysis, 2nd edn, Duxbury Press. Assessment: Three-hour written examination in the ST.

EC450

Urban and transport Economics Seminars

Teachers responsible: Dr A Thornley, S420 and Professor C M E Whitehead, S377

Availability: Course intended primarily for MSc Regional and Urban Planning Studies.

Core syllabus: Interdisciplinary seminars with invited speakers from within the LSE and outside. The focus will be on contemporary regional and urban problems and the speakers will either be engaged in relevant current research or be practising planners or policy-makers from central or local government, research agencies or consultancy.

Content: Issues of current concern and debate within urban development transport and planning.

Teaching: 15 (one and a half hour) seminars in the MT and LT.

Assessment: There is no Assessment in this course but the Content will contribute towards the course GY454 Urban Policy and Planning and EC436 The Economics of Regional and Urban Planning and EC437 The Economics of Urban Change

EC475

Quantitative Economics

Teacher responsible: Dr A Michaelides, 5483

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. A knowledge is expected of econometric theory and applied econometrics corresponding to Principles of Econometrics or Methods of Economic Investigation. Students must be prepared to read journal articles with a difficult mathematical and statistical Content

Core syllabus: The micro part of the course focuses on the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms). In the macro part of the course, the interface between modern macroeconomic theory and empirical work is highlighted, focussing on recent developments. Topics recently discussed have included: Empirical Asset Pricing; Vector Autoregressions; Cointegration; Business cycles; Phillips curves; Heterogeneous Agent General Equilibrium Models; Estimation of Non-Linear Rational Expectations Models with potentially unobserved state variables; Simulation-Based Estimators; Earnings Dynamics; Consumption Tests Using Micro Data.

Content: The emphasis will be on the connection between economic theory and empirical evaluation. The lecture course covers a wide range of topics in applied micro-econometrics with a view to illustrating the interplay between models, data and methods.

Teaching: Lectures: 10 x two-hours micro economics, 10 x two-hours macro economics.

Seminars: 10 hours micro economics, 10 hours macro economics (as required). The seminars will cover the same topics as the lectures and aims to introduce students to the best examples of applied econometrics. The students are required to present papers or act as discussants. Participation and contribution will be noted.

Reading list: Articles will be assigned at the start of the course.

Assessment: Three-hour written examination in the ST, plus an extended essay to be submitted at the beginning of ST. The exam and the essay will each count for half of the marks.

EC476

Advanced Economic Theory Teachers responsible: Dr T Mariotti, 5481 and Dr S Reiche course lecturer.

Core syllabus: The aim of the course is to provide a comprehensive introduction to the economics of moral hazard and adverse selection in

strategic settings Content: The first part of the course covers the static theory of moral hazard and incentive contracts (static principal-agent models, moral hazard in teams and multi-task incentive contracts) and the dynamic theory of incentive contracts (efficiency of long-run relationships, short-term versus long-term contracts and renegotiation). The second part of the course covers static mechanism design and self-selection contracts (revelation principle for Baynesian-Nash and dominant strategy equilibria, static screening contracts) with applications to non-linear pricing, optimal auctions and regulation, the theory of mechanism design with multiple agents (multiple agents screening and common agency), and the theory of dynamic mechanism design (commitment and renegotiation). Teaching: Lectures EC476: 20 x two-hours MT and LT. Classes: EC476: 10 MT and LT. Reading list: No one book covers the entire syllabus; a list of references will be provided at the start of the course. The following textbooks provide a treatment of part of the material presented in the course: Jean-Jacques Laffont, The Economics of Uncertainty and Information, MIT Press; D Fudenberg & J Tirole, Game Theory, MIT Press; Jean-Jacques Laffont & Jean Tirole, A Theory of Incentives in Procurement Regulations, MIT Press; Bernard Salanié, The Economics of Contracts: A Primer, MIT Press. Assessment: Three-hour written examination in the ST.

EC483

Game Theory for Economists \$475

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: The aim of the course is to provide a firm grounding in the basic tools of game theory. Content: The course covers strategic-form games (Nash and correlated equilibria and rationalizability), dynamic games of perfect information (subgame perfection, bargaining and repeated games, complexity) static games with incomplete information (Bayesian games and equilibria) dynamic games of imperfect information (perfect Bayesian, sequential and trembling-hand perfect equilibria) and mechanism design (revelation principle, optimal auctions and regulation). Reading list: The course will mainly draw from the following two textbooks: M J Osborne & A Rubinstein, A Course in Game Theory, MIT Press and D Fudenberg & J Tirole, Game Theory, MIT Press. Teaching: Lectures/classes EC483: 40 MT and LT. Assessment: Three-hour written examination in the ST.

EC484

Advanced Econometric Theory \$577

course lecturer.

syllabus: An advanced treatment of the theory of estimation and inference of econometric models. Content: Part (a) Asymptotic statistical theory: convergence in probability, almost sure, in mean and central limit theorems. Consistency and asymptotic normality of general extremum estimators. Part (b) Non-linear-in variables systems: maximum likelihood and instrumental variables estimates, optimal instrumental variables estimates for static and dynamic models, and models with autocorrelated disturbances. Simultaneous equations systems, identification, estimation, asymptotic behaviour of estimators and hypothesis testing. Wald, generalised likelihood ratio and Lagrange multiplier hypothesis tests, asymptotic null and local behaviour and consistency.

Teaching: Lectures EC484: 50 hours MT and LT. list: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the

Teachers responsible: Professor M Piccione, S477 and Dr Faure-Grimaud,

Teacher responsible: Professor J Hidalgo, S579 and Professor P Robinson,

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the

Assessment: Three-hour written examination in the ST.

EC485

Further Topics in Econometrics

Teachers responsible: Dr V Hajivassiliou, S564, Professor P Robinson, S577 and others

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: The aim of the course is to introduce the student to topics at the frontier of econometric research of importance both at a theoretical and empirical level

Content: The course consists of four series of 10 lectures on specialised topics in econometrics. These lectures change from year to year. Presently they include: long memory time series; non-parametric and semi-parametric estimation; simulation-based estimation; non-linear time series. Teaching: Lectures EC485: 40 hours MT and LT.

Reading list: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

Assessment: Three-hour written examination in the ST.

EH400

Historical Analysis of Economic Change

Teachers responsible: Dr Gareth Austin, C319, Professor Nicholas Crafts, C321, Dr Peter Howlett, C214, Dr Tim Leunig, C322, Professor Mary Morgan, C420 and Dr Max-Stephan Schulze, C213

Availability: Compulsory course for MSc in Economic History and Economic History MPhil students. Other students may not attend without consent of the first-named course teacher. The course assumes no previous knowledge of statistics or econometrics.

Core syllabus: The course provides basic awareness of central themes and key methodological and theoretical issues in economic history; introduces students to important analytic tools used by economic historians, with an emphasis on their practical application in economic history research; and examines the ways in which economic and social historians collect, analyse and interpret qualitative and quantitative data. The training is expected to inform dissertation work.

Content: The course covers three main areas. (1) Theory and Research: this section introduces theoretical approaches to major issues in economic history, and considers the practical application in historical analysis of concepts from economics (primarily) and related disciplines. Topics vary but an illustrative list might include: processes of economic growth; economic development; culture and economic behaviour; modern macro-economic ideas; imperfect information and incentive structures; welfare outcomes; comparative analysis of historical data. (2) Historical Methodology: this section introduces methodological issues in combining social science frameworks with historical materials, and introduces various approaches to interpretation and analysis in economic history. Topics vary but an illustrative list might include: knowledge and explanation in economic history; models, narratives and case studies; research design; text analysis; surveys and censuses. (3) Quantitative Issues: this section introduces the problems of analysing and interpreting quantitative historical evidence (including the use of correlation, regression, and multiple regression); provides an introduction to the use of computers in historical studies, and includes exercises in the deconstruction of historical articles which have used quantitative techniques.

Preliminary Reading list: T G Rawski (Ed), Economics and the Historian (1996); J E Alt & K A Shepse (Eds), Perspectives on Positive Political Economy (1990); P Dasgupta, An Inquiry into Well-Being and Destitution (1993); J Tosh, The Pursuit of History (2nd edn, 1991); D Little, Varieties of Social Explanation (1991); C Lloyd, Explanation in Social History (1986); P Hudson, History by Numbers. An Introduction to Quantitative Approaches (2000); R Floud, Essays in Quantitative Economic History (1974).

Teaching: The three parts of the course each occupy 6-7 weeks of Teaching (totalling 20 weeks in the MT and LT). The first two parts are taught by a twohour lecture plus a one-hour class each week. The quantitative part has a seminar plus a computer workshop, both weekly, and both of one-and-a-half-hours.

Written work: Students are required to submit two pieces of written work for the first two parts of the course and will be presented with weekly assignments for the quantitative section

Assessment: (i) a term paper (30% of the overall marks) of not more than 3,000 words on an approved topic from the first two parts of the course, linked to the student's proposed MSc dissertation; (ii) a three-hour written examination (70% of the marks) in the ST, in which students have to answer questions from each of three parts of the examination paper, reflecting the three sections of the course.

EH416

Markets and States in Developing Economies c1880

Teachers responsible: Dr Colin Lewis, C320 and Dr Kent Deng, C413 Availability: Optional course for students taking MSc in Economic History; MSc in Economics and Economic History: MSc in Development Studies: MSc Global Market Economics; MSc Public Financial Policy; MSc Development Management. Students taking other master's degrees may be admitted,

space and timetable permitting, and with the approval of their department and the course teachers

Core syllabus: The course analyses the roles and interactions of states and markets in economic development through the application of relevant theories to the comparative study of specific country cases in Africa, Asia and Latin America.

Content:

(a) The following are examined as problems in comparative economic history, within the market-state framework: agricultural productivity, surpluses and exports; institutional and technical change in agriculture; early industrial growth in the 'Third World'; import-substituting and exportoriented industrialisation strategies; 'market-based', 'statist' and maoist development policies; roles of classes, interest groups and state autonomy in determining policy; domestic and international flows of capital, technology and entrepreneurship; labour and human capital; poverty and hunger; ecological effects of economic growth.

(b) Theories of the roles of markets and states in developing economies, and their uses and limitations in accounting for the histories we have discussed: Marxist, structuralist, and dependency theories; classical and neoclassical economics and 'new institutionalist' political economy.

Teaching: A short series of inaugural lectures, normally held twice weekly, at the beginning of the MT, followed by two-hour seminars for the remainder of the MT and the LT. Seminars start in the fourth week of the MT

Written work: Three papers, which will be distributed to the group in advance of the corresponding seminars.

Reading list: J Harriss, J Hunter & C Lewis (Eds), The New Institutional Economics and Third World Development (1995); B Warren, Imperialism: Pioneer of Capitalism (1980); I Wallerstein, The Capitalist World Economy (1979); A Hirschman, The Strategy of Economic Development (1958); L Reynolds, Economic Growth in the Third World (1985); L A Amsden, The Rise of 'The Rest': Challenges to the West from Late-Industrialising Economies (2001); J Iliffe, The Emergence of African Capitalism (1983); R Bates, Essays on the Political Economy of Rural Africa (1983): R Wade. Governing the Market: economic theory and the role of government in East Asian industrialization (1990); T Rawski & L Li (Eds), Chinese History in Perspective (1992); B Tomlinson, The Economy of Modern India (1993); 5 Haber (Ed), How Latin America Fell Behind (1997); P Evans, Embedded Autonomy: States and Industrial Transformations (1995).

Assessment: The best two of the three course papers count for 30% of the marks. The remaining 70% are determined by a three-hour written examination in the ST.

EH422

Topics in Quantitative Economic History

Teachers responsible: Dr Peter Howlett, C214 and others

Availability: Compulsory for MSc in Economics and Economic History. Also available for MSc in Economics, MSc in Economic History and MPhil Economic History; other graduate students may attend by permission, space and timetable permitting. The course is particularly appropriate for those students who are considering following a quantitative economic history PhD thesis in the future. Students enrolled for this course are expected to have completed the equivalent of undergraduate courses in econometrics and intermediate economic theory

Content: The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative or methodological issues. Such topics could include: long run comparative economic growth; human capital issues in economic history; the macroeconomics of the inter-war years; the political economy of trade; industrial economic history; technological change; guantitative approaches to the evolution of markets; the new economic history of institutional change; analysing historical welfare issues. The aims are to: examine the techniques used by economic historians and to assess their validity and whether they help to further our understanding of the particular historical issue to which they have been applied; and to teach students how to evaluate the relevance of historical hypotheses and the historical applicability of models from economic and other social scientific theory. Students are able to investigate in detail the analysis contained in important journal articles using appropriate computer packages.

Teaching: There is a weekly two-hour seminar in the MT and LT; some of this teaching will take the form of computing workshops.

Written work: Three or four papers or presentations during the session. Reading list: Y S Brenner, H Kaelble & M Thomas (Eds), Income Distribution in Historical Perspective (1991); P Dasgupta, An Inquiry into Well-Being and Destitution (1993); B Eichengreen & T Hatton (Eds), Interwar Unemployment in International Perspective (1988); D Galeason, Markets in History: Economic Fluctuatuions of the Past (1989); C Goldin, Understanding the Gender Gap (1990); G Litecap, Contracting for Property Rights (1989); J Mokyr (Ed), The British Industrial Revolution: an Economic Perspective (1993); D C Mowery & N Rosenberg, Technology and the Pursuit of Economic Growth (1989); B van Ark & N Crafts (Eds), Quantitative Aspects of Postwar European Economic (1996). Assessment: The final examination mark is made up of two components: an assessed piece of work and a written examination. The format of both

components and their weight within the final examination mark is dependent upon which masters programme the student is following. For Economic History students: a 3,000 word essay (30%) plus a three-hour written examination (70%); for Economics students: an extended essay of maximum length 6,000 words (50%) plus a two-hour written examination (50%); for Economic and Economic History students: an 8,000-10,000 word dissertation related to the Economic History option paper they have chosen under paper four (70%) plus a written two-hour written examination (30%).

EH440 Not available in 2003/04

African Economic Development in Historical Perspective Teacher responsible: Dr Gareth Austin, C314

Availability: For MSc in Economic History; MSc in Economics and Economic History; MSc in Development Studies. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. There are no formal pre-requisites but some knowledge of economics and of the history of economic development (not necessarily in the Third World) is needed. Prior knowledge of African history or affairs may be an advantage but is not essential

Core syllabus: This course attempts to illuminate the present problems of economic development in sub-Saharan Africa by setting them in the context of the economic and social history of the continent. Particular emphasis is given to consideration of which kinds of models are most useful for the analysis of specific economic and political-economic problems in particular periods and contexts in African economic history, and also to placing economic events and behaviour in their social, political, and intellectual context. Selected primary sources (documentary and statistical) are used to illuminate some of the substantive themes of the course and to introduce students to methodological and source problems.

Content: The coverage relates largely, but not exclusively, to 20th century events. Where possible, discussion of the latter is focused on themes which are considered for the colonial and post-colonial periods together, rather than having separate sections of the course devoted to each. This is intended to highlight the senses in which earlier events do indeed provide a useful perspective on recent ones, rather than belonging to a detachable (and therefore less clearly relevant) epoch.

Pre-colonial topics: The nature and dynamics of market mechanisms. Economic consequences of the external slave trades and of their abolition. The 'backwardness' or 'appropriateness' of African technology.

20th century topics: Modes of agricultural production: the economics and politics of 'peasant' and settler farming. The changing composition of rural labour forces from slave to free labour in Nigeria. The formation and development in nines labour forces: the struggles over black miners' wages in South Africa. I anufacturing in Africa: constraints and opportunities. Policies of decolonisation: the 'Mau Mau' revolt in Kenya. The 'capitalism and apartheid' debate in South Africa. The state and commercial agriculture. Food and famine. Trends in agricultural productivity; population pressure, technology transfer and indigenous change. Trends in poverty and inequality. The perspectives of gender and of the emergence of African capitalism.

Case-study of the political economy of Ghana, c1950-c1990 (occupying about four weeks), based on published primary sources.

Overview: theories and evidence of historical patterns of development and underdevelopment in Africa.

Teaching: Weekly seminars (EH440) with papers distributed in advance. Written work: All students are required to produce three papers. Two of these are circulated to the seminar; a third is submitted for formal Assessment (see below)

Reading list: The following provide an introduction: J lliffe, The Emergence of African Capitalism (1983) and Africans: The History of a Continent (1995); R Austen, African Economic History (1987); A Hopkins, An Economic History of West Africa (1973); A Zeleza, A Modern Economic History of Africa, Vol 1, The Nineteenth Century (1993); R Bates, Essays on the Political Economy of Rural Africa (1983); and the novel by Ngugi Wa Thiong'o, Petals of Blood (1977)

Assessment: An assessed essay to be handed in during the year the course is taken counts for 30% of the marks. It must be not more than 3,000 words (excluding references). The remaining 70% of the marks are accounted for by a three-hour written examination

EH446

Economic Development in East and Southeast Asia Teacher responsible: Dr Kent G Deng, C413

Availability: For MSc in Economic History; MSc in Economics and Economic History; MSc Development Studies. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. There are no pre-requisites: knowledge of Asian history of the relevant period and region would be an advantage.

Core syllabus: The course deals with conditions and paths of economic development in East and Southeast Asia (excluding Japan) since the first European penetration in that region. Two periods are examined with the

divider of World War II. Does the lack of modern growth in this region during the first period suggest that the early Western input was not sufficient condition for such growth? Has the success of the Asian nics in the post-war period been largely the consequence of creating conditions for the diffusion of industrial capitalism? Content: Traditional economic patterns in the region by the 17th century. The impact of the early European maritime traders. The impact of the later Europeans traders backed by industrialisation. Attempts and success of the Western colonisation. Resistance to the change from the core area in East Asian Mainland. Reforms and local modernisations. Teaching: 20 seminars of two hours each in the MT and LT. Written essays are circulated in advance. Written work: Two essays (3,000 words each) are expected during the course. The first is due at the end of the ninth week (in the MT) and the second, the 17th week (in the LT) Reading list: A detailed Reading list and topics for seminars is distributed at the beginning of the course. Preliminary readings include: A Booth, 'The Economic Development of Southeast Asia: 1870-1985' Australian Economic History Review, 31 (1); R F Doner, 'Approaches to the Politics of Economic Growth in Southeast Asia', Journal of Asian Studies, 50 (4); M Falkus, 'Economic History and Environment in Southeast Asia', Asian Studies Review, 14 (1); E L Jones, 'A Framework for the History of Economic Growth in Southeast Asia', Australian Economic History Review, 31 (1); G Snooks et alExploring Southeast Asia's Economic Past (1991); K Yoshihara, The Rise of Ersatz Capitalism in Southeast Asia (1988); I Brown, Economic Change in Southeast Asia (1997); Immanuel Wallerstein, The Modern World-System (I-III) (1974-86); Joel Mokyr, The Lever of Riches (1990); Francesca Bray, The Rice Economies, Technology and Development in Asian Societies (1986); Southeast Asia in the Age of Commerce, 1450-1690 (1993); T G Rawski & Lillian M Li, Chinese History in Economic Perspective (1990); Kenneth Pomeranz, The Great Divergence (2000). Assessment: Three-hour written examination in the ST.

EH459

Japan

Teacher responsible: Dr Tim Leunig, C322 Availability: For MSc in Economic History; MSc in Economics and Economic History; MSc Global Market Economics; MSc Public Financial Policy. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. There are no prerequisites, but some knowledge and an interest in business and finance are advantageous. Core syllabus: This course explores the global evolution of business and finance from the late nineteenth century to the recent past. In so doing we seek to explain the success of firms, industries and nations. Content: Introductory lectures set the scene and ensure that students understand key concepts. The next section looks at how national settings affect financial and business performance, including the different settings of leader and follower nations. The third section concentrates on industrial systems, including the role of competition, and the interaction of big business and big finance. The final section looks inside and outside the firm: inside, at workers and management, and outside, at how business, and especially finance, can have wide ranging effects. Teaching: The class meets weekly for two terms. A short series of introductory lectures are followed by student-led seminars. Written work: Students are expected to produce two essays during the year and to sit a mock examination paper. Reading list: Readings include, S Broadberry, Productivity race (1997); Y Cassis, Big business: European perspective (1997); B Eichengreen, Golden fetters (1992); J Kay, Foundations of corporate success (1993); N Lamoreaux & D Raff (Eds), Co-ordination and information (1995); M G Blackford, The Rise of Modern Business in GB, US and Japan (1998); A D Chandler, Scale and Scope (1990); Brealey & Dyers, Principles of Corporate Finance; J B Baskin& P Miranti, History of Corporate Finance (1997); W G Roy, Socialising Capital (1997); T Hoshi & D Kashyap, Corporate Finances & Governance in Japan (2001). Assessment: Three-hour written examination in the ST.

EH462

from liberalism to neo-liberalism Teacher responsible: Dr Colin M Lewis, C320 Availability: For MSc in Economic History; MSc in Economics and Economic History: MA Area Studies (Latin America). Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. Core syllabus: The course considers the social welfare implications of development strategies applied since 1900. Namely, the liberal 'export model' of the early decades of the century, 'autarchic' developmentalist programmes of the mid-century period, neo-authoritarian adjustment policies of the 1970s, heterodox attempts at stabilisation in the 1980s and

Financial and Business History: America, Europe and

Latin American Development in the Twentieth Century:

current neo-liberal reform projects.

Content: The course will be largely thematic in structure. The first part will address methodological issues such as defining and measuring growth, development, poverty and welfare. This will be followed by an examination of key themes. These will include the political context within which economic policy was applied; the determinants - and ideological under-pinnings - of growth and development; institutional arrangements relating to social security, health care and education; political participation and civil rights; changing patterns of employment; wages and income distribution; absolute and relative levels of poverty. The geographical focus of the course will be on the Argentine, Brazil, Chile, Colombia and Mexico.

Teaching: Two-hour weekly seminars in the MT and LT.

Written work: Three papers during the session

Reading list: C Abel & C M Lewis (Eds), Welfare, Poverty and Development in Latin America (1993) and Exclusion and Engagement: Social Policy in Latin America (2002); J Buxton & N Phillips (Eds), Case Studies in Latin American Political Economy (1999); V Bulmer-Thomas, Economic History of Latin America (1994);S Engerman & K Sokoloff, Factor Endowments, Institutions and Differential Paths of Growth among New World Economies (2002); J L Love & N Jacobson, Guiding the Invisible Hand: economic liberalism and the state in Latin American history; A Maddison, The Political Economy of Poverty, Equity and Growth in Brazil and Mexico (1992); C Mesa-Lago, Social Security and Prospects for Equity in Latin America (1991); K Sikkink, Ideas and Institutions: Developmentism in Brazil and Argentina (1991); W C Smith & R P Korzeniewicz (Eds), Politics, Social Change and Economic Restructuring in Latin America (1997); R Thorp, Progress, Poverty and Exclusion (1998); J S Tulchin & A M Garland (Eds), Social Development in Latin America: the politics of reform (2000).

Assessment: Coursework will account for 30% of the marks (25% for MA students), the balance being allocated to a three-hour written examination in the ST.

EH475

The Rise and Decline of Economic Policy in 20th Century Europe

Teachers responsible: Dr M-S Schulze, C213 and Mr D E Baines, C414 Availability: For MSc in Economic History, MSc in Economics and Economic History. Students taking other master's degrees may be admitted, space and

timetable permitting, and with the approval of their department and the course teachers. There are no formal pre-requisites. Core syllabus: The course examines the changing role of the state in the

development of the European economies using a long run perspective. It will focus on problems of economic management both in peacetime and wartime; policy constraints in both closed and open economies; processes of economic growth, convergence and integration; welfare and regional policies and the policy implications of the growth of global markets.

Content: The economic role of the state before the First World War. Reconstruction after World War I and World War II. Exchange rate and monetary policy, 1900-1990. Crisis management 1931 and 1973. Macro policy in the depression of the early 1930s. The relation of economic theory and policy, 1930s-1990s. Trade and protection, multilateralism versus bilateralism, 1900-1990. The state and resource allocation in wartime. Comparative regional policy since 1945. Economic consequences of welfare policies. Policy responses to demographic change. Did the European economies converge? Labour mobility, formal and informal labour markets. Teaching: 20 seminars or lectures of two hours each in the MT and LT. There will be pre-circulated papers for the seminars.

Written assignments: A minimum of three essays and one class presentation.

Reading list: F B Tipton & R Aldrich, An economic and social history of Europe, 2 vols (1890-1939; From 1939 to the present) (1987); L A Craig & D Fisher, The integration of the European economy, 1850-1913 (1997); G Hardach, The First World War (1987); D Winch, Economics and policy. A historical study (1969); C P Kindleberger, A financial history of Western Europe (1984); W R Garside (Ed), Capitalism in crisis. International responses to the Great Depression (1992); W Nurkse & W A Brown, International currency experience. Lessons of the inter-war period, League of Nations(1944); C H Feinstein (Ed), Banking, currency and finance in Europe between the Wars (1995); C H Feinstein, P Temin & G Toniolo, The European economy between the wars (1997); B Eichengreen, Golden Fetters. The Gold Standard and the Great Depression (1992); P Clarke, The Keynesian revolution in the making (1988); M Harrison (Ed), The economics of World War II (1998); A S Milward, War, economy and Society, 1939-45 (1977); A Boltho (Ed), The European economy: Growth and crisis (1988); D Ellwood, Rebuilding Europe. Western Europe, America and post-war reconstruction, (1992); M S Schulze (Ed), Western Europe: Economic and social change since 1945 (1999). Assessment: Three-hour written examination in the ST.

EH477 Not available in 2003/04

History of Economics: From Moral Philosophy to Social Science

Teacher responsible: Professor M Morgan, C420

Availability and restrictions: This course is for the MSc in Economic History, the MSc in Economics and the MSc in Economics and Economic History and other MScs where it is listed as an option. Other graduate students may take this course only with the permission of the course lecturer.

Core syllabus: The course aim is to understand the changing nature and Content of economics as it turned from a branch of moral philosophy in the 18th century to a technical social science at the end of the 20th century.

Content: The course will explore the long-term changes in certain key concepts in economics, such as the notions of rational economic man, competition, equilibrium, money and economic order. The primary texts on these themes, chosen from a variety of European and American authors. will provide material for study of the changes in methods, concepts and theories of economics. Secondary literature will be used to help understand and assess the changing role of economics both as a science and as an art intended for state action.

Teaching: 40 hours over MT and LT, mixture of lectures and seminars. (Those students without relevant background should also attend the lectures for EC311).

Written work: Students will be expected to produce seminar papers and written work

Reading list: Reading lists will be given out at the beginning of the course. Henry Spiegel's The Growth of Economic Thought provides a general background text.

Assessment: Three-hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EH480

Dissertation in Global History

Teachers responsible: Dr G Austin, C314 and all members of the Economic History Department

Availability: Compulsory for, and exclusive to, MSc Global History.

Core syllabus: The subject of the dissertation should relate broadly to one of the global history taught courses taken by the student. It may be a critical survey of a well-defined problem in the literature or an empirical case-study within a global history framework

Selection of title: The title must be approved by the student's supervisor. A provisional title should be agreed by mid-LT.

Arrangements for supervision: Students will receive advice on the choice of topic and how to tackle it from their teachers at appropriate stages. There will also be a meeting shortly after the taught-course examinations, at which students will receive general advice on the dissertation. Each student must submit a draft by a date (to be announced) late in the ST, and will receive detailed written comments on this draft only. The draft will form the basis of a paper which the student is required to present to a dissertation workshop held towards the end of term.

Assessment: The completed dissertation must be handed in by 1 September 2004. Marks will be deducted for late submission or excessive length. It should be no longer than 10,000 words. The dissertation counts for 25% of the total MSc marks.

EH481 Half unit

Economic Change in Global History: Approaches and Analysis

Teachers responsible: Professor Patrick O'Brien, E488 and Dr Gareth Austin, C314

Availability: Compulsory course for MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teachers.

Core syllabus: The course will introduce central themes and analytical tools in global history, focussing on the history of material progress and stasis, and considering the comparisons and connections between the histories of different regions of the world.

Content: Consideration will focus upon the following (an asterisk indicates that the lecture for the topic will be shared with EH400a): the emergence of global history as a sub-discipline; theoretical approaches to the global history of material progress and stasis; culture and economic behaviour; economic development; processes of economic growth and the issue of convergence; imperfect information and incentive structures; Smithian prowth and economic rent; world systems theory; imperialism and global history; the physical environment and global history; the post-modern challenge to metanarrative; quantitative issues in global history; issues in writing global histories.

Teaching: Taught during the MT. Weekly two-hour lectures (some of them shared with EH400a) and one-hour classes.

Written work: Students will be expected to produce two written papers

during the course, one of which will count towards the examination (see below).

Preliminary Reading list: K Pomerantz, The Great Divergence (2000);A G Hopkins (Ed), Globalization in World History (2002); D Smith, D Solinger & S Topik (Eds), States and Sovereignty in the Global Economy (1999); J Diamond, Guns, Germs and Steel (1998); E Jones, Growth Recurring: economic change in world history (1988); A Frank, Re-Orient: global economy in the Asian Age (1998); C Chase-Dunn & T Hall (Eds), Rise and Demise: comparing world systems (1997); D North, Institutions, Institutional Change and Economic Performance (1990); W G Runciman, 'The 'Triumph' of Capitalism as a Topic in the Theory of Natural Selection', New Left Review, 210 (1995); T Rawski (Ed), Economics and the Historian (1996); E Phelps, Political Economy: an introductory text (1985); J Alt & K Shepse (Eds), Perspectives on Positive Political Economy (1990).

Assessment: An assessed essay of up to 3,000 words to be handed in during the year that the course is taken counts for 30% of the marks; a two-hour examination for 70%

EH482

Pre-Modern Paths of Growth: East and West Compared, 1000-1800

Teachers responsible: Dr Kent Deng, C413 and Dr Oliver Volckart, C319 Availability: Compulsory course for MSc Global History. Students taking MSc in Economic History may take either EH482 or EH483 but not both. Students taking other master's degrees may be admitted, space and timetable permitting, with the approval of their department and the course teachers.

Core syllabus: This course surveys long-term processes of growth and development in pre-modern Europe, China and Japan. The course addresses three major themes. First, it challenges the view that stagnation and poverty were normal conditions in pre-industrial societies and growth an aberration. It therefore raises fundamental questions about the nature of pre-industrial societies and economies. Was growth a one-off and irreversible event, which we now call the 'British Industrial Revolution'? Or was it a recurrent, even normal condition before modern industrialisation, which could however occasionally stall or be reversed? Second, it makes an in-depth comparison of three major geo-economic areas (Europe, China and Japan) over seven centuries. It discusses recent research that suggests that pre-modern Asia was as, or possibly more, developed (in terms of living standards, productivity, commerce) than pre-modern Europe, and asks if there was only one or more 'roads to development'. Third, it addresses the debates over British and European industrialisation. Why was Britain first? Was British success from the late 18th century the result of its unique social, institutional, even cultural features? Or was it a combination of chance and good fortune in the context of a gradual, century-long process of growth that occurred elsewhere as well? To what extent did overseas expansion contribute to Western economic success, and to the relative stagnation of its Asiatic peers?

Content: In addressing these themes the course takes a thematic approach to such questions as the developmental role of property rights, political and legal institutions, and different market structures. Was the pre-industrial peasantry guided by subsistence or maximising strategies? What part did economic incentives play? To what degree did early modern states promote or hinder growth and development? Did different constitutional arrangements make any difference?

In the MT we focus on Europe; during the LT, on China and Japan. Introduction to theories and issues; the dynamics of economic development in western and eastern Europe, Song-Ming-Qing China and 'Tokugawa-Meiji' Japan: agriculture, population, technology, craft industries, socioeconomic structures, warfare and external shocks, trade networks; growth of inter-continental economic relations and their consequences: European expansion; the emergence and role of a 'world economy'.

Teaching: 20 two-hour weekly classes in MT and LT.

Written work: All students are expected to write four essays: one by the end of the fifth week of the MT, one by the end of the ninth week of the MT, one by end of the fifth week of the LT, and one by the end of the ninth week of the LT.

Preliminary Reading list: M Olson, 'Big bills left on the sidewalk: why some nations are rich, and others poor', Journal of Economic Perspectives, 10:2 (1996); A G Frank, ReORIENT: Global economy in the Asian age (1998); E L Jones, Growth Recurring: economic change in world history (1988); M Mann. The Sources of Social Power, Vol I (1987); D North & R Thomas, The Rise of the Western World (1973); K Persson, Pre-industrial Economic Growth (1988); I Wallerstein, Historical Capitalism (1983); P Anderson, Lineages of the Absolutist State (1974); T Aston & C Philpin (Eds), The Brenner Debate: agrarian class structure and economic development in pre-industrial Europe (1985); G Deng, The Premodern Chinese Economy (1999);T C Smith, The Agrarian Origins of Modern Japan (1959).

Assessment: Three-hour written examination.

EH483

Economy in the 19th and 20th Centuries Teachers responsible: Mr Dudley Baines, C414, Professor Nicholas Crafts, C321 and Professor Janet Hunter, C313 Availability: Compulsory course for MSc Global History. Students taking MSc in Economic History may take either EH482 or EH483 but not both. Students taking other master's degrees may be admitted with the approval of their department and the course teachers if numbers allow. Core syllabus: The course analyses the spread of modern economic growth and demographic change and their relationships with globalisation since the First Industrial Revolution. Content: There will be five main components. a) Catching-Up, forging ahead and falling behind: analysis of reasons for success and failure in economic growth in different economic eras giving special emphasis to the role of factor and trade flows in the process of development and to the impact of institutional change. b) Demographic transitions in the long run: 'modernization' and fertility change; 'western' vs. 'eastern' family patterns and their implications for development; disease regimes, public health and economic development; impacts of immigration and emigration. c) Agriculture and the environment: agriculture and industrialization; climate, endowments, institutions and agricultural development; rationale and implications of changing patterns of agricultural trade. d) Changing role of cities: changing functions of the city in the pre-industrial, industrial and post-industrial worlds; evolving patterns of congestion costs and agglomeration benefits; differing solutions to problems of tax competition and the supply of local public goods e) Why, after all, are countries different in a globalizing world?: considers the dimensions of divergence (including the effects of wars) and explores alternative hypotheses including institutions, cultural factors, natural resources and examines in detail claims of path dependency. Teaching: 20 two-hour weekly seminar-lectures in MT and LT. Written work: Three papers during the course, the third of which counts towards the final Assessment (see below). Preliminary Reading list: J Diamond, Guns, Germs and Steel (1997); I Inkster, Science and Technology in History (1981);E L Jones, Growth Recurring (1988); J Goody, The East in the West (1996); B Foster, TheVulnerable Planet: A Short Economic History of the Environment (1993); P Mathias & J Davis (Eds), Agriculture and Industrialization from the 18th Centuryto thePresent Day (1996); M Livi-Bacci, A Concise History of World Population (1997); Wang Gangwu (Ed), Global History and Migrations (1997); A van der Woude, A Hayami & J de Vries (Eds), Urbanisation in History (1990); World Bank, GlobalIntegration and Decentralization in an Urbanizing World (1999); D Puga, 'Urbanization Patterns: European vs. Less Developed Countries', Journal of Regional Science (1998); J Williamson, 'Globalization, Convergence, and History', Journal of Economic History (1996); B Arthur (Ed), Increasing Returns and Path Dependence in the Economy (1994); S Engerman & K Sokoloff, Factor Endowments, Institutions and Differential Paths of Growth among New World Economies (1994). Assessment: An assessed essay to be handed in during the year the course is taken counts for 30% of the final mark. The remaining 70% is determined by a three-hour written examination.

EH484 Half unit Gender, Work and Industrialisation Teacher responsible: Professor Janet Hunter, C313 Availability: Optional course for students taking MSc Global History. course teacher.

of industrialisation from an economic history perspective. The emphasis is on analysing empirical evidence from several countries over the 18th-20th centuries with a view to identifying similarities and differences in the changes taking place over time. Case studies will focus on Britain, the United States, Japan, Russia and China, but reference may also be made to the experience of other countries, in order to achieve a more global picture. Content: The gender division of labour in agriculture, by-employment and proto-industrialisation. Gender and the labour force in the context of manufacturing growth, mechanization and technological change. Gender distributions of the labour force between sectors and industries, and within production. The gender division of labour in the service sector. Family economies and wage levels. Legislation and state intervention in the operation of the labour market. Impact of family structure, ideology and culture on labour markets in industrialisation Teaching: Taught during the LT. 10 weekly two-hour seminars at which student papers will be presented and discussed. Written work: Students will be expected to produce two written papers during the course, the second of which will constitute Assessment for the course (see below). Preliminary Reading list: G de Groot & M Schrover (Eds), Women Workers

The Development and Integration of the World

Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the

Core syllabus: The course examines gender issues in relation to the process

and Technological Change (1995); N Folbre, Who Pays for the Kids? (1994); C Goldin, Understanding the Gender Gap (1990); P Hudson & W R Lee, Women's Work and the Family Economy in Historical Perspective (1990); J McDermid & A Hillyar, Women's Work in Russia, 1880-1930 (1998); E Roberts, Women's Work, 1840-1940 (1988); S O Rose, 'Gender at Work': Sex, Class and Industrial Capitalism', History Workshop 21 (1986); J W Scott, Gender and the Politics of History (1988); L A Tilly & J W Scott, Women, Work and Family (1978): K Uno, 'Women and Changes in the Household Division of Labour' in G L Bernstein (Ed), Recreating Japanese Women, 1600-1945 (1991).

Assessment: An assessed essay of up to 3,000 words, to be handed in during the year the course is taken.

EH485 Half unit

Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution

Teacher responsible: Professor Patrick O'Brien, E488

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: The course compares the discovery, storage and diffusion of scientific, technical and other forms of 'useful knowledge' in pre-industrial Europe and Asia in the long term. Contrasts in these respects were crucial in explaining the eventual divergence in economic performance between continents. This course will address the meta questions of where, when and why contrasts emerged and why the discernible successes of European science and technology were not emulated more rapidly in Asia.

Content: Topics to be covered include: The flowering of science and technology in Song China. Arab science and technology. Indian and European industrial and agrarian technology in the Middle Ages. Universities and other institutions for the discovery and validation of useful knowledge. Military and nautical technologies. The scientific revolution in Europe. Connections between science and technology. The decline of Chinese science. The Arab heritage in science and technology. Religion and science. Culture and political constraints on the accumulation of scientific knowledge. Notions of rationality in Europe and Asia. The status of scientists and technologists. Incentives to innovation.

Teaching: Taught during the LT. 10 weekly two-hour seminars (with lectures). Students will be expected to contribute presentations to the class. If the numbers of students opting for the course falls below four, it will be run as tutorials

Written work: Students will be expected to produce two written papers during the course.

Preliminary Reading list: T Huff, The Rise of Early Modern Science: Islam, China and the West (1993); C Cohen, The Scientific Revolution: An Historical Inquiry (1994); J Needham, The Grand Titration: Science and Society in East and West (1979); A Pacey, Technology in World Civilization: A Thousand-Year history (1990); J Mokyr, The Lever of Riches (1990); N Rosenberg, Inside the Black Box (1992); J Goody, The East in the West (1996); J Gernet, A History of Chinese Civilization (1996); D Bodde, Chinese Thought, Society and Science (1991); J E McClellan & H Dorn, Science and Technology in World History, D C Linberg & R S Westman (Eds), Reappraisals of the Scientific Revolution (1990); P S Ropp (Ed), The Heritage of China (1990); P Stearns et al (Ed), World Civilizations: the Global Experience (1996); C Ronan, Science: its History and Development in World Cultures (1982); M Adam, Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance (1989).

Assessment: Two-hour written examination.

EH486 Half unit

Shipping and Sea Power in Asian Waters, c1600-1860 Teacher responsible: Dr Kent G Deng, C413

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. Core syllabus: This course examines the development of shipping, sea power and maritime-related industries in East and Southeast Asia, c1600-1860.

Content: Topics include: Introduction to theories and models. Sailing conditions and sea routes in Asian waters. Strategic importance of Asian waters in the global sense. Development of shipping technology. Emergence of naval capacity. Function and pattern of long-distance trade; formation of regional markets and networks; linkages to the home economy. Migration. Investments and returns. Role of governments. Impact of modern capitalism. Regional hegemony. The context of the process and impact of globalisation in Asia.

Teaching: Taught during the LT. 10 weekly two-hour seminars in which student papers will be presented and discussed.

Written work: Students will be expected to produce two essays of up to 2,000 words during the course, one due at the end of the fourth week and the other at the end of the ninth week (see below).

Preliminary Reading list: K Bjork, 'The link that kept the Philippines Spanish: Mexican merchant interests and the Manila trade, 1571B1815' in

Journal of World History, 1 (1998), 25850; K N Chaudhuri, The Trading World of Asia and the English East India Company (1978); Gang Deng, Chinese Maritime Activities and Socioeconomic Development c2100 b.c.B1900 a.d. (1997); Gang Deng, Maritime Sector, Institutions and Sea Power of Premodern China (1999); D Flynn & A Giraldez, 'Born with a 'Silver Spoon': World Trade's Origins in 1571' in Journal of World History, Vol6, No 2 (1995); Yen-p'ing Hao, The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism (1986); Yen-P'ing Hao, The Compradore in Nineteenth-Century China: Bridge between East and West (1970); L Levathes, When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433 (1994); W Schurz, The Manila Galleon (1985: originally 1938); A So, The South China Silk District: Local Transformation and World-System Theory (1986); M Tampoe, Maritime Trade between China and the West (1989). Assessment: Two-hour written examination.

EH487 Half unit Not available in 2003/04 International Economic Institutions since World War I Teacher responsible: Professor Nicholas Crafts, C321

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. Core syllabus: The course analyses the evolution since World War II of the roles of international institutions designed to manage world trade and the international monetary system paying particular attention to the IMF, the World Bank, the GATT and WTO. The analysis of the post-war world is set against the background of the trade wars and breakdown of the Gold Standard in the inter-war period prior to the establishment of these institutions.

Content: The approach is chronological with attention being given both to efficiency and equity aspects of the institutional arrangements. Inter-war developments are examined in terms of the absence of co-operation and a hegemonic power with an emphasis on the costs of the Great Depression and the results in terms of the reversal of earlier globalization trends. The Bretton Woods era of a new financial and trading architecture is discussed in terms of an evaluation of the success of the new institutions against the background of their initial job descriptions and of the much better world economic performance in the period. The changing rationales for the IMF and the World Bank and challenges to the GATT in the difficult economic environment of the 1970s and 1980s are examined. The debates of the time and implications for the continuation of the post-war return to globalization are both considered. Finally, the questions of the likelihood and Content of further liberalization of trade and capital flows under WTO and IMF auspices are discussed in the context of an Assessment of what is genuinely new about late 20th compared with late 19th century globalization.

Teaching: Taught during the LT. 10 weekly two-hour seminar-lectures in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary Reading list: A Krueger, 'Whither the World Bank and the IMF?', Journal ofEconomic Literature (1998); O Kirshner (Ed), The Bretton Woods-Gatt SystemRetrospect and Prospect after 50 Years (1996); B Eichengreen, Globalizing Capital (1996); M Thomas (Ed), The Disintegration of the World Economy between the World Wars (2 vols) (1996); 5 Ostry, The Post Cold War Trading System (1997); H James, International Monetary Cooperation since Bretton Woods (1996); M Bordo, B Eichengreen & D Irwin, 'Was There Really an Earlier Period of Globalization Comparable to Today?', Brookings Papers on Economic Activity (1999); P Kenen (Ed), Managing the World Economy (1994).

Assessment: Two-hour written examination.

EH488 Half unit Not available in 2003/04 The Economic History of a Continental Empire: the Hapsburg Monarchy, 1700-1914 Teacher responsible: Dr Max Schulze, C213

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. A reading knowledge of German will be useful but not essential.

Core syllabus: The course examines the economic development of the Habsburg Empire within its broad international context from the early 18th century to the outbreak of the First World War.

Content: Topics to be covered include: Gradients of economic development in the 18th century: the Habsburg economy in European and regional perspective. Institutional change and the 18th century origins of industrialization. The economic impact of the Napoleonic Wars. Origins and effects of the mid-19th century reforms: the Austro-Hungarian customs union and the emancipation of the peasantry. Agriculture, industry and structural change. The pattern and pace of industrialization in the 19th century. Politics and economics: the 'Ausgleich' of 1867. Internal trade and the integration of product and factor markets. Regional income differentials and regional specialization. External trade and Austria-Hungary's integration in the international economy. The economic costs of 'Empire'. The structure of the Austro-Hungarian economy on the eve of the First World War. Habsburg's long-run economic performance in international comparison.

Teaching: Taught during the LT. 10 weekly two-hour seminars with pre-circulated papers. Students will be expected to contribute presentations

Written work: Students will be expected to produce two written papers during the course

Preliminary Reading list: No single work covers the course adequately and much of the relevant literature is published in article form. The following readings offer some indication of the material used: A Bideleux & I Jeffries, A History of Eastern Europe (1998); A Brusatti (Ed), Die wirtschaftliche Entwicklung, vol 1 of Die Habsburger Monarchie 1848-1918 (1973); D F Good, The Economic Rise of the Habsburg Empire, 1750-1914 (1984); C Ingrao, The Habsburg Monarchy, 1618-1815 (1994); J Komlos, The Habsburg Monarchy as a Customs Union (1983); J Komlos (Ed), Economic Development in the Habsburg Monarchy (1983); J Komlos, Nutrition and Economic Development in the Eighteenth Century Habsburg Empire (1989); R Sandgruber, Ä-konomie und Politik. Ä-sterreichische Wirtschaftsgeschichte vom Mittelalter bis zur Gegenwart (1995). Assessment: Two-hour written examination

EH489 Half unit Not available in 2003/04 The Globalization of Social Risk and Social Security since 1850

Teacher responsible: Professor Paul Johnson, C415

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: This course examines the way in which social risks - those relating to health, employment, life-cycle and environment - have changed with the industrialisation and globalisation of the economy since 1850, and how individuals and societies have responded to these risks with a variety of resource-pooling strategies. The course draws upon examples from Europe. North and South America, and Asia, and students will be encouraged to investigate in detail the long-run interaction of social risk and social security in countries or regions of their choice. Attention will be paid to competing models of social security development, and to the way in which different responses to social risk reduce or exacerbate problems of free-riding, moral hazard, the creation of perverse incentives and the construction of binding intergenerational contracts. Different national patterns of institutional evolution will be examined in the light of economic, structural, political and cultural explanations of long-run social security development.

Content: The first two meetings examine economic and sociological conceptions of social risk and social security, and subsequent meetings analyse in detail a variety of response strategies. 1) Definitions and typologies of social risk and social security. 2) Social risk and economic development: global processes or national peculiarities? Response strategies: 3) Charity: church. community, aid agency, 4) Family: fertility and the extended family, 5) Human capital: education and skills diversification. 6) Saving and insurance: mutual and self-help strategies. 7) Worker organisation: trade unions, co-operatives, and political parties. 8) Social security: male breadwinner models. 9) Social security: citizenship models. 10) Social risk and social security: is there a developmental pathway?

Teaching: Taught during the LT. 10 weekly two-hour seminars in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below)

Preliminary Reading list: P Baldwin, The Politics of Social Solidarity (1991); J Williamson & F Pampel, Old-Age Security in Comparative Perspective (1993); C Mesa-Lago, Social Security in Latin America (1978); J Dixon, The Chinese Welfare System 1949-79 (1981); P Flora & A Heidenheimer (Eds), The Development of Welfare States in Europe and America (1981); M van der Linden, Social Security Mutualism (1996); B Deacon, Global Social Policy (1997); A Cochrane & J Clarke, Comparing Welfare States (1993); A de Swaan, In Care of the State (1988); M Douglas & A Wildavsky, Risk and Culture (1982); U Beck, Risk Society (1992). Assessment: An assessed essay of up to 3,000 words.

EH490

MSc Workshop in Economic History Teachers responsible: Dr Colin Lewis, C320 and all members of the Economic History Department

Availability: Compulsory for and exclusive to, MSc Economic History. Core syllabus: The subject of the dissertation should relate broadly to one of the economic history courses taken by the student.

Selection of title: The title must be approved by the student's supervisor A provisional title should be agreed by the end of the first week of the LT. Arrangements for supervision: The course EH400, Historical Analysis of

Economic Change, provides important preliminary training. In addition students will receive advice on the choice of topic and how to tackle it from their individual supervisors at appropriate stages. There is also a meeting, shortly after the taught-course examinations, at which students will receive general advice on the dissertation. Each student must submit a draft (by a date to be announced) late in the ST, and will receive detailed written comments on this draft only. The draft will form the basis of a paper outlining the dissertation. All students are required to present and defend the outline at the workshop near the end of that term.

Assessment: The completed dissertation must be handed in by 1 September 2004. Marks will be deducted for late submission. The length should not exceed 15,000 words. It must be word processed (double-spaced and on one side of the paper only).

EU400

The Political Economy of Transition Teacher responsible: Professor N Barr, J102 Availability: ONLY for MSc European Political Economy: Transition and

MSc Russian and Post-Soviet Studies. A background knowledge of the post-1945 history of Eastern Europe is

desirable. An ability to read another European language besides English is an advantage. Core syllabus: A multi-disciplinary analysis of the economic, political and

social dynamics of systemic transformation - the triple-role of the state in developing free market economies, building liberal, democratic political structures and constructing efficient and equitable public services. The course draws widely on relevant theoretical debates and the experiences of transformation in Latin America and Southern Europe. Content: Three core elements - economics, governmental institutions, and

politics - are studied in parallel. The course also involves a number of interdisciplinary policy case studies. Economic analysis pays particular attention to the dividing line between the market and the state. Topics covered include the inheritance (low (or negative) rates of growth; misallocation; inappropriate skills mix); theoretical discussion or arguments in favour of a market system (how markets bring about efficiency; theories of market failures, and implications for state intervention); building the macro economy (stabilisation, policies to restore growth); building the micro economy (privatisation, restructuring, financial market development); and the role of the state in income transfers, health care and education. The institutional and political aspects of the course examine the rule of law in theory and practice, electoral systems and parliamentary legislative procedures, administrative structures, accountability and efficiency, party systems and political competition, nationalism, and the fate of ideological politics following the collapse of Communism. Policy case studies may include: macroeconomic stabilisation; privatisation (what should be privatised, and how?); the role of regulation in assisting the operation of private markets; education; health care; (areas in which it might be appropriate to have public funding and/or production or a partnership between the state and the private sector).

Teaching: Lectures: Basic Economic Concepts for European Political Economy (EU409) (first five weeks MT). The Political Economy of Transition (EU400.1) 37 (1 or two per week, MLS).

Seminars: The Political Economy of Transition (EU400.2) 18 (MLS). Essential preliminary reading: J Le Grand, C Propper & R Robinson, The Economics of Social Problems, 3rd edn, Macmillan, 1992; World Development Report 1996: From Plan to Market, Oxford University Press, New York and Oxford; B Barry, Sociologists, Economists, and Democracy; G Schopflin, Politics in Eastern Europe 1945-1992, Blackwell, 1993; I Banac (Ed), Eastern Europe in Revolution, Cornell University Press, 1992; D Stark & L Bruszt, Postsocialist Pathways, Cambridge University Press, 1998. Assessment: Three-hour written examination in June

EU402 Half unit

Social Market Economy in Germany

Teacher responsible: Professor S Collignon, J204 Availability: Recommended for MSc European Politics & Governance, MSc European Political Economy, and MSc European Politics and Policy. Open to all other Masters' degrees. An ability to read German is an advantage, A knowledge of basic economics is essential

Core syllabus: A study of the development of economic policy-making in Germany, and the underlying ideologies, particularly in their European context, Content: This course examines economic developments and policies in Germany. It highlights the key features of economic policy-making ideas in Germany and how they have changed over time. Special emphasis is given to the economic problems arising in the context of German unification. In order to analyse the 'German political economy' an interdisciplinary approach is pursued drawing on concepts from economics, political science, philosophy and sociology. Topics covered include: the role of ideology in the German model, macroeconomic policy-making, labour market policies, corporate governance and the banking system, economic policies towards unification, privatisation in East Germany and the implications of European integration for economic policy-making in Germany Teaching: Lectures: Government and Business in Germany (EU402.1)

twelve (weekly, LS).

Seminars: Government and Business in Germany (EU402.2) twelve (weekly, LS),

Essential preliminary reading: P Merkl (Ed), German Unification in the European Context, Penn State Press, 1993; K Larres (Ed), Germany since Unification, 2nd edn; The Development of the Berlin Republic, Palgrave, 2001; K Dyson (Ed), The politics of German regulation, Dartmouth, 1992; T Lange & G Pugh, The economics of German unification. An introduction, Elgar, 1998; Dumont & Louis, German Ideology: from France to Germany and Back, University of Chicago Press, 1994; Dumont & Louis, Essays on Individualism: Modern Ideology in Anthropological Perspective, University of Chicago Press, 1992.

Assessment: Two-hour written examination in June.

EU409

Basic Economic Concepts for European Political Economy

Teacher responsible: Dr W Schelkle, J210

Availability: MSc European Political Economy: Transition, MSc European Political Economy: Integration, MSc European Politics and Governance and MSc Russian and Post-Soviet Studies.

Core syllabus: A five-week intensive course, which assumes no previous knowledge of economics. The aim of the course is to provide students with a background in economic theory sufficient for MSc courses within the European Institute. Students with some knowledge of basic theory are welcome to sit in, but in lectures priority is given to ensuring that noneconomists reach the required standard.

Content:

1. Introduction: economic rationality; scarcity and opportunity cost; markets. 2. Microeconomics: choices of households and firms; perfect and imperfect competition; the role of government.

3. Macroeconomics: full employment and unemployment macroeconomics; monetary and fiscal policy; open economy.

Teaching: 20 hours of lectures, four hours per week for the first five weeks of the MT

Reading list: J Stiglitz & J Driffill, Economics, Norton, 2000. Assessment: There is no examination for this course

FU410

Interdisciplinary Research Methods and Design

Teachers responsible: Dr Abby Innes, J208 and Mr Richard Bronk, J201 Availability: Core course for all students on European Institute MSc courses

Core syllabus: Lectures on interdisciplinary concepts, research design and methods to acquaint MSc students with standards of research in the social sciences.

Content: This lecture series offers an introduction to matters of interdisciplinary research, research design and logic. Lectures on interdisciplinary concepts, research design and methods to acquaint MSc students with standards of research in the social sciences. Themes discussed are: political economy concepts, research design; the logic of case-studies and comparative research; narratives and reporting; common problems of research design.

Teaching: 11 lectures EU410 (fortnightly M,L,S).

Reading list: G King, R O Keohane & S Verba, Designing Social Inquiry, Princeton University Press, 1994; S Van Evera, Guide to Methods for Students of Political Science, Cornell University Press, 1997. Assessment: There is no examination for this course.

FU411

Ethnic Diversity and International Society Teacher responsible: Dr J Jackson Preece, J206

Availability: For MSc Nationalism and Ethnicity, MSc Human Rights, MSc European Politics & Governance, and MSc European Political Economy: Transition. Other masters' degree students may be admitted with the permission of the Teacher responsible.

Core syllabus: Investigations into theories and problems of nationalism and international society relevant to ethnic diversity within states. Content: The issues considered cover two main areas:

Part one will provide a theoretical and historical background to the problem of ethnic diversity within world politics. We will survey the origins of the modern system of states within Europe and its expansion beyond Europe while at the same time paying particular attention to the conflict between ideas of pluralism and ideas of solidarism. Part two will consider problems and practices of ethnic diversity in a world of nation-states including self-determination, boundaries, decolonisation, democracy, human and minority rights, the rights of indigenous peoples, refugees, racism, ethnic cleansing, genocide, humanitarian intervention, and multiculturalism. In analysing these issues, particular attention will be paid to the relationship between evolving international norms (as disclosed in treaties, conventions, international organisations and political discourse) and changing state practices.

Teaching: Lectures 14 ML, seminars 13 ML, Simulation exercises three, L,

Written work: Students are required to write four essays.

Reading list: H Arendt, The Origins of Totalitarianism, 1972; A Bozeman, Politics and Culture in International History, 1960, A Buchanan, Secession, 1991; H Bull & A Watson (Eds), The Expansion of International Society, 1984 A Cassesse, Self-Determination of Peoples, 1995; I Claude, National Minorities, An International Problem, 1955; A Cobban, The Nation-Stateand National Self-Determination, 1970; I Hannaford, Race, The History of an Idea in the West, 1996; R Jackson, The Global Covenant, 2000; J Jackson-Preece, National Minorities and the European Nation-States System, 1998: H Kohn The Idea of Nationalism, 1944; W McKean, Equality and Discrimination Under International Law, 1985; J Mayall, Nationalism and International Society, 1990. A more detailed reading list is available from Dr Jackson Preece or the European Institute Office.

Assessment: Three-hour examination in June.

EU414 Half unit Public Policy in France

Teacher responsible: Mr A Miguet, J216

Availability: MSc European Politics & Policy, MSc Comparative Politics, MSc European Politics & Governance, MSc European Social Policy, MSc International Relations. Students must have taken EU415 or equivalent. Core syllabus: This course provides a theoretically-informed examination of the main structural and procedural features of policy-making in France today. Content: Topics covered include: decision-making within the executive, political control of the administration, public sector structure and management, civil service recruitment, training and structures, local and regional policy-making, the Europeanisation of policy-making, judicial review and citizens' protection. Case studies of policy sectors from amongst: foreign affairs, defence, education, economic planning, agriculture, culture, social security and health.

Teaching: 10 lectures and 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: A Guyomarch, P Hall & H Machin, Developments in French Politics 2, 2001;H Machin & V Wright, Economic Policy and Policy-making under the Mitterrand Presidency; J Hayward, Governing France; A Knapp &V

Wright, The Government & Politics of France; A Guyomarch, H Machin & E Ritchie France in the EU.

Assessment: Two hour unseen written examination in June.

EU415 Half unit

Politics and Policy in France

Teacher responsible: Mr A Miguet, J216

Availability: MSc European Politics & Policy, MSc Comparative Politics, MSc European Politics & Governance, MSc European Social Policy and MSc International Relations

Core syllabus: This course provides a theoretically-informed examination of the main structural and procedural features of French politics and government during the Fifth Republic.

Content: The historical context, application and adaptation of the 1958 Constitution are analysed. The course then considers the changing social bases of politics, interest group structures and methods, the media and politics, and the societal roots of the political parties. A number of themes are central to this analysis of governmental and political behaviour presidentialism, executive reinforcement, parliamentary decline, constitutional review, the referendum and electoral system, party competition, corruption, and the restructuring of the party system, the Europeanisation of politics.

The effect of recent reforms of the Constitution and of the machinery of central government and local government are also analysed. Teaching: 10 lectures and 10 seminars in the MT and two seminars in the

first and second weeks of the ST. Reading list: R Elgie, Electing the French President; A Guyomarch, P Hall &

H Machin, Developments in French Politics 2, 2001; A Knapp & V Wright, The Government & Politics of France; A Stevens, The Government and Politics of France; A Guyomarch, H Machin & E Ritchie, France in the EU. Assessment: Two hour unseen written examination in June.

EU417 Half unit

Italy in the European Union

Teacher responsible: Dr R Leonardi, J108

Availability: For MSc European Politics and Policy and MSc Comparative Politics

Content: Founding of the Republic and Impact of the Post-War Settlement; Institutions, Instability and the Debate on Institutional Reform: Political Parties and Party system under the 'Frist Republic'; Transformation of Parties and the Party system in the 1990s; The Post-War Economy and Macro-Economic Policy-Making; The 'Three Italies' and Economic Development; Church-State Relations; Italy and the European Union; Political Earthquake: Demise of the 'First Republic'; Towards a 'Second Republic?': Italy in Transition in the 1990s; the 2001 parliamentary elections and the new government.

Teaching: 10 seminars in the MT and two seminars in the first and second

weeks of the ST

Reading list: Donald Sassoon, Contemporary Italy; David Hine, Governing Italy; Paul Ginsborg, A History of Contemporary Italy; Paul Furlong, Modern Italy; Martin Clark, Modern Italy; Hilary Partridge, Italian Politics Today; Raffaella Nanetti & Robert Leonardi (Eds), Italy: Policy and Politics Vol 1 & Vol2: F Spotts & T Weiser, Italy: A Difficult Democracy; Stephen Gundle & Simon Parker (Eds), The New Italian Republic; Martin Bull & Martin Rhodes (Eds), Crisis and Transition in Italian Politics; Hilary Partridge, Italian Politics Today; Vittorio Bufacchi & Simon Burgess, Italy since 1989.

Assessment: Two-hour unseen written examination in June

EU419 Half unit Socio-economic Cohesion Policies in the EU Teacher responsible: Dr R Leonardi, J108

Availability: For MSc European Politics and Policy, MSc European Political Economy: Integration, MSc European Social Policy, MSc European Politics & Governance, and MSc Public Policy.

Content: Discussion of economic and political integration theories; economic equilibrium and disequilibrium theories; the empirical reality of economic and social convergence in Europe since the 1950s; the concept of cohesion; the impact of the Single European Act and the Maastricht and Amsterdam treaties on the definition and implementation of cohesion policies: FMU and the regions; governmental performance at the sub-national level; the role of social capital in development strategies; networks as instruments of cohesion; European spatial planning; urban policy; enlargement.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST

Reading list: R Leonardi, Convergence, Cohesion and Integration in the European Union; J Mortensen, Improving Economic and Social Convergence in the European Community; C Harvie, The Rise of Regional Europe; I Bache, The Politics of Regional Policy in the European Union; L Hooghe, Cohesion Policy and European Integration; M Rhodes, The Regions and the New Europe. Assessment: Two-hour unseen written examination in June.

EU420 Half unit **European Union Law and Government**

Teacher responsible: To be announced

Availability: Option for MSc European Politics and Governance and LLM students. Option for students from other relevant MSc programme with the permission of the Teacher responsible. A solid knowledge of the role and functions of EU institutions is required.

Core syllabus: This course offers a theoretically informed study of the central political institutions and legal processes of EU government. Central theories of decision-making and legal theory within EU studies are considered. These are then applied to analyse the central political and legal relationships within the EU political system, so that students come away with an informed view of not just the balance of power, but also of the role of interests and ideas in the political institutions in Brussels and the European court system

Teaching: 10 lectures and 10 seminars in MT; one lecture and one seminar

Essential preliminary reading: S Hix, The Political System of the EU;I Shaw, Law of the European Union.

Reading list: J Weiler, The Constitution of Europe; K Alter, Establishing the Supremacy of EC Law;

J Weiler & G de Búrca, The European Court of Justice; M Westlake, The Council of the European Union; N Nugent, The European Commission; L Hooghe, The European Commission and the Integration of Europe: R Corbett, F Jacobs & M Shackleton, The European Parliament; A Kreppel, The European Parliament and Supranational Party System Assessment: Two-hour written examination in the ST.

EU421 Half unit

Policy-making in the European Union Teacher responsible: Dr Eiko Thielemann

Availability: Option for MSc European Politics and Governance students. Option for students from other relevant MSc programme with the permission of the teacher responsible. A solid knowledge of the role and functions of EU institutions is required.

Core syllabus: This course offers the theoretically informed study of EU policy-making across a selection of key issue areas.

Content: The course will be in two parts. The first will introduce principal theories of policy making and some core policy issues including processes of interest representation, Europeanisation, public administration and policy implementation. In the second part the conceptual insights gained will be used to analyse a number of substantive policy areas. These will typically include: the single market, social and environmental policies, cohesion policies, CAP, EMU, JHA, foreign policy and enlargement.

Teaching: 10 lectures and 10 seminars in LT; one lecture and one seminar

Essential preliminary reading: S Hix, The Political System of the EU; H Wallace & W Wallace (Eds), Policy-Making in the European Union Reading list: S S Andersen & K A Eliassen (Eds), Making policy in Europe; L

Cram, Policy-making in the European Union; D Dinan, Every Closer Union?:A Héritier, Policy-making and diversity in Europe; S Leibfried & P Pierson (Eds), European Social Policy; R Leonardi, Convergence, Cohesion and Integration in the European Union; J J Richardson, European Union: Power and Policymaking; A M Sbragia (Ed), Euro-politics; B Steunenberg & F van Vught (Eds), Political institutions and public policy. Assessment: Two-hour written examination in the ST

EU423 Half unit

Greece and the European Union

Teacher responsible: Professor Kevin Featherstone, J205 Availability: Primarily for students taking MSc degrees in European Politics and Governance and European Political Economy, but open to students from other MSc degrees.

Core syllabus: The purpose of this course is to provide students with an analytical understanding of the relations that exist between Greece and the rest of the European Union, drawing on historical perspectives as well as on concepts from political science, international relations, and political economy. Content: The idea of Greece in Europe and of Europe in Greece from the 19th century to the present; external intervention in domestic Greek politics; the process of Greece's accession to the European Union; 'Europeanisation' and domestic adaptation to membership in politics, the economy and society; the performance of Greece in the EU; current and future domestic challenges. Teaching: 10 one-hour lectures and 10 one-hour seminars. Reading: R Clogg, A Concise History of Greece; J Campbell & P Sherrard, Modern Greece, 1968; K R Legg & J M Roberts, Modern Greece: A Civilization on the Periphery, Westview Press; K R Legg, Politics in Modern Greece, 1969; N Mouzelis, Modern Greece: Facets of Underdevelopment, 1978; N Mouzelis, Politics in the Semi-Periphery: Early Parliamentarism and Late Industrialization in the Balkans and Latin America, Macmillan, 1986; C M Woodhouse, Modern Greece: A Short History. 1991. Assessment: Two-hour written examination in June

EU429 Half unit

Government and Politics in Spain

Teacher responsible: Professor S Balfour, J316 Availability: For MSc European Politics and Policy, MSc European Politics &

Governance, MSc Nationalism and Ethnicity. Core syllabus: This course will provide a critical introduction to the political process of the transition to democracy in Spain and the subsequent organisation and functioning of the new state in its national, European and international contexts

Content: The fall of the Franco regime and the transition to democracy. Key features of the consolidation and organisation of the new democracy. Centreperiphery relations, the regional and national question and the structure of meso-level government. The political and economic transformation of Spain since the 1980s and the impact of European integration. The decline of Socialist hegemony in the 1990s, the government of the Popular Party since 1996.

Teaching: 11 lectures and 11 seminars in the LT and two seminars in the first and second weeks of the ST.

Introductory reading list includes: Raymond Carr & Juan Pablo Fusi, Spain. Dictatorship to Democracy (2nd edn), 1981; Richard Gunther, P Nikiforos Diamandouros & Hans-Jurgen Puhle (Eds), The Politics of Democratic Consolidation: southern Europe in comparative perspective, (1995); Paul Heywood, The Government and Politics of Spain, (1995); Paul Heywood (Ed); 'Politics and Policy in Democratic Spain: No Longer Different?', Special Issue, West European Politics, Vol 21 No 4, October 1998; John Hooper, The New Spaniards (revised edn, 1995); Stanley Payne, The Franco Regime, 1936-75, (1987); Victor Pérez-Dlaz, The Return of Civil Society, Cambridge, Mass, (1993); Christopher J Ross, Contemporary Spain, A Handbook (1997). Assessment: Two-hour unseen written examination in June.

EU430 Half unit

Europeanisation: The Comparative Politics of Domestic Change

Teachers responsible: Professor K Featherstone and Dr K Goetz Availability: MSc European Politics and Governance and other relevant programmes by agreement.

Core syllabus: An analytical understanding of the processes of domestic adjustment - in terms of institutional settings, policy processes and political behaviour - contingent on the participation (and prospective participation) of member states in the European Union. 'Europeanisation' has become an increasingly important focus in contemporary research, as parallel processes of convergence and divergence are apparent in the integration process and the relevance of distinct domestic settings is highlighted in this regard. This focus is increasingly relevant as the EU's activities shift to 'soft' mechanisms of coordination (such as bench-marking, peer review, the Open Method of Coordination) rather than conventional legislation.

Content: What is 'Europeanisation'? Historical meanings, contemporary usage and utility: the differing conceptualisations of Europeanisation in the

context of the EU and their relationship to various schools within political science and IR; the empirical analysis of Europeanisation across regime types and policy sectors; Europeanisation and party system dynamics; Europeanisation and institutional adaptation; Europeanisation and the EU's periphery.

Teaching: Teaching: 10 Lectures; 10 Seminars.

Reading list: K Dyson & K H Goetz (Eds), Living with Europe: Germany and the Politics of Constraint, Oxford University Press, (2003); K Featherstone & G Kazamias (Eds), Europeanization and the Southern Periphery; Frank Cass, (2001);K Featherstone & C Radaelli (Eds), The Politics of Europeanization; Oxford University Press, (2003); K Goetz & S Hix (Eds), Europeanised Politics? European Integration and National Political Systems, Frank Cass, (2001); M Green Cowles, J Caporaso & T Risse (Eds), Transforming Europe: Europeanization and Domestic Change, Ithaca, Cornell UP; Y Mény, P Muller & J-L Quermonne (Eds), Adjusting to Europe, Routledge. Assessment: Two-hour examination in ST.

FU440 Half unit

Greece and South-East Europe: Government, **Economy and Foreign Policy**

Teacher responsible: Dr S Economides, D709, Professor K Featherstone, J205 and Dr V Dimitrov, K105

Availability: For all relevant Master's programmes.

Core syllabus: An examination of Greece and South East Europe from a political economy and an international relations perspective, with particular emphasis on post-1989 developments.

Content: Historical Background; The Cold War as a Dividing Line; Greece and European Foreign Policy; Greece's Policy in the Balkans; Turkey and the EU; Disintegration of Yugoslavia; Transition to Market Economy and Democratic Transition in the Former Communist Countries of the Region; EU Enlargement and South-eastern Europe; Regional Co-operation.

Teaching: 10 Lectures (weekly, LT); 10 Seminars (weekly, LT).

Reading list: G Allison & K Nicolaides (Eds), The Greek Paradox, MIT Press, 1997; IBanac, The National Question in Yugoslavia, Cornell University Press, 1984; D Barchard, Turkey and the European Union, Centre of European Reform, 1998; G Castellan, A Historyof the Balkans, Tr N Bradley, Columbia University Press, 1992; C Cviic, Remaking theBalkans, Printer for Institute International Affairs, 1995; K Featherstone & K Ifantis (Eds), Greece in a Changing Europe, Manchester University Press, 1996; T Geshkoff, Balkan Union: A Road to Peace in Southeastern Europe Columbia University Press, 1940; E Loewendal, 'Promises to Keep': The Reality of Turkish-EU Relations, Action Centre for Europe, 1998; P Shoup (Ed), Problems of Balkan Security: Southeastern Europe in the 1990s, Wilson Centre Press, 1990; M Todorova, Imagining the Balkans, Oxford University Press, 1997; S Woodward, Balkan Tragedy, Brookings Institute, 1995.

Assessment: Two-hour written examination in June.

EU441 Half unit

The Political Economy of EU Enlargement

Teacher responsible: Richard Bronk, J201

Availability: Option for MSc Political Economy: Transition and for MSc Political Economy: Integration; Option for MSc European Politics & Governance only with the permission of course convenor.

Core syllabus: The course examines the political economy aspects of EU enlargement from the perspective both of the EU and the accession countries. Content: The course provides in-depth analysis of the issues arising in the context of EU enlargement. While discussing the broader political and international relations background of EU enlargement, the course focuses on the policy response of the EU since 1989 to the transition in Central and Eastern Europe, and, in particular, on the process of accession to the EU for these transition countries. It analyses the costs and benefits of enlargement, the political economy dynamics of opposition to the process, and the implications of EU conditionality for the political and economic transition of applicant states. The course also analyses the political and economic adjustments necessary both in the EU and in the joining countries for facilitating enlargement. The analytical framework of the course draws on political economy concepts as well as those from the disciplines of economics, political science and international relations. Teaching: 10 lectures and 10 seminars in the MT and one revision lecture and one seminar in the ST (first and second weeks).

Reading list: R Baldwin etal'The costs and benefits of Eastern enlargement: The impact on the EU and Central Europe'Economic Policy, 24, 1997; R Baldwin et al,Nice Try - Should the Treaty of Nice be ratified? Monitoring European Integration 11, CEPR, 2001; P Bofinger, The Political Economy of the Eastern Enlargement of the EU, CEPR, 1234, 1995; R Bronk, Commitment and Credibility - EU Conditionality and Interim Gains, European Institute working paper, 2002; H Grabbe, EU Conditionality and the acquis communautaire, International Political Science Review, 23, 2002; H Grabbe & K Hughes, Enlarging the EU Eastwards, RIIA/Cassel, 1998; M Lavigne, The Economics of Transition, From Socialist Economy to Market Economy, Macmillan, 1999; A Mayhew, Recreating Europe. The European Union's Policy towards Central and Eastern Europe, Cambridge, 1998. A number of additional specialised texts will be recommended.

Assessment: Two-hour written examination in June.

FU442

The Political Economy of European Integration

Teacher responsible: Professor 5 Collignon, J202 Availability: Core course for MSc European Political Economy: Integration. Other masters' degree students may be admitted with the permission of the

teachers responsible. A knowledge of basic economics is essential. Core syllabus: An analysis of the process of European economic and monetary integration combined with a critical examination of EU macro economic policies and developments in the European economy.

Content: The first part gives an overview of the development of economic integration, its theories and common policies, the single market CAP competition and cohesion policies, as well as the passage from Bretton Woods to the EMS to EMU. The second part deals with monetary integration, the setup of the European Central Bank and monetary policy, the stability and growth pact and fiscal policy and problems of unemployment in Europe, external economic relations and the prospects for further integration.

Teaching: Lectures, (introductory core course) Introduction to European Political Economy EU409.

Lectures, The Political Economy of European IntegrationEU442.1 20 (weekly M.L).

Seminars, The Political Economy of European IntegrationEU442.2 21 (weekly MIS)

Essential preliminary reading: S Collignon, Monetary Stability in Europe, Routledge, 2002; A Moravcsik, The Choice for Europe: Social Purpose and State Power from Messina to Maastricht, Cornell University Press, 1998; Paul de Grauwe, The Economics of Monetary Union, Oxford University Press, 2000. Assessment: Three-hour written examination in June

EU443 Half unit

European Models of Capitalism

Teacher responsible: Professor Paul Taylor

Availability: For MSc European Political Economy.

Core syllabus: This course provides students with an in-depth understanding of the different models of European capitalism since the second oil shock. The central question which organises the course is why European integration, financial liberalisation, fifteen years or more of activist conservative as well as social-democratic governments in most European countries, and deliberate attempts at cross-national institutional borrowing have not led to a single European model of capitalism.

Content: The course consists of three parts. The first week is devoted to basic arguments and methodological considerations. Weeks 2-6 will treat a comparative analysis of the core issue areas in the political economy of contemporary capitalism. Weeks 7-9 will build on these thematic treatments to discuss the structure of and dynamics in the three main European models of capitalism. Week 10 will recapitulate by asking how these different models react to new challenges. Early in the ST there will be two review sessions, on dates agreed between students and teachers.

Teaching: Lectures 10 (weekly LT); Seminars 10 (weekly LT).

Reading list: Peter A Hall & David Soskice (Eds), Varieties of Capitalism: The institutional foundations of competitiveness. Oxford University Press, 2001; Herbert Kitschelt, Peter Lange, Gary Marks & John Stephens (Eds), Continuity and Change in Contemporary Capitalism, Cambridge University Press, 1997; Colin Crouch & Wolfgang Streeck (Eds), Political Economy of Modern Capitalism, Francis Pinter, 1997.

Assessment: Two-hour written examination in June, in which two questions out of eight have to be answered.

EU444

Topics in European Economic Integration

Teacher responsible: Dr Waltraud Schelkle, J210

Availability: Only available for students of MSc European Political Economy: Integration.

Core syllabus: Forms, together with EU442, the core course for MSc European Political Economy: Integration.

Content: This course will ask the following questions: how and why did the European Union develop the EMU project?; what is distinctive about the mode of governance for EMU?; what are the challenges for member states in adjusting to the discipline of the 'euro-zone'?; what issues arise for the EU in managing relations between member states in the euro-zone and those outside?

Teaching: Lectures 10 (weekly LT); Seminars 10 (weekly LT), one revision lecture and one seminar in ST (first and second weeks respectively).

Reading list: Essential preliminary reading; L Tsoukalis, The New European Economy Revisited, 3rd edn, Oxford University Press 1997; K Dyson & K Featherstone, The Road to Maastricht, Introduction, Oxford University Press, 1999; C Crouch (Ed), After the euro, Introduction, Oxford University Press. 2000.

Assessment: MSc Integration students will write a three-hour examination in June which covers both EU442 and EU444

EU445 Half unit

The Integration of the European Political Economy

Teacher responsible: Professor S Collignon, J202 Availability: Recommended for students of MSc European Politics & Governance. Not available for MSc European Political Economy: Integration students. A basic understanding of economic concepts is essential which is why the attendance of EU409 in MT is highly recommended. Core syllabus: See syllabus for the MT topics of EU442.

Content: This course comprises the MT topics of EU442

Teaching: Lectures, The Political Economy of European Integration FU442.1 20 (weekly M).

Seminars, The Political Economy of European Integration EU442.2 21 (weekly M).

Essential preliminary reading: S Collignon, Monetary Stability in Europe, Routledge, 2002; A Moravcsik, The Choice for Europe: Social Purpose and State Power from Messina to Maastricht, Cornell University Press, 1998; Paul de Grauwe, The Economics of Monetary Union, Oxford University Press, 2000. Assessment: Two-hour written examination in lune

EU446 Half unit

Patterns of Economic Integration in Europe Teacher responsible: Dr Waltraud Schelkle, J210

Availability: Recommended for students of MSc European Politics & Governance. Not available for MSc European Political Economy: Integration students. Other Master students may take this course with the permission of the teachers responsible. A basic understanding of economic concepts is essential which is why the attendance of EU409 in Mt is highly recommended. Core syllabus: The purpose of this course is to analyse the process of European monetary integration, with particular attention to the role of politics in this process, how the process changed institutional frameworks in the member-states, and how political-economic actors reorganized both in the run-up to EMU and after the introduction of the Euro.

Content: This course will ask the following questions: how and why did the European Union develop the EMU project?; what is distinctive about the mode of governance for EMU?; what are the challenges for member states in adjusting to the discipline of the 'euro-zone'?: what issues arise for the EU in managing relations between member states in the euro-zone and those outside?

Teaching: Lectures 10 (weekly LT); Seminars 10 (weekly LT), one revision lecture and one seminar in ST (first and second weeks respectively).

Reading list: Essential preliminary reading; L Tsoukalis, The New European Economy Revisited, 3rd edn, Oxford University Press 1997; K Dyson & K Featherstone, The Road to Maastricht, Introduction, Oxford University Press, 1999; C Crouch (Ed), After the euro, Introduction, Oxford University Press, 2000.

Assessment: Students, other than MSc Integration students (see EU444), write a two-hour examination in June.

EU450

European Union: Contemporary Issues Teacher responsible: Maurice Fraser

Availability: Compulsory for all European Institute MSc and PhD students Core syllabus: A programme is fixed at the start of each term. Content: Major issues of politics, and public policy in the EU and its member states. Visiting speakers from all parts of the EU. Teaching: 16 lectures/seminars, EU450, (fortnightly M, weekly L). Assessment: There is no examination for this course

EU451

Post Communist Politics and Policies

Teachers responsible: Professor D Lieven, L102 and Professor M Light, D411 Availability: Recommended to students taking the MSc Russian and Post-Soviet Studies or the MSc European Political Economy: Transition and students taking the MSc option in Soviet and Post-Soviet Foreign Policy, IR425. Core syllabus: A programme is fixed at the start of each term. Content: The course, open to all graduates and staff interested in contemporary problems of the former Soviet bloc, draws on visiting speakers from Britain, Eastern Europe and elsewhere.

Teaching: 20 seminars, EU451, (weekly, M,L).

Assessment: There is no examination for this course.

Gender Theories in the Modern World: an Interdisciplinary Approach

Teachers responsible: Dr R C Gill, B508 and Dr C Hemmings, B509 Availability: This is a compulsory course for students on the MSc Gender. MSc Gender (Research), MSc Gender and Development, MSc Gender and Social Policy and MSc Gender and the Media.

Core syllabus: The course aims to enable students to: Consider theories of gender from a range of disciplinary perspectives; Develop a critical appreciation of different theories of gender; Use theories of gender relations to inform their

appreciation of existing work in their own disciplines and in an interdisciplinary context; Use the analysis of gender relations as a basis for research. Content: This is a full unit. It begins with a review of the formative influences on the development of gender theory, including the sex/gender and nature/culture distinctions, 'race'/whiteness, psychoanalysis, sexualities, masculinities, postmodernism/discourse theory, and queer theory. The course includes a number of sessions on gender, culture and global feminism, addressing issues of cultural relativism, human rights, and multiculturalism. The course considers the impact of gender analysis on key areas of social science investigation, usually including political representation, gender and the media/popular culture, gender at work.

Teaching: The course is taught in 20 x 1.5 hour sessions (GI400) plus 20 x one-hour seminars. It is divided into blocks of discipline-oriented lectures and linked seminars. In addition there will be 4 weekly x two-hour studentled dissertation workshops with specific themes in the LT, which are compulsory for all Gender Institute programmes.

Reading list: The following are recommended readings. A comprehensive reading list will be handed out at induction.C Bulbeck, Re-Orienting Western Feminisms: Women's Diversity in a Postcolonial World, Cambridge, (1998); J Butler, Gender Trouble, Routledge, New York & London (1999); I Grewal & C Kaplan (Eds), Scattered Hegemonies: Postmodernity and Transnational Feminist Practices, Minneapolis Press (1994); P Hill Collins, Black feminist thought: knowledge, consciousness, and the politics of empowerment, Unwin Hyman (1990); N Kabeer, Reversed Realities: Gender Hierarchies in Development Thought, Verso (1994); M MacDonald, Representing Women, Arnold (1997); C T Mohanty, A Russo & L Torres, Third World Women and the Politics of Feminism, Indiana, 1991; U Narayan, Dislocating Cultures: Identifies Traditions and Third World Feminism, Routledge, 1999; L Nicolson (Ed) Feminism/Postfeminism. Routledge. New York (1990): J Squires, Gender in Political Theory, Polity Press (1999); L Van Zoonen, Feminist Media Studies, Sage (1995); S Watson & L Doyal (Eds), Engendering social policy, Open University Press (1999); I Whelehan, Overloaded: popular culture and the future of feminism, The Women's Press (2000); N Yuval-Davis, Gender and Nation, Sage (1997).

Assessment: Two-hour written examination (50%) and two essays, each of not more than 3,000 words (20% and 30% respectively).

GI402 Half unit

Gender: Epistemology & Research Methodology Teacher responsible: Dr C Hemmings, B509

Availability: This is a compulsory component for MSc Gender (Research) and is recommended for MSc Gender, Gender MPhil/PhD students in the first year of registration but also available to other suitably qualified students. Core syllabus: The course aims to enable students: To explore key questions of epistemology and methodology in relation to the analysis of gender relations. To explore the key questions in differing social science disciplines. To examine the scope and analytical purchase of the concept of gender in the social sciences. To explore some of the ethical issues inherent in research undertaken from a gendered perspective, and particularly those of positionality and location. To link this short course with some of the issues which will arise for students when researching and writing their dissertations and other pieces of research work.

Content: The course itself traces the challenges to epistemological, methodological and interpretative frameworks that have come from within gender studies, and research focusing on gender. The focus will be explicitly interdisciplinary with the intention of marking out what is distinctive about feminist research. The course will be divided into two parts: Part One: Histories and Theories of Feminist Knowledge examines claims for a specifically gendered knowledge in research, and highlights the questions about this raised by black, post-modern and postcolonial feminist theorists. Part Two: Issues in Methodology explores debates in the practice of feminist research, with a particular focus on how the approaches in part one translate into the research field. Students will also be introduced to the variety of feminist research methods and develop the skills for assessing the appropriate methodological approach to a given research project. Teaching: 10 x two-hour introductory lectures and discussion; 10 x onehour workshops for practical application of issues to students' own work. Reading list: L Alcoff & E Potter (Eds), Feminist Epistemologies, Routledge, New York (1993); Patricia Hill Collins, Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment, Routledge, New York (2000); Mary Margaret Fonow & Judith A Cook (Eds), Beyond Methodology: Feminist Scholarship as Lived Experience, Indiana University Press (1991);Sandra Harding (Ed), Feminism and Methodology: Social Science Issues, OUP and Indiana University Press (1987); M Maynard & J Purvis (Eds), Researching Women's Lives from a Feminist Perspective, Taylor and Francis, London (1994); Uma Narayan & Sandra Harding (Eds), Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World, Sage (2000); Caroline Ramazanolgu & Janet Holland, Feminist Methodology: Challenges and Choices, Sage (2002).

Assessment: 50% written Assessment (research proposal and choice of essay or methodology review) to be submitted at the beginning of LT, and one two-hour unseen exam in June (50%).

GI403 Half unit Gender and the Media

Teacher responsible: Dr R C Gill, B508

Availability: Available to all suitably qualified students. It is especially recommended to those students on MSc Gender and is a compulsory course for students on MSc Gender and the Media.

Core syllabus: This course aims to enable students:

To apply a range of theoretical and methodological approaches to the study of the media, To think critically about representations of gender in a range of different media; To examine changing representations of gender in the context of wider social changes; and To think critically about questions concerning the interpretation and use of different media and their products. Content: The course uses examples, mainly drawn from Anglo-American media to examine key issues and controversies in theories of the gendermedia relation, concerning representation, audiences and cultural politics eg how useful are the notions of objectification and ideology for understanding contemporary advertising? A variety of theories are discussed, including Marxism, feminisms, postmodernism, semiotics and psychoanalysis.

Teaching: 10 x three-hour integrated lectures and seminars. Students are expected to carry out directed readings, and to maintain familiarity with contemporary UK media.

Reading list: I Whelehan, Overloaded: Popular culture and the future of Feminism, The women's press, London (2000); L Van Zoonen, Feminist Media Studies, Sage (1994); M MacDonald, Representing Women: Myths of Femininity in Popular Media, Edward Arnold (1995); S Cohan & I R Hark (Eds), Screening the Male: Exploring Masculinities in Hollywood Cinema, (chapters by Neale, Wiegman, Fuchs) Routledge (1993); J Stacey, Star Gazing: Hollywood Cinema and Female Spectatorship, Routledge (1994); M Meyers, Mediated Women, Representations in Popular Culture Hampton Press, NJ (1999); A Hall, Delights, Desires and Dilemmas: Essays on Women and the Media, Praeger, London (1998)

Assessment: One assessed essay of not more than 3,000 words to be submitted at the beginning of the LT (50%), and one two hour unseen examination in June (50%).

GI404 Half unit

Gender and Post-Colonial Theory Teacher responsible: To be announced

Availability: Available to all suitably gualified students. It is especially recommended to those students on MSc Gender and MSc Gender and Development.

Core syllabus: This course is designed to provide an introduction to some of the main authors and themes within postcolonial theory with a special focus on the intersections between gender and postcolonial theories. Both postcolonial and gender theories offer critiques of modernist conceptions of the subject, foregrounding issues of power. They also raise important methodological questions for understanding political, economic and social relations in the postcolonial era. The sessions will be run in such a way as to enable students to critically engage with the complex concepts, and sometimes difficult texts of postcolonial theory. Therefore it is essential that the set texts are read prior to the sessions and students come prepared to participate and raise questions.

Content: The course focused on in-depth readings and historical and political contextualisation of key authors such as Edward Said, Frantz Fanon and Homi Bhabha. Feminist interventions in the field of postcolonial studies. highlighting critiques of postcolonial 'forefathers' and mainstream feminist theory. Particular arenas (case studies) of importance to the development of postcolonial feminist thought, namely sexuality, the veil and resistance. Teaching: 10 x two hour integrated lectures and seminars.

Reading list: J Alexander & C T Mohanty, Feminist Genealogies, Colonial Legacies, Democratic Futures, Routledge, New York (1997); Homi K Bhabha, The Location of Culture, Routledge (1994); A Brooks, Postfeminisms, Feminism, Cultural Theory and Cultural Forms, Routledge (1977); Fanon Frantz, Black Skin/White Masks, Grove Press, New York (1967); A Loomba, Colonialism/postcolonialism, Routledge (1998); J M John, Discrepant Dislocations: Feminism, Theory, and Postcolonial Histories, University of California Press (1996); D Landry & G MacLean (Eds), The Spivak Reader, Routledge (1995); M Marchand & J Parpart, Feminism, Postmodernism and Development, Routledge (1997); A McClintock, Imperial Leather: Race, Gender and Sexuality in the Colonial Contest, Routledge (1995); C T Mohanty, A Russo & L Torres (Eds), Third World Women and the Politics of Feminism, Indiana Press (1991): Edward W Said. Orientalism. Penguin (1987).

Assessment: There will be one assessed essay of 2,500 words to be submitted at the end of the term and a two-hour unseen examination in June. The essay will comprise 25% of the final grade and the examination the other 75%.

GI405 Half unit

Rethinking the Sexual Body: Theories, Cultures and Practices

Teachers responsible: Dr R C Gill, B508 and Dr C Hemmings, B509 Availability: The course will run as part of the Gender Institute's master programmes, but will also be available to students from other masters or PhD programmes who can provide evidence of prior knowledge of gender theory. Core syllabus: The purpose of this course is to provide a forum for students to consider the relationship among bodies, genders and sexuality both in terms of theoretical frameworks within gender studies, and in terms of a range of sites (examples above) where those theoretical approaches become material are negotiated or shifted. In addition theoretical or cultural histories of terms. approaches and cultural forms will be given where appropriate with particular attention to the historical slippage among racial, sexual and classed bodily signs. The course is a fully interdisciplinary innovation, which emphasises the links rather than differences between theory and practice; reality and fantasy; and between cultural, material and historical approaches to the body, gender and sexuality.

Content: Feminist theory has long understood the relationship between the sexed body, gender and sexuality as central to its theoretical, epistemological and political practice. Thus second wave feminist theorists have argued that gender is socially constructed, heterosexuality is a compulsory institution, and the sexed body is either the ground of these discourses, or discursively produced in turn. The advent of post-structuralist approaches in particular, has suggested that the body and sexuality, as well as gender, are social and politically constrained and reproduced. These debates take place in a variety of different contexts, and with a range of 'objects', and are in turn modified by those contexts. Thus feminist concerns over reproductive rights raise questions about the role of medical institutions in shaping contemporary sexuality and the status of a mother's body. Questions of HIV/AIDS raise concerns over moral and social regulation of sexual practices and the integrity and boundaries of the body. And transsexual surgery and body modifications such as tattooing and piercing suggest fluidity of both sexuality and the sexed body itself.

Teaching: Teaching: two-hour integrated lecture/seminar.

Reading list: K Davies, Embodied Practices: Feminist perspectives on the body, Sage (1997); J Ussher, Body Talk: the Material and Discursive Regulation of Sexuality, Madness and Reproduction, Routledge (1997); L Bland & L Doan, Sexology in culture: labelling bodies and desires, Polity (1998); L A Stoler, Race and the Education of Desire, Duke University Press (1995); C Waldby, AIDS and the body politic biomedicine and sexual difference, Routledge, New York (1996); G Chauncey, Gay New York: Gender, urban culture, and the making of the gay male world, 1890-1940. Basic Books, New York (1994); J Prosser, Second Skins: the Body Narratives of Transsexuality, Columbia University Press (1998); D Marks, Disability: Controversial Debates and Psychosocial Perspectives, Routledge (1999); M. Featherstone, Body Modification, Sage (2000); K Davies, Reshaping the Female Body. The dilemma of cosmetic surgery, Routledge, New York (1995); J Holland, C Ramazonoglu et al, The Male in the Head: Young People, Heterosexuality and Power. The Tufnell Press (1998)

Assessment: One assessed essay to be submitted at the at the beginning of the ST (25%), and one two hour unseen examination in June (75%).

GI406 Half unit

Feminist Political Theory

Teacher responsible: Professor A Phillips, B505

Availability: For MSc Political Theory, MSc Gender, MSc Gender and Development, MSc Gender and the Media, MSc Gender and Social Policy. Other graduate students may attend by permission.

Core syllabus: This course discusses approaches and issues in feminist political theory, focusing particularly on the relationship between feminism and liberalism.

Content: Topics likely to be addressed include: liberalism as the new patriarchalism; individualism and autonomy; justice versus care; feminist models of democracy and political representation; embodied identity and the politics of difference; Issues considered are likely to include abortion, pornography and multiculturalism.

Teaching: 10 lectures/seminars in the LT.

Reading list: A detailed list will be handed out at the beginning of the course. The following is an indicative list: J Squires, Gender in Political Theory; A Phillips (Ed), Feminism and Politics; W Brown, States of Injury; S Moller Okin, Justice, Gender and the Family.

Assessment: Two-hour unseen written examination in June.

GV402 Half unit

Empire and its Consequences: Comparisons, Concepts, Conclusions

Teachers responsible: Professor D Lieven, K208 and Dr Z Shakibi, K307 Availability: MSc Comparative Politics students. Core syllabus: The course compares the nature, rise and fall of empires,

and the consequences of their collapse

Content: The course begins with a study of twentieth-century geopolitics and theories of imperialism and neo-colonialism. It looks at theories of bureaucratic empire and at the nature of autocratic rule. It provides professional training for would-be emperors. It compares empires' strategies for managing multiethnicity and ethnic nationalism, as well as the causes of empires' decline. It studies the impact of empire's loss on metropolitan peoples and polities, as well as the impact of empire's heritage on the consolidation of democracy in former colonies. It asks why empire has ceased to be the predominant form of polity during the twentieth century and what aspects of empire still exist in the contemporary world.

Teaching: Five lectures and 10 seminars in the LT.

Reading list: M E Yapp, The Making of the Modern Near East 1792-1923, 1987; 5 Naquin & E S Rawski, Chinese Society in the Eighteenth Century, 1987; D K Fieldhouse, The Colonial Empires, 1965; E Owen & R Sutcliffe (Eds), Studies in the Theory of Imperialism, Longman, 1972; P Dibb, The Soviet Union: The Incomplete Superpower, 1986; A Bacevich, American Empire, Harvard, 2002. Assessment: Two-hour unseen written examination in June (75% of the marks) and the term essay (25% of the marks).

GV403 Half unit

Network Regulation

Teachers responsible: Dr M Thatcher, K305 (on leave) and Dr Martin Lodo= 1309

Availability: This is an optional paper for MSc Public Policy and Ad ration, MSc Regulation, and MSc Media and Communications ons. Other MSc students may take this course only with prior sion of the course convenor.

Corre syllabus: The course explores analytic issues in utilities regulation from a generic and comparative perspective. The first part of the course focuses on the history of provision of utility services and economic regulation, nationalisation, privatisation and deregulation. The second part of the courses examines the experience of regulation in the telecommunications, energy, water and other utilities. In these case studies particular emphasis will be placed on the literature on deregulation and post-privatisation utility regulation. Cross-national comparison will be encouraged.

Content: Topics include: The nature of utilities and network services; public enterprise as 'regulation'; processes and styles of privatisation; understanding privatisation and deregulation; regulatory techniques; comparing national and sectoral approaches towards network regulation, network regulation and development, the design of regulatory regimes.

Teaching: 10 weekly two-hour seminars in LT in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate. Two revision sessions in ST.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Reading list: D Newberry, Privatisation, Restructuring and Regulation of Network Utilities, MIT Press (2000); R Baldwin & M Cave, Understanding Regulation, OUP (1999); D Helm & T Jenkinson, Competition in Regulated Industries, Oxford University Press (1998); T Prosser, Law and The Regulators, OUP, 1997; C D Foster, Privatization, Public Ownership and the Regulation of Natural Monopoly, Blackwell, 1992; C Veljanovski, Selling the State, Weidenfeld and Nicolson, 1987; M Bishop, J Kay & C Mayer, Privatization and Economic Performance, OUP, 1995; M Armstrong, S Cowan & J Vickers, Regulatory Reform, MIT Press, 1994; C Hood, Explaining Economic Policy Reversals, Open University Press, 1994; M Thatcher, The Politics of Telecommunications, Open University Press 1999.

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for Assessment to be submitted by the end of the first week of the term following the conclusion of the course

GV404 Half unit

Empire and Imperialism: Case Studies

Teachers responsible: Professor D Lieven, K208 and Dr Z Shakibi, K307 Availability: MSc Comparative Politics.

Core syllabus: The course looks at the elements of imperial power (military, economic, political, cultural, ideological, demographic and geographical) in specific polities and eras.

Content: Definitions of empire and imperialism. The sources of imperial power and the nature of imperial rule are then studied in the following polities: Rome and Byzantium; China from the Han empire to the PRC; Ottoman and Islamic empire; the Habsburg empire; the English and British empires; tsarist empire and the USSR; the USA as a global empire? The EU as the rebirth of European empire? Contemporary India and Indonesia. The aim is to see how the dilemmas of empire have changed over time, how they have been handled by various polities and cultures, and whether some contemporary polities still face traditional dilemmas of empire.

Teaching: 10 lectures and 10 seminars in the MT. Two seminars in the ST. Written work: Students must make one oral presentation, and must write one term essay of not more than 2,500 words and one one-hour mock exam essav

Reading list: D Lieven, Empire, 2000; M Doyle, Empires, 1986; S Finer, The

History of Government, 1997; R Mantran (Ed), Histoire de l'Empire Ottoman, 1989; C Blunden & M Elvin, Cultural Atlas of China, 1983; P J Marshall, Cambridge Illustrated History of the British Empire, 1996; G Lundestad (Ed), The Fall of Great Powers, 1994. Assessment: Two-hour unseen written examination in June (75% of the marks) and the term essay (25% of the marks).

GV405 Half unit

Methods in Political Theory - Seminar Teacher responsible: Dr Christian List, L100

Availability: Compulsory for all MSc Political Theory students, available to other Politics MSc students subject to space and with prior consent of the MSc Political Theory course director.

Core syllabus: The nature of political theorizing. Content: This course provides an introduction to methodological issues and controversies relevant to political theorizing. The course consists of three parts: (i) Logic, argumentation and inference, (ii) science and social science, (iii) normativity and values. In the first part, students will be introduced to key logical concepts, such as consistency and validity of arguments, and to different forms of inference, including basic probabilistic concepts relevant to the understanding of scientific inference. In the second part, students will be introduced to some basic issues in the philosophy of science and social science. such as the nature of explanations and theories, the concept of truth in science and social science, the controversies between realist and instrumentalist accounts of science, and to some examples of social science paradigms. including rational choice theory. In the third part, students will be introduced to methodological issues that are specific to moral and political theorizing, such as basic meta-ethics, the nature of values and norms, the controversies between universalism and relativism, the idea of reflective equilibrium, and the role of political theory and its connection to the rest of political science. Teaching: The course meets for 12 two-hour seminars in the MT, LT and ST.

Reading: Mark Sainsbury: Logical Forms: An Introduction to Philosophical Logic; Michael Martin & C Lee McIntyre (Eds), Readings in the Philosophy of Social Science; Michael Smith: The Moral Problem Assessment: Two-hour written unseen examination in June.

GV408 Half unit

Contemporary Disputes about Justice Teachers responsible: Dr Katrin Flikschuh and Dr C Fabre, K301 (on leave)

Availability: For MSc Political Theory. Students from other programmes may take this course, subject to space.

Content: A critical analysis of the debates about justice following the publication of John Rawls's A Theory of Justice in 1971. Topics: global justice, justice between generations, communitarianism and libertarianism Teaching: 10 two-hour seminars in the MT and two two-hour revision seminars in the third and fourth weeks of the ST.

Reading list: W Kymlicka, Contemporary Political Philosophy, J Rawls, A Theory of Justice; M Walzer, Spheres of Justice; A MacIntyre, Whose Justice? Which Rationality?

Assessment: Two-hour unseen written examination in June.

GV410 Half unit

Feminist Political Theory

Teacher responsible: Professor A Phillips, B505 Availability: For MSc Political Theory, MSc Gender, MSc Gender and Development, MSc Gender and the Media, MSc Gender and Social Policy. Other graduate students may attend by permission

Core syllabus: This course discusses approaches and issues in feminist political theory, focusing particularly on the relationship between feminism and liberalism

Content: Topics likely to be addressed include: liberalism as the new patriachalism; individualism and autonomy; justice versus care; feminist models of democracy and political representation; embodied identity and the politics of difference; issues considered are likely to include abortion, pornography and multiculturalism.

Teaching: 10 seminars in the LT.

Reading list: A detailed list will be handed out at the beginning of the course. The following is an indicative list: J Squires, Gender in Political Theory; A Phillips (Ed), Feminism and Politics: W Brown, States of Injury: S Moller Okin, Justice, Gender and the Family.

Assessment: Two-hour unseen written examination in June.

GV412 Half unit

Methods and Controversies in the History of Political Thought: the Continental Tradition

Teacher responsible: Professor J Coleman, L204 Availability: For MSc Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history. Core syllabus: This seminar is concerned with the methods and

presuppositions in studying the history of political thought, especially as developed by French, German, Italian and other continental philosophers and historians

Content: The seminars will explore the following themes: history as a mode of thought, the philosophy of history and the history of philosophy, what is the past and ways in which it might be known, varieties of discourse: practical, scientific, historical, linguistic, causation, events, explanation, representation, Understanding the problems in the historical interpretation of politics will be considered in relation both to general histories of political thought and events, and also to the history of specific ideas such as liberty, reason, natural law. Teaching: 10 seminars in the MT and two seminars in the first and second

Written work: Students are expected to write two essays.

weeks of the ST.

Reading list: The texts discussed vary from year to year but may include works by Hegel, Marx, Nietzsche, M Weber, Mannheim, Koselleck, Gadamer and Foucault. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.

Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

GV413 Half unit Not available in 2003/04 Methods and Controversies in the History of Political Thought: the Anglo-American Tradition Teacher responsible: Professor J Coleman, L204

Availability: For MSc Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history. Students should have completed GV412.

Core syllabus: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by British and American philosophers and historians.

Content: The seminars will explore the following themes: history as a mode of thought, the philosophy of history and the history of philosophy, what is the past and ways in which it might be known, varieties of discourse: practical, scientific, historical, linguistic; causation, events, explanation, representation. Understanding the problems in the historical interpretation of politics will be considered in relation both to general histories of political thought and events, and also to the history of specific ideas such as liberty, reason, natural law etc.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts discussed vary from year to year but may include works by: Collingwood, Oakeshott, Skinner, Butterfield, Bury, Gallie, P Burke, Pocock, Passmore, Rorty, Hexter, Dray, Popper, Lovejoy, Kuhn, Macpherson, Minogue, Coleman etc. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.

Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV414 Half unit Not available in 2003/04 Greek Political Theory: Thought and Action in Plato's Political Theory

Teacher responsible: Professor J Coleman, L204

Availability: For MSc Political Theory and other intercollegiate MSc students, with permission. Also available to PhD students from other departments who may find it useful for their dissertations.

Core syllabus: The course will be concerned with the following themes: the trial and death of Socrates, Socratic method, the Sophists, Platonic epistemology, nature and convention, the idea of techne, attitudes to education, punishment, freedom, virtue, rationality, friendship, law, justice and equality

Content: The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between thought and action in Plato's philosophy.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts to be discussed will be: Plato, Apology of Socrates, Crito, Protagoras, Gorgias, Republic, (Timaeus, Laws). An extensive supplementary reading list of critical studies will be handed out at the beginning of the course. J Coleman, A History of Political Thought from Ancient Greece to early Christianity (Blackwell, 2000) should be useful. Assessment: The examination will take place in June and will consist of a

formal and unseen two-hour paper.

GV415 Half unit Greek Political Theory: Thought and Action in Aristotle's Political Theory

Teacher responsible: Professor J Coleman, L204 Availability: For MSc Political Theory and other intercollegiate MSc

students, with permission. Also available to PhD students from other departments who may find it useful for their dissertations.

Core syllabus: The course will be concerned with the following themes: Aristotle's teleology (in relation to that of Plato), eudaimonia (human happiness and well-being), the virtues, universal and particular justice, friendship, political engagement in relation to philosophical contemplation, attitudes to education, punishment, law, freedom, rationality, merit and equality, and Aristotelian epistemology.

Content: The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between thought and action in Aristotle's philosophy.

Teaching: 10 seminars in the LT and two seminars in the first two weeks of the ST

Written work: Students are expected to write two essays.

Reading list: The texts to be discussed will be: Aristotle, Nicomachean Ethics and Politics, with reference to the De Anima, and some of the logical and rhetorical works. An extensive supplementary reading list of critical studies will be handed out at the beginning of the course. Janet Coleman, A History of Political Thought from Ancient Greece to early Christianity (Blackwell 2000) should be useful

Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV418 Half unit

Political Thinking in Britain at the end of the 20th Century Teacher responsible: Professor R Barker, K100

Availability: For MSc Political Theory and other MSc students, by permission of the teacher responsible.

Core syllabus: Continuities and discontinuities in political thinking at the end of the 'short twentieth century'.

Content: The relative fortunes of socialism, conservatism, liberalism and feminism and the relevance of distinctions between left and right. Teaching: 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Written work: Students will write two essays.

Reading list: R Barker, Political Ideas in Modern Britain in and after the Twentieth Century; D Miller, Market, State and Community; R Barker, Politics, Peoples and Government: Roger Eatwell & Anthony Wright (Eds), Modern Political Ideologies; Paul Hirst (Ed), The Pluralist Theory of the State; F A Hayek, The Road to Serfdom; Hilary Wainwright, Agenda for a New Left. (A full reading list and lecture and seminar programme will be issued at the beginning of the course.)

Assessment: Two-hour unseen written examination in June

GV425 Half unit

Legitimation and Government

Teacher responsible: Professor R Barker, K100

Availability: For MSc Political Theory. Other graduate students may follow this course with permission from the teacher responsible.

Core syllabus: An introduction to theories of the legitimation of government, and to legitimation as an activity engaged in, and contested, by rulers, subjects, and rebels. Such a theory of legitimation is distinguished from the normative evaluation of regimes. The relation between legitimation and identification.

Content: Legitimacy and legitimation. The historical activity of legitimation. Political science, legitimation, and legitimacy. The use, scope, and function of a theory of legitimation. Identification. Legitimation as an activity of government. Elites and government. Subjects and citizens, democracy and legitimation. Rebels and vigilantes.

Teaching: 12 seminars, 10 in the MT, two in the first and second weeks of ST. Written work: Students will write two essays.

Reading list: Rodney Barker, Political Legitimacy and the State (Clarendon, 1990); Rodney Barker, Legitimating Identities (Cambridge, 2001); David Beetham, The Legitimation of Power (Macmillan, 1991); William Connolly (Ed), Legitimacy & the State (Blackwell, 1984); Thomas M Franck, The Power of Legitimacy Among Nations (OUP, New York, 1990); T H Rigby & Ference Feher (Eds), Political Legitimation in Communist States (Macmillan, 1982). (A full reading list and lecture and seminar programme will be issued at the beginning of the course.)

Assessment: Two-hour unseen written examination in the ST.

GV427 Half unit

Democracy and Democratization in East and South Asia Teacher responsible: Dr C Lin, L202

Availability: For MSc Comparative Politics and MSc Development Studies,. Students from other MSc programmes are welcome to take the course with the permission of the teacher responsible.

Core syllabus: Recent political developments in East and South Asia: how the idea of democracy has been contested and evolved in the region and in some cases oriented social changes to regime transformation.

Content: Historical and international stimuli and obstacles to democracy and democratisation in the region. Development and democracy; modernisation and democratisation as non-parallel developments. Alternative and diverse

Asian paths to political modernity. Democracies compared, mainly Japan and India: and experiences of democratic transition in the Asian NICs. Debates over 'Asian values', human rights and authoritarianism. Transformation of Communism in China, Vietnam, and North Korea. The politics of ethnic nationalism, religions and ideologies. Postcolonial nation-building and institutional choices. Changing regional order in globalisation and world politics. Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST. A 30-minute lecture at the beginning of each seminar. Written work: Students are required to write two course essays, each around 1,500 words.

Reading list: J Bauer et al (Eds), The East Asian Challenge for Human Rights (1999); D A Bell et al, Towards Illiberal Democracy in Pacific Asia (1995); M Chadha, Building Democracy in South Asia (2000); A Chan et al, Transforming Asian Socialism (1999); C Johnson, Japan: Who Governs? (1995); M Leifer (Ed), Asian Nationalism (2000); D Potter et al (Eds), Democratization (1997); L Pye, Asian Power and Politics (1985).

Assessment: Two-hour unseen written examination in June (100%).

GV431 Half unit **Nations and Nationalism**

Teachers responsible: Dr W Kissane, L101

Availability: Students who wish to take this course, and who are not registered for the MSc in Comparative Politics, must sign up to request to do this course with the MSc Programme Manager in the first week of the MT. Core syllabus: This course examines explanatory accounts of the development of nationalism and the political consequences of nationalism and the ideal of the nation-state. It combines political philosophy, historical sociology and comparative political science to examine through comparative case studies the validity of doctrines and theories about nationalism.

Content: The concept of nationalism and the nation-state and their rival interpretations. Sociological theories of nationalism. Nation-building and the state. Nationalism and colonialism. The geo-politics of nationalism. Nationalism and culture. The future of nationalism. Teaching: 10 seminars in the MT.

Written work: Students must make word-processed presentations and write two short essays during the course.

Reading list: E Gellner, Nations and Nationalism; E Kedourie, Nationalism; P Alter, Nationalism; J Mayall, Nationalism and International Society; H Seton-Watson, Nations and States; A Smith, Theories of Nationalism, Assessment: Two-hour unseen written examination in lune

GV432 Half unit Government and Politics in China

Teacher responsible: Dr C Lin, L202

Availability: For MSc Comparative Politics. Students from other MSc programmes are welcome to take the course with the permission of the teacher responsible.

Core syllabus: Historical background and nature of current economic, social and political transformation in Communist China and rival theoretical explanations for the change in the context of the contested processes of globalisation.

Content: Often in comparison with other post communist societies, other Asian states and other developing countries, discussions of China will cover the following topics: Historical and international contexts including geography and demography, geopolitics and market integration; allocation of central and local state power, bureaucracy as tradition and as invention; social structure and organisation; citizenship and its ethnic, class and gender dimensions; ideology, political culture, and the questions of democracy and human rights; 'one country, multiple systems'; cultural and political nationalism; political economy and development; modernity and modernisation.

Teaching: 10 seminars in the MT and two seminars in the first and second weeks of the ST. A 30-minute lecture at the beginning of each seminar. Written work: Students are required to write two course essays, each around 1,500 words.

Reading list: D Solinger, China's Transition from Socialism (1993); M Meisner, The Deng Xiaoping Era (1996); P Nolan, China's Rise, Russia's Fall (1995); B Naughton, Growing Out of the Plan (1996); J Unger (Ed), Chinese Nationalism (1996): S Shirk, The Political Logic of Economic Reform in China (1993); W Tang & W Parish, Chinese Urban Life Under Reform (2000); R Weatherly, The Discourse of Human Rights in China (1999).

Assessment: Two-hour unseen written examination in June.

GV436 Half unit National and Ethnic Conflict Regulation

Teacher responsible: Dr S Bose, L208

Availability: All students, including those registered for the MSc in Comparative Politics, who wish to take this course must apply for enrolment with the MSc Programme Manager (Govt_MSc_Admin@lse.ac.uk) by the end of the second week of the MT. They must state the MSc programme they are taking, their reasons for wishing to take the course, and must leave their address (preferably e-mail). They will be informed guickly of the teachers' decisions. This is a high-demand course so enrolment is not guaranteed.

Core syllabus: This course examines the strategies available to states and politicians seeking to regulate national and ethnic conflict; when particular strategies are employed; and the conditions under which they 'succeed'. The literature drawn upon includes political philosophy, policy analysis, international relations and political sociology.

Content: Defining national and ethnic conflict. Strategies for eliminating national and ethnic differences (genocide, mass-population transfers, partition-secession, integration-assimilation) and strategies for managing national and ethnic conflict (hegemonic control, third-party intervention (including arbitration), federalism-autonomy, and consociation). Case-studies of countries with protracted national and ethnic conflict. Negotiating ethnic peace accords. Affirmative action and multi-culturalism and their critics. Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Written work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course. Reading list: J McGarry & B O'Leary, The Politics of Ethnic-Conflict Regulation: Case Studies of Protracted Ethnic Conflicts; A Lijphart, Democracy in Plural Societies; D Horowitz, Ethnic Groups in Conflict; J Montville, Conflict and Peacemaking in Multiethnic Societies; C Taylor, Multiculturalism and the Politics of Recognition.

Assessment: Two hour unseen written examination in June.

GV437 Half unit Not available in 2003/04 Politics and Policy in Latin America

Teacher responsible: Professor G Philip, K205 (on leave 03-04) Availability: For MSc Comparative Politics, MSc Comparative Politics (Latin America) and others. Students should have already attended either GV467 or GV443.

Core syllabus: The relationship between history, politics and the making of economic policy in Latin America.

Content: The course considers the relationship between politics and policy making in four countries. These are Argentina, Peru, Venezuela and Mexico. The course will consider the way in which the political systems in these countries have been shaped by their various histories and also at policymakers' efforts to combine successful economic policymaking with democratic government.

Teaching: 10 seminars in the LT and one seminar in the third week of the ST. Reading list: D S Palmer, Shining Path of Peru; G Di Tella & R Dornbush, The Political Economy of Argentina; G Philip, The Presidency in Mexican Politics; R Camp, Politics in Mexico; J Buxton, The Failure of Political Reform in Venezuela. Assessment: One two-hour unseen written examination in June

GV438 Half unit Not available in 2003/04 **Religion and Politics**

Teacher responsible: Mr J Madeley, K304 (on leave 03-04) Availability: Students, including those registered for the MSc in European Politics and Governance, who wish to take this course must sign up to request to do this course with the MSc Programme Manager in the first two weeks of the MT. They must state the time and date of their application, the MSc course they are taking, their reasons for wishing to take the course, and must leave their e-mail address. They will be informed quickly of the teacher's decision.

Core syllabus: The aim of this MSc course is to provide a survey of theoretical and substantive issues which arise from the analysis of contrasting patterns of relationship between 'church and state'/religion and politics. The primary but by no means exclusive - focus is upon the analysis of these issues as they have arisen in the West across time.

Content: The course begins with an examination of some general propositions, then moves to a brief comparative survey of the major religious traditions of the world (Hinduism, Buddhism, Islam and Christianity) and their characteristic orientation to the polity. The development of diverse institutional patterns among the Abrahamic religions (Judaism, Islam and the various branches of Christianity) is then reviewed more intensively. Two case studies (the Northern Ireland conflict and the Iranian Revolution) are treated at some length in order to illuminate the connections between religion on the one hand and ethnic conflict and Islamist revolution respectively on the other. The final part of the course focuses on the political impact of the religious factor in the modern era, from the periods of the Reformation and French Revolution, through the formation of party systems and on to the recrudescence of ethnoreligious conflicts, the impact of 'fundamentalism' and the purported emergence of a 'new politics' in the late twentieth century. Teaching: Starting at the beginning of the Lent term, 10 one-hour lectures (GV438.1) and 12 one-and-a-half-hour seminars (GV438.2): Introduction and set-up session, 10 seminars, plus a revision session. Course work: Students will be required to make topic presentations and write two essays.

Reading list: J Haynes, Religion in Global Politics; E Gellner, Postmodernism, Reason and Religion;D Martin, A General Theory of Secularisation; G Lewy, Religion and Revolution; S Berger (Ed), Religion in West European Politics; G Moyser (Ed), Religion and Politics in the Modern World; D Hanley (Ed), The Christian Democratic Parties: J Casanova, Public Religions in the Modern World,

Assessment: Two-hour unseen written examination in June.

GV439 Half unit

Government and Politics in Eastern Europe Teacher responsible: Dr V Dimitrov, L303

Availability: For MSc Comparative Politics, MSc Russian and Post-Soviet Studies, MSc European Politics and Governance, MSc European Political Economy: Transition, MSc European Political Economy: Integration and related disciplines.

Core syllabus: The course provides a critical assessment of the development of democracy in post-communist Eastern Europe, with an analysis of institutional structures, party systems, economic transition and ethnic problems. The course concludes by examining the impact of regional cooperation and European integration.

Content: The disintegration of Communist regimes. Constitution-making and the development of democratic party systems. Economic Transition: policy choices and strategies. Nationalism and ethnic conflict. The construction of a social welfare state. The development of public administration. Regional cooperation. Integration with the European Union and NATO.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST, optional attendance at the undergraduate lectures (GV246). Students are advised to familiarise themselves with both the LSE Library and the library of the School of Slavonic and East European Studies. Written work: Students are required to produce two word-processed essays. Teaching aids are distributed.

Reading list: R Crampton, Eastern Europe in the Twentieth Century, 2nd edn, 1997; A Przeworski, Democracy and the Market; G Schopflin, Politics in Eastern Europe; K Smith, The Making of EU Foreign Policy: The Case of Eastern Europe, 1998; S White, J Batt & P Lewis (Eds), Developments in Central and East European Politics 2, 1998; S Whitefield, The New Institutional Architecture of Eastern Europe.

Assessment: Two hour unseen written examination in June

GV441 Half unit

The State and Prosperity

Teacher responsible: Dr E Ringmar, K309

Availability: For MSc Comparative Politics. Also available to MSc Public Policy and Administration and MSc Development Studies students.

Core syllabus: To introduce students to contemporary discussions regarding the role of the state in the economy and provide a comparison of state intervention in different political settings and historical contexts.

Content: Comparative political economy. Examination of case studies, the relevance and validity of prominent arguments for and against state intervention in the economy.

Teaching: One two-hour seminar per week in the LT and two seminars in the third and fourth weeks off the ST.

Reading list: Robert Kuttner, Everything for Sale (1997); A Smith, The Wealth of Nations (1776); K Polanvi, The Great Transformation: The Political and Economic Origins of Our Time (1944/1975); G Esping-Andersen, The Three Worlds of Welfare Capitalism (1990); C Johnson, MITI and the Japanese Miracle: The Growth of Industrial Policy (1975); David Coates, Models of Capitalism (2000).

Assessment: Compulsory written work and a two-hour examination in the ST.

GV442 Half unit Not available in 2003/04 **Globalization and Democracy**

Teacher responsible: Professor David Held, L104 (on leave 2003-04) Availability: For students in the MSc in Comparative Politics. Other graduate students may follow this course with permission.

Core syllabus: The contemporary debate about globalisation raises profound questions about the changing nature and form of politics today. This course examines the debate, setting out the meaning of globalisation, and exploring its impact on the liberal democratic nation-state. The focus of the course is historical and comparative.

Content: The course Content will vary from year to year but will normally cover the following topics: 1) concepts of, and debates about, globalisation; 2) changing forms of political power and organized military might; 3) national cultures and cultural globalisation; 4) political economy i: trade and finance; 5) political economy ii: corporate structures and multinational companies; 6) global inequality and stratification; 7) migration; 8) forms of environmental globalisation; 9) governing globalisation.

Teaching: 10 seminars in the MT and two in the ST.

Written work: Students will produce two short pieces of work: an essay which may be based on their class presentation; and an empirical paper mapping the enmeshment of two liberal democratic nation-states in a key domain of global flows and networks.

Reading list: S Krasner, Sovereignty, Princeton, 1999; G Garrett, Partisan Politics in the Global Economy, CUP, 1999; D Held, A McGrew, D Goldblatt & J Perraton, Global Transformations, Polity Press, 1999; D Held & A McGrew (Eds), The Global Transformations Reader, Polity Press, 2000; D Held & A McGrew (Eds), Governing Globalization, Polity Press, 2002; P Hirst & G Thompson, Globalization in Question, 2nd edn, Polity Press, 1999; J A Scholte,

Globalization: A Critical Introduction, Palgrave, 2000; S Strange, The Retreat of the State, CUP, 1996; J Rosenau, Along the Domestic-Foreign Frontier, CUP, 1997; UNDP, Human Development Report, OUP, 1999; A Hurrell & N Woods (Eds), Inequality, Globalization and World Politics, OUP, 1999. Assessment: Two-hour unseen written examination in June.

GV443 Half unit

The State and Political Institutions in Latin America Teacher responsible: Dr F Panizza, L201

Availability: For MSc students in Comparative Politics. Other graduate students may follow the course with permission.

Core syllabus: The principal institutions influencing politics and economic policy-making in a Latin American context.

Content: Thematic study of political institutions in Latin America including the presidency, neopopulism, congress and political parties, the private sector, non governmental organisations and labour, accountability and human rights, clientelism, corruption and the rule of law.

Teaching: 10 lectures (GV443.1) and seminars (GV443.2) in the MT and one revision seminar in the first week of the ST.

Reading list: F Aguero, & J Stark (Eds), Fault Lines of Democracy in Post-Transition Latin America 1 Diamond et alDemocracy in Developing Countries Latin America; J Linz & A Valenzuela, The Failure of Presidential Democracy; E Epstein, Labour Autonomy and the State in Latin America; S Mainwaring, G O'Donnell & S Valenzuela, Issues in Democratic ConsolidationThe New South American Democracies in Comparative Perspective; S Mainwaring & T Scully, Building Democratic Institutions: Party Systems in Latin America; E J Bartelli & L A Payne, Business and Democracy in Latin America; I P Stotzky, Transition to Democracy in Latin America: The Role of the Judiciary; R Seider, Impunity in Latin America

Assessment: Two hour unseen written examination in June. 25% of the marks will be awarded via a 3,000 word essay to be handed in by 12 January 2004.

GV444 Half unit

Democracy and Development in Latin America Teacher responsible: Dr F Panizza, L201

Availability: For MSc students in Comparative Politics. Other graduate students may follow the course with permission Core syllabus: To study the relationship between political and economic

change in contemporary Latin America. Content: The crisis of the 'old model'; the politics of policy change, external

influences on economic reform; trading blocks and regional integration; poverty and inequality; the informal sector; beyond the Washington Consensus, the good governance debate; the second generation reforms. Teaching: 10 lectures (GV444.1) and (GV444.2) 10 seminars in the LT and

one revision seminar in the second week of the ST. Reading list: R Gawynne & C Kay, Latin America transformed: Globalization

and modernity; S Haggard & R Kaufman, The Politics of Economic Adjustment: W Smith, Democracy, Markets and Structural Reform in Contemporary Latin America; J Nelson & S Eglinton, Global Goals, ContentiousMeans; The World Bank, World Development Report 2000/2001. Attacking Poverty; H De Soto, The Other Path: the Invisible Revolution in the Third World; S Edwards, Crisis and Reform in Latin America: From Despair to Hope; P Oxhorn & P Starr, Markets and democracy in Latin America: conflict or convergence? H Veltmeyer, J Petras & S Vieux Neoliberalism and Class Conflict in Latin America; J Stiglitz, Globalization and its DisContents.

Assessment: Two-hour unseen written examination in June.

GV446

The Politics of Empire and Post Imperialism

Teachers responsible: Professor D Lieven, K208 and Dr Z Shakibi, K307 Availability: For students of the MSc International Relations and MSc Politics of the World Economy. Other MSc or MA students may take this course if permitted by their programme regulations and with the agreement of the Teachers responsible for this course.

Core syllabus: The course studies the elements of imperial power (military, political, economic, cultural, ideological, demographic and geographical) in specific polities and eras: it also compares the nature, rise and fall of empires, and the consequences of their collapse.

Content: Definitions of empire and imperialism. The sources of imperial power and the nature of imperial rule in: Rome and Byzantium; China - from the Han empire to PRC; Ottoman and Islamic empire; the Habsburg empire, the English and British empires; tsarist empire and the USSR; the USA as global empire?; the EU as re-birth of European empire?; contemporary India and Indonesia. Geopolitics. Theories of imperialism and neo-colonialism. Theories of bureaucratic empire. Comparative monarchical autocracy. Imperial strategies for managing multi-ethnicity and ethnic nationalism. The decline and fall of empires. The impact of empire's loss on metropolitan peoples and polities, and empire's impact on the consolidation of democracy in former colonies. Why empire ceased to be the predominant form of polity during the twentieth century and what aspects of empire still exist in the contemporary world. Teaching: 15 lectures and 20 seminars in the MT and LT.

Written work: Two presentations, two term essays and two one-hour mock exam essays.

Reading list: D Lieven, Empire, 2000; M Doyle, Empires, 1986; S Finer, The History of Government, 1997; G Lundestad (Ed), The Fall of Great Powers 1994; G Parker, Geopolitics, 1998; W Mommsen, Theories of Imperialism, 1980: J Osterhammel Colonialism 1997: A Croshy Ecological Imperialism 1986; D Fieldhouse, The West and the Third World, 1999; K Barkey & M von Hagen (Eds), After Empire, 1997; A Bacevich, American Empire, Harvard, 2003. Assessment: One three-hour unseen written examination in June (75% of the marks) and one of the term essays (25% of the marks).

GV447 Half unit Rethinking the Modern Polity: Sovereignty,

Accountability and Governance Teachers responsible: Professor D Held, L104 (on leave 2003-2004) and Ms Clare Chambers, K201

Availability: For students in the MSc in Political Theory. Other graduate students may take this course with permission.

Core syllabus: The course will ask students to assess the significance and continuing relevance of leading concepts of modern political theory - such as sovereignty, citizenship and accountability - in a world of intensifying regional and global relations. The focus of the course is normative and theoretical.

Content: The course content will vary from year to year but will normally cover the following topics: 1) concepts of the modern state and sovereign statehood; 2) ethical foundations of nationalism and national communities; 3 globalisation; 4) cosmopolitanism; 5) cosmopolitan democracy; 6) Rawls' law of peoples; 7) cosmopolitan justice, political and economic; 8) cosmopolitanism and culture: multiculturalism vs. global culture; 9) global governance, Teaching: 10 seminars in the LT and two seminars in the ST.

Written work: Students will write two short essays, one of which can be based on their class presentation.

Reading list: Q Skinner, 'The State' in T Ball, J Farr & R L Hanson (Eds), Political Innovation and Conceptual Change, CUP, 1989; R Jackson (Ed), Sovereignty at the Millennium, Special Issue of Political Studies, 47, 3, 1999; D Miller, On Nationality, OUP, 1995; Y Tamir, Liberal Nationalism, Princeton, 1993; J Habermas, The Postnational Constellation, Polity Press, 2001; D Held, Democracy and the Global Order, Polity Press, 1995; D Archibugi, D Held & M Kö;hler (Eds), Reimagining Political Community, Polity Press, 1998; I Shapiro & C Hacker-Cordón (Eds), Democracy's Edges CUP, 1999; T Schlereth, The Cosmopolitan Ideal in Enlightenment Thought, University of Notre Dame Press, 1977; C Beitz, Political Theory and International Relations, Princeton, 1979; D Mapel & T Nardin (Eds), International Society, Princeton, 1998; J Rawls, The Law of People's, Harvard University Press, 1999; C Jones, Global Justice, OUP, 1999; Shapiro & L Brilmaver (Eds), Global Justice, New York University Press, 1999. Assessment: Two-hour unseen written examination in June.

GV448 Half unit Not available in 2003/04 Human Rights Theory

Teacher responsible: To be announced

Availability: For students in the MSc in Political Theory and MSc in Human Rights. Other graduate students may follow this course with permission. Core syllabus: A philosophical study of the idea of human rights.

Content: The course will cover the following topics: the nature of rights, the history of the idea of natural or human rights, the liberal understanding of human rights, the different types of rights - civil, political, social and group rights - non-liberal, non-western understandings of human rights the idea of cultural relativism, and Western critiques of human rights - conservative, utilitarian, and Marxist.

Teaching: 10 seminars in the LT and two seminars in the ST.

Reading list: P Jones, Rights; R Tuck, Natural Rights Theories: their Origin and Development; M Cranston, Human Rights; J Waldron, Liberal Rights; J Donnelly, Universal Human Rights in Theory and Practice; A Gewirth, Human Rights; D D Raphael (Ed), Political Theory and the Rights of Man; K Dalacoura, Islam, Liberalism and Human Rights; J R Bauer & D A Bell (Eds), The East Asian Challenge on Human Rights

Assessment: Two-hour unseen written examination in June.

GV450 Half unit

European Politics: Comparative Analysis

Teachers responsible: Dr K Goetz, L304 (course co-ordinator), Dr M Bruter, L107, Professor S Balfour, J316, Dr V Dimitrov, L303, Dr S Hix, L305 and Dr E emann, L102

Availability: For MSc European Politics and Governance only.

Core syllabus: The course is intended to provide students on the MSc European Politics and Governance with a systematic introduction to central conceptual and theoretical debates in the comparative analysis of European politics and government. The core syllabus focuses on both traditional fields of comparative enquiry, such as the study of executive-legislative relations and party systems, and emerging fields of interest, such as multi-level governance and the impact of European integration on domestic politics and government ('Europeanisation'). The course takes an historical-thematic approach and places particular emphasis on the diverse experiences of liberal democracy in individual European countries. The latter include both the established democracies of Northern, Western, and Southern Europe, and, where appropriate, the democratising Central European states. Content: The main seminar themes addressed include - constitutionalism as a precondition of liberal democracy; segmented pluralism and consociationalism; social cleavages, party systems and voter alignment; political currents in liberal democracy; political identities; territorial politics and sub-state nationalism; European integration and domestic institutional change Teaching: 10 lectures and 10 seminars in the MT and two seminars in the first two weeks of the ST.

Reading list: Introductory texts include: M Gallagher et al, Representative Government in Europe, 3rd edn; J Hayward & A Menon, Governing Europe; J-E Lane & S O Ersson, Politics and Society in Western Europe, 4th edn; H Keman, Comparative Democratic Politics; A Lijphart, Patterns of Democracy; Y Mény, Government and Politics in Western Europe, 2nd edn; P Heywood, et al, Developments in West European Politics 2; G Smith, Politics in Western Furope 5th edn.

Assessment: Two-hour unseen written examination in June.

GV454 Half unit

European Multi-Party Systems: Parties, Elections and Governments

Teacher responsible: : Dr Paul Mitchell, K308 Availability: For MSc European Politics and Governance and MSc Comparative Politics subject to space. Students wishing to take this course must seek the prior consent of Dr Mitchell. While there are no formal prerequisites, some prior study of European politics, elections and parties is a distinct advantage.

Content: For better or worse representative democracy is virtually unthinkable without political parties. It is the competitive interactions of multiple parties in a wide range of electoral, parliamentary and governing arenas that generates much of the business and the high drama at the heart of representative politics. This course focuses on political competition amongst parties. Topics may include:

What motivates political parties and politicians?

How have parties developed historically How are they organised? Are we in danger of having parties without members or real supporters?

What do parties really compete about? And how do party systems change? How big a threat are 'new' parties, whether they are Greens or the extreme Right?

How do electoral systems structure party competition? Why do electoral systems change?

How do parties win? Electoral competition and government formation. Parties in Government - do parties make a difference to policy outcomes? How do parties lose? Electoral losses and government termination. What is different about party systems in ethnically divided societies? The primary focus is Western Europe, though reference will also be made

Teaching: 10 seminars in LT and two seminars in the first and second weeks of the ST

Reading list: Peter Mair (Ed), The West European Party System (1990); Giovanni Sartori, Parties and Party Systems (1976); Russell Dalton & Martin Wattenberg (Eds), Parties without Partisans: Political Change in Advanced Industrial Democracies (2000); Michael Laver & Norman Schofield, MultiParty Government: The Politics of Coalition in Europe (1990); R Taagepera & M Shugart, Seats and Votes: The Determinants of Electoral Systems (1989); D Broughton & M Donovan (Eds), Changing Party Systems in Western Europe (1999); P Mair, Party System Change (1997); Wolfgang Muller & Kaare Strom (Eds), Policy, Office or Votes: How Political parties in Western Europe Make Hard Decisions (1999); Wolfgang Muller & Kaare Strom (Eds), Coalition Government in Western Europe (2000). Assessment: Two-hour written examination in June.

GV458 Half unit

Government and Politcs in Germany Teacher responsible: Dr K H Goetz, L304

Availability: For MSc European Politics and Governance, MSc Comparative Politics,. Students from other MSc programmes are also very welcome to attend the course, but will need to have their choice approved by the relevant MSc coordinator. A reading knowledge of German, whilst obviously welcome, is not required, since there is a rich literature on the subject in English. Core syllabus: This course provides an advanced-level analysis of the legal, institutional and socio-cultural context and framework of politics and government in the Federal Republic of Germany and studies the behaviour of major actors in the system. One of the chief aims is to explore the links between institutional characteristics of the German state and the political system, on the one hand, and systemic performance, on the other. Although the course is not explicitly comparative, one of its other main objectives is to highlight both specificities of the German polity and commonalities with other major European liberal democracies.

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to other competitive democracies.

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Content: Throughout the course, particular emphasis is placed on the dual impact of European integration ('Europeanisation') and unification on the defining features of the German political system. The course combines conceptual and theoretical concerns with detailed empirical analysis, and examines both the historical evolution of the political system of the Federal Republic and contemporary developments. Topics include the concept of political culture and its usefulness for analysing the German polity; the Basic Law and the role of the Federal Constitutional Court in the political process; the structures and working principles of the Federal executive (here, particular attention is paid to the concept of 'Chancellor democracy' and the connection between the executive and political parties); federalism and intergovernmental relations; the social bases of party competition, political parties, the party system; and electoral behaviour,

Teaching: 10 lectures and 10 seminars (GV458) in the LT and two seminars in the third and fourth weeks of the ST.

Written work: A minimum of two essays is required from each student. Essays are returned with comments and are marked to give the student a quide to his/her performance.

Reading list: A reading list accompanying the lecture series and a further detailed list of sources for each seminar are made available at the start of term Introductory reading includes: C Clemens & W Paterson, The Kohl Chancellorship; R Dalton, Germany Divided; K Dyson & K H Goetz, Germany, Europe and the Politics of Constraint, K H Goetz, Germany, 2 vols; K H Goetz & P J Cullen, Constitutional Policy in Unified Germany; L Helms, Institutions and Institutional Change in the Federal Republic of Germany; N Johnson, State and Government in the Federal Republic of Germany; P Katzenstein, Policy and Politics in West Germany: P Katzenstein, Tarned Power: Germany in Europe: H Kitschelt & W Streeck, Germany: Bevond the Stable State: K Larres, Germany since Unification; S Padgett, From Adenauer to Kohl; S Padgett et al, Developments in German Politics 3.

Assessment: Two-hour unseen written examination in June.

GV460 Half unit

Politics and Policy in Britain

Teacher responsible: Dr Tom Quinn

Availability: For MSc European Politics and Governance and MSc **Comparative Politics**

Core syllabus: The course provides a theoretically-informed examination of British government and politics in the light of recent institutional reforms and the gradual shift away from the 'Westminster' model of democracy.

Content: The whole range of governmental and political institutions in Britain will be considered: the Crown and the constitution; executive institutions; executive-legislative relations; the role of parliament; electoral systems and electoral reform; parties and voters; the unitary state and devolved government. In each case, the main similarities and differences between the political systems of Britain and other liberal democracies are identified. The course will also examine some important contemporary policy. debates in Britain, including European policy and economic policy.

Teaching: 10 lectures and 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Reading list: Patrick Dunleavy et al (Eds), Developments in British Politics 6 (2002); Peter Hennessy, The Hidden Wiring: Unearthing the British Constitution (1996); Ian Holliday et al (Eds), Fundamentals in British Politics (1999); Arend Liphart, Patterns of Democracy: Government Forms and Performance in Thirty Six Countries (1999); Martin J Smith, The Core Executive in Britain (1999). Assessment: Two-hour unseen written examination in June.

GV463 Half unit Not available in 2003/04 **Government and Politics in Scandinavia**

Teacher responsible: Mr J T S Madeley, K304 (on leave 2003-2004) Availability: For MSc European Politics and Governance, MSc Comparative

Core syllabus: The course will concentrate on those themes in the Englishlanguage comparative politics and policy literature for which Scandinavian, or Nordic, experience is most often taken to be of particular interest.

Content: After a survey of the historical background and the institutional context as it has evolved over recent decades the distinctive features of the policy process in Scandinavia will be reviewed with attention directed in particular to the debates about consensualism, neo-corporatism and the pathologies of big government. The relevance of these debates to particular cases, such as the Swedish debate about nuclear energy, the handling of the EU issue in Norway and the tax issue in Denmark, will receive detailed examination in the main body of the course.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST

Reading list: D Arter, Scandinavian Politics Today; P Esaiasson & K Heidar (Eds), Beyond Westminster and Congress: The Nordic Experience; E Damgaard, Parliamentary Change in the Nordic Countries: E Einhorn & J Logue, Modern Welfare States: Politics and Policies in Social Democratic Scandinavia; G Esping-Andersen, Politics Against Markets: The Social Democratic Road to Power; H Heclo & H Madsen, Policy and Politics in Sweden: Principled Pragmatism; J Pontusson, The Limits of Social Democracy.

Assessment: Two hour unseen written examination in June.

GV464 Half unit

Conflict and Consensus in 20th Century Ireland Teacher responsible: Dr B Kissane, L101

Availability: For MSc European Politics and Governance, MSc Comparative Politics and MSc in Nationalism and Ethnicity.

Core syllabus: The course examines the government and politics of the Republic of Ireland and Northern Ireland; its focus is on democratisation, state-development, nationalism and unionism.

Content: The British and Irish national questions. Religion, ethnicity and nationalism in Ireland. The partition of Ireland and its consequences. The constitutional development and democratisation of independent Ireland. Devolved government and control in Northern Ireland. Party systems in Northern Ireland and the Republic of Ireland. British policy and direct rule in Northern Ireland. Irish policy and Northern Ireland. Interpretations and explanations of conflict in Northern Ireland. The peace process.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Written work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course. Reading list: (Preliminary) B O'Leary & J McGarry, The Politics of Antagonism: Understanding Northern Ireland; J McGarry & B O'Leary, Explaining Northern Ireland: Broken Images; J Whyte, Interpreting Northern Ireland; J J Lee, Ireland: Politics and Society; P Mair, The Changing Irish Party System. Assessment: Two hour unseen written examination in June.

GV465 Half unit

Democracy & the Politics of National Self-Determination Teacher responsible: Dr S Bose, L208

Availability: Priority will be given to students taking the MSc Comparative Politics. Other MSc students in the Government Department (MSc Comparative Politics (Empire), MSc European Politics and Governance, MSc Political Theory) and in programmes outside the Government Department (including MSc Human Rights) may take the course, provided it is compatible with their regulations but only with the prior permission of Dr Bose, who should be contacted in the first instance by e-mail. This is a high-demand course and enrolment cannot be guaranteed.

Core syllabus: This course examines the relationship between the problem of national self-determination and prospects of democratisation in a crossnational, cross-regional framework, using case studies from south-eastern Europe (former Yugoslavia), the South Asian subcontinent (Kashmir, Sri Lanka), southern Europe (Spain), and the Middle East (Turkey).

Content: Democratisation and national self-determination movements when does democratisation ameliorate national self-determination conflicts and when does it aggravate them? What accounts for the eruption of national self-determination demands in securely institutionalised democracies? Which sorts of institutional frameworks and public policies enable multinational states to function as stable, rights-respecting democracies? This course engages major theoretical and policy debates about transitions to democracy, powersharing and consociation, federalism and federations, ideas of citizenship, and international peace-building interventions in divided societies.

Teaching: 10 seminars in the LT, and two seminars in the third and fourth weeks of the ST.

Reading list: S Bose, Kashmir: Roots of Conflict, Paths to Peace (2003); S L Woodward, Balkan Tragedy: Chaos and Dissolution after the Cold War (1995); S Bose, Bosnia after Dayton: Nationalist Partition and International Intervention (2002); R Gunther, G Sani & G Shabad, Spain after Franco (1988); S Bozdogan & R Kasaba (Eds), Rethinking Modernity and National Identity in Turkey (1997); S Bose, States, Nations, Sovereignty: Sri Lanka, India and the Tamil Eelam Movement (1994); A Liphart, Democracies: Patterns of Majoritarian and Consensus Government in Twenty-One Countries (1984); M Burgess & A G Gagnon (Eds), Comparative Federalism and Federation (1993).

Assessment: Two-hour unseen written examination in June will determine 75%, and an analytical essay of between 3,000 and 4,000 words will count for 25% of the final Assessment. The deadline for submission of the essay is the end of Week 4 of the ST. In addition, students will be required to prepare and make seminar presentations during the LT.

GV467 Half unit

Introduction to Comparative Politics Teacher responsible: Dr E Ringmar, K309

Availability: Compulsory for Comparative Politics students (excluding Empire

and Latin America streams). Optional for other students with the approval of Dr Ringmar.

Core syllabus: This course is dedicated to the analysis of books which have made important contributions to the field of comparative politics.

Content: Theories of democracy; the role of institutions; the economic and social underpinnings of democratic development; democracy and ethnic conflict; interest groups; political resistance; empires.

Teaching: 10 weeks of lectures and seminars in MT.

Written work: Students must write two short essays during the course.

Reading list: Robert Dahl, Democracy and Its Critics; S M Lipset, Political Man; Mancur Olson, The Rise and Decline of Nations; James Scott, Domination and the Art of Resistance; Dominic Lieven, Empire; Sumantra Bose, Bosnia after Dayton

Assessment: End-of-year exam and assessed written work.

GV471 Half unit

Institutional Politics in the European Union: A Rational Choice Approach Teacher responsible: Dr S Hix, L305

Availability: For MSc European Politics and Governance , MSc Public Policy and Administration, and MRes/PhD in Political Science. Students wishing to

take this course must seek prior consent from Dr Hix. Compulsory prerequisites for this course are the prior study at undergraduate or graduate level of: (1) European Union institutions or politics, and (2) rational choice theory.

Core syllabus: This course introduces and applies formal rational choice theory to inter-institutional politics in the European Union, particularly in the EU legislative procedures.

Content: The course aims to link the theoretical, empirical and normative analysis of the institutions of the European Union. At a theoretical level, the course will introduce the student to the application of public choice theory to the executive and legislative processes of the EU. At an empirical level, the course will test the applicability of these theories to the every-day operation of the EU, using qualitative and some statistical analysis. The main empirical focus of the course will be in four key areas: the internal workings of the Council and the Parliament; bargaining between the Commission, Council and Parliament in the Cooperation and Co-decision legislative procedures; Council-Parliament competition in the selection and investiture of the Commission; and competition between the member states, the Parliament/Commission and the European Central Bank in a European monetary union. At a normative level, the course will use the theoretical and empirical findings as levers in the on-going arguments about the democraticdeficit in the EU, and the need for reform of the EU institutions.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: R Corbett, F Jacobs & M Shackleton, The European Parliament, 4th edn (2000): P Moser & G Schneider, Decision Rules in the European Union – A Rational Choice Perspective (2000); S Hix, The Political System of the European Union (1999); G Tsebelis, Veto Players (2002).

Assessment: Two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; and (ii) a single essay of between 3,000 and 4,000 words, on one of the topics, which must apply the theoretical issues to empirical data, and draw normative conclusions, to be submitted at the end of Week one of the ST, accounting for 25% of the marks.

GV473 Half unit Not available in 2003/04 Contemporary Political Philosophy and the Body Teacher responsible: Dr C Fabre, K301

Availability: For students taking the MSc in Political Theory; other students may attend subject to space.

Core syllabus: To study standard arguments, in moral and political philosophy, for conferring on individuals the right to control what happens to their body, and for denying them such right.

Content: There is no consensus, amongst philosophers, as to whether or not we should be given the right fully to control what happens to our body. The course first looks at standard arguments regarding the status of persons; it then examines and critically assesses standard arguments for, or against, abortion, the commercialisation of the body (including surrogacy), euthanasia, cloning, coercive taking of body parts for transplant purposes. It also assesses the extent to which the state should legislate in those matters, by examining the claims of those who think, for example, that abortion is morally wrong and yet should not be made unlawful. In so doing, the course examines the relationship between private and public morality, for which our control over our body is a test case.

Teaching: 10 two-hour seminars in the LT, and two two-hour revision seminars in the ST.

Reading list: D Brock, Life and Death; D Brock & A Buchanan (Eds), Deciding for others; J Harris, Clones, Genes and Immortality; J Harris (Ed), The Future of Human Reproduction; H Kuhse, The Sanctity of Life-Doctrine in Medicine: A Critique; F Kamm, Morality, Mortality; M Nussbaum, Sex and Social Justice; P Singer & H Kuhse (Eds), A Companion to Bioethics; J J Thomson, Rights, Restitution and Risk.

Required readings for students without a background in political philosophy: W Kymlicka, An Introduction to Contemporary Political Philosophy.

Written work: Students will be expected to write two essays. Assessment: Two-hour unseen written examination in June.

Mill's Liberalism Teacher responsible: Professor J Gray

request. Core syllabus: A critical examination of J S Mill's contributions to liberal theory. Content: The course examines Mill's ethical and political writings, particularly his essay On Liberty, with the aim of understanding and assessing his distinctive version of liberalism and evaluating the main claims of his critics, including later liberal thinkers such as Isaiah Berlin. Teaching: 10 seminars in MT and two seminars in the first and second weeks of ST.

Reading list: J S Mill, On Liberty and Other Essays; J Gray & G W Smith (Eds), On Liberty in Focus; Isaiah Berlin, 'John Stuart Mill and the Ends of Life', in Four Essays on Liberty; J Gray, Mill on Liberty: a Defence, 2nd edn. A further reading list will be available from Professor Gray at the start of term. Assessment: One two-hour unseen written examination in June.

GV476 Half unit Teacher responsible: Professor J Gray, K204 on request

such as Isaiah Berlin, Karl Popper, F A Hayek and Michael Oakeshott, with liberal theory.

of ST.

Gray at the start of term.

GV477 Half unit **Comparative Public Policy Change**

Sahling, K202 Availability: Students should normally have taken Introduction to Comparative Public Administration (GV480)or Public Choice I, upon which this course will build unless they already have a good knowledge of comparative public policy. Waiving of these requirements will at the discretion of the course teacher. It is primarily designed for students on the MSc in Public Policy and Administration, but may be available to other MSc students. Core syllabus: The course examines explanations of policy change using cross-national comparison. Content: Seminars will focus on cases in key policy domains in industrialized countries (chosen according to the literature available and interest for wider analytical questions, as well as the expertise available), but in the examination and assessed essay, any set of (2) countries can be used as examples. Key topics include: theoretical approaches to comparison and policy change; regulatory reform; economic policy; welfare policy; education policy and illicit drugs policy. Teaching: The course is taught through 10 two-hour seminars (plus two

revision seminars in ST). Written work: Students will write two unassessed essays during the term. Reading list: There is no single textbook but the following are particularly useful introductions: B G Peters, Institutional Theory in Political Science (Pinter, London and New York, 1999); H Heclo, A Heidenheimer & C T Adams, Comparative Public Policy (3rd edn, Saint Martin's Press, New York, 1990); W Parsons, Public Policy (Edward Elgar, 1995); M Hill, The policy process in the modern state (1997); S Steinmo, K Thelen & F Longstreth (Eds), Structuring Politics. Historical institutionalism in comparative analysis (1992). Assessment: Two-hour written examination: 75%; assessed essay (max 2,500 words by end May): 25%.

GV478

Political Science and Public Policy Teacher responsible: Professor P Dunleavy, K300 Availability: This course is for the first year of the MPA in Public and Economic Policy. There are no pre-requisites, but students should have absorbed the early reading set out below before the start of the course, and attended the MPA Induction sessions. **Core syllabus:** A graduate course providing a political science background suitable for high-level public policy-making. The emphasis is on acquiring portable models of political and policy-making processes applicable in a wide variety of contexts. The first two terms use a 'rational interests and beliefs approach."

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GV475 Half unit Not available in 2003/04

Availability: Open to MSc students in Political Theory; open to others on

Twentieth-Century European Liberal Thought

Availability: Open to MSc students in Political Theory; open to others

Core syllabus: A critical examination of twentieth century European liberal thought, with special reference to liberal critics of liberalism.

Content: The course examines twentieth century European liberal thinkers

the aim of assessing how they developed and criticised the central claims of

Teaching: 10 seminars in LT and two seminars in the first and second weeks

Reading list: Isaiah Berlin, Four Essays on Liberty; K Popper, The Open Society and Its Enemies; F A Hayek, The Constitution of Liberty; Michael Oakeshott, Rationalism in Politics. A further reading list will be available from Professor

Assessment: Two-hour unseen written examination in June.

Teachers responsible: Professor E Page, L203 and Mr Jan Meyer-

Michaelmas Term: Politics as collective action problems (CAPs); different forms of CAPs; interest group formation and social movements; parties and electoral competition; proximity and directional models of alignment or decision-making; coalition formation and government formation; estimating power in unweighted and weighted voting contexts.

Lent Term: Basic institutional roles and spatial analysis; legislative politics and log-rolling; executive politics in divided and integrated executives; bureaucracy and public sector organizations; delegation of decision-making across ranks and institutions; federalism and multi-tiered governance; taxation and budgeting; and constitutional design.

Summer Term (weeks 1-3): The handling of risks, organizational culture and cultural theory, and theories of policy networks, regimes and policy change are examined using three integrative case studies of policy change. Teaching: Lectures (20) GV478, and seminars (23) GV478a.

Reading list: A full reading list will be distributed at the beginning of the course. Key early items to read are: W Poundstone, Prisoner's Dilemma; K Shepsle & M Bonchuk, Analysing Politics; P Dunleavy, Democracy, Bureaucracy and Public Choice; J Colomer, Political Institutions: Democracy and Social Choice; D Mueller, Public Choice II; M Douglas, How Institutions Think; M Horn, The Political Economy of Public Administration; J Cullis & P Jones, Public Finance and Public Choice (1998 edition).

Assessment: An essay of 3,000 words submitted by the first week of ST responding to one of a list of specified questions, accounting for 25% of the overall mark. And a three-hour written examination in the ST, accounting for 75% of the overall marks.

GV479

Nationalism

Teachers responsible: Professor A D Smith, A213, Dr J Hutchinson, A212 and Dr D Jacquin-Berdal

Availability: For MSc Nationalism and Ethnicity, MSc European Studies, MSc European Political Economy, MSc Sociology, MSc International Relations. Students from any other relevant MSc course with the permission of Professor Smith

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.

Content: Definitions of ethnicity and nationalism; theories of nations and nationalism; modernism, primordialism and ethno-symbolism; nationalism and international society; multinational states; separatism and irredentism; supra-nationalism and globalism; types of nationalism; citizenship and ethnic identity

Teaching: 23 Seminars (including revision) MLS: GV479. (Students must also attend the lectures of course GV234). Revision classes in ST.

Reading list: E Kedourie, Nationalism, Hutchinson, 1960; E Gellner, Nations and Nationalism, Blackwell, 1983; H Kohn, The Idea of Nationalism, Macmillan, 1967; H Seton-Watson, Nations and States, Methuen, 1977; A D Smith, Theories of Nationalism, 2nd edn, Duckworth, 1983; B Anderson, Imagined Communities, 2nd edn, Verso Books, 1991; J Mayall, Nationalism and International Society, Cambridge University Press, 1990; E Hobsbawn, Nations and Nationalism since 1780, Cambridge University Press, 1990; A D Smith, National Identity, Penguin, 1991; L Greenfeld, Nationalism, Five Roads to Modernity, Harvard University Press, 1992; J Breuilly, Nationalism and the State, 2nd edn, Manchester University Press, 1993; J Hutchinson, Modern Nationalism, Fontana 1994; W Connor, Ethno-Nationalism: The Quest for Understanding, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), Nationalism, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), Ethnicity, Oxford University Press, 1996; A Hastings, The Construction of Nationhood, Cambridge University Press, 1997; A D Smith, Nationalism and Modernism, Routledge 1998, M Hechter, Containing Nationalism, Oxford University Press, 2000.

Supplementary reading list: A more detailed reading list is available from Professor Smith and secretary and at the first two seminars.

Assessment: Three-hour unseen written examination in June with three questions to be answered.

GV480 Half unit

Introduction to Comparative Public Administration

Teachers responsible: Dr M Lodge, L309, Jan Meyer-Sahling, K204 and Dr M Thatcher, K305 (on leave)

Availability: For postgraduate students, mainly as a core course for the MSc Public Policy and Administration. Other MSc 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 selected issues in comparative public administration, drawing mainly but not exclusively from European and OECD countries.

Content: The course is designed to introduce students to explore generic and comparative themes in public administration. It aims to introduce students to a range of analytical perspectives rather than any single one approach. Topics discussed include: The factors which influence the structure and working of public administration; Control over bureaucracies, organisational design,

representative bureaucracy; co-ordination and incentive systems; special types of bureaucrats, administrative reform and bureaucracy in transition countries. Teaching: 10 Lectures:

(i) Introduction to Comparative Public Administration (GV480.1) (ii) Professor Sir J Bourn on The Review and Evaluation of Government Programmes (GV480.2) 10 lectures.

(iii) Seminar: Public Administration (GV480.3) 12 seminars. The series will focus on comparative administrative structures and systems.

Written work: Students are expected to write two short essays during the course and make seminar presentations.

Methods of work: Seminars involve thematic cross-national comparison. whilst lectures cover specific themes and countries. Lectures and seminars deal with selected topics; they are intended to introduce, to stimulate and guide. A detailed reading list and syllabus will be provided to students at the start of the course

Reading list: B G Peters, The Politics of Bureaucracy: A Comparative Perspective (Longman, 5th edn, 2000); E C Page & V Wright (Eds), Bureaucratic Elites in Western European States (OUP, 1999); E C Page, Political Authority and Bureaucratic Power (Harvester Wheatsheaf, 2nd edn, 1992): J Pierre (Ed), Bureaucracy in the Modern State: an introduction to comparative public administration (Edward Elgar, 1995); J Q Wilson, Bureaucracy (Basic Books, 1989); F Heady, Public Administration: A Comparative Perspective (Marcel Dekker, 5th edn, 1995); B G Peters, Comparing Public Bureaucracies (University of Alabama, 1988); J Greenwood, R Pyper & D Wilson, New Public Administration in Britain (Routledge, 2002); B G Peters & J Pierre Handbook of Public Administration (Sage, 2003).

Assessment: Two-hour unseen written examination paper in June.

GV481 Half unit

Public Choice and Public Policy I - Introduction

Teachers responsible: Professor K Dowding, K206, Dr V Larcinese, L300 and Dr T Dewan, L310

Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc Public Policy and Administration.

Core syllabus: The objective of the course is to provide an introduction to public choice theory and the ways in which it illuminates the political and policy processes of advanced liberal democratic states. The course focuses mainly on institutional public choice, but also covers in less depth macropolitical economy approaches.

Content: Theory of voting and party competition; collective action and interest groups; coalition theory and log-rolling; bureaucracy and economic approaches to organizations

Teaching: Nine lectures and 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Written work: Students are expected to produce one formative essay on a topic during the MT.

Reading list: A Drazen, Political Economy in Macroeconomics; D Mueller, Public Choice III; G Tsebelis, Veto Players; P Dunleavy, Democracy, Bureaucracy and Public Choice; M Olson, The Logic of Collective Action; W Niskanen, Bureaucracy and Representative Government; K Dowding, The Civil Service. Assessment: Consists of two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of between 3000 and 4000 words on a topic to be agreed with the course teachers by Week six of MT, which applies public choice approaches to a public policy problem. The essay must be submitted by the end of Week one of LT and accounts for 25% of the marks.

GV482 Half unit

Public Choice and Public Policy II: Advanced Topics

Teachers responsible: Dr V Larcinese, L300 and Dr T Dewan, L310 Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc Public Policy and Administration. Students must either have completed GV481 or must be able to show substantial previous coursework in public choice.

Core syllabus: The objective of the course is to explore more advanced topics in public choice theory, primarily focusing on the analysis of (i) organizational arrangements and public policy systems in advanced liberal democratic states; and (ii) the quality of democracy in liberal democratic states. The course focuses chiefly on institutional public choice with consideration of some of the underlying normative assumptions.

Content: The course will examine the application of public choice approaches to diverse problems of public policy-making.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST

Written work: Students are expected to submit a written essay to their seminar teacher

Reading list: A Dixit, The Making of Economic Policy; T Persson & G Tabellini, Political Economics; A Drazen, Political Economy in Macroeconomics. Most of the readings will consist of journal articles.

Assessment: Consists of three parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of between 3,000 and 4,000 words on a topic to be agreed with the course teachers by Week 10 of LT, which applies public choice approaches to a public policy problem. The essay must be submitted by the end of Week one of ST and accounts for 25% of the marks.

GV483 Half unit

Public Management Theory and Doctrine

Teachers responsible: Dr M Barzelay, G507 and Dr Martin Lodge, L309 Availability: Compulsory for MSc Management (Public Sector) and a core course for MSc Public Policy and Administration. Other postgraduates require permission of Teachers responsible.

Core syllabus: The objectives of the course are to learn how to analyze processes of administrative reform and modernization, drawing on political science methods of analysing policy change; to understand similarities and differences among recent experiences with administrative reform and modernization, drawing on comparative research; and to learn essential concepts and knowledge related to administrative analysis and argumentation, applicable to any scholarship and practice in the field of public management. Content: Introducing public management. Explaining policy and organizational change. Public management policy-making. International policy transfer. Understanding policy success and failure in implementation. Positive and normative perspectives on administrative argumentation.

Teaching: 10 lectures and 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Reading list: M Barzelay, The New Public Management, 2001; C Hood, The Art of the State, 1998; N C Roberts & P J King, Transforming Public Policy: Dynamics of Policy Entrepreneurship and Innovation, 1996; E Bardach, Getting Agencies to Work Together, 1998; P Aucoin, The New Public Management: Canada in Comparative Perspective, 1995; D N Walton, Plausible Argument in Everyday Conversation, 1992; C Hood & M Jackson, Administrative Argument, 1991; H Simons, Persuasion in Society, 2001.

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay for Assessment by the end of Week one of LT, accounts for 25% of the marks.

GV484 Half unit

Government and Politics in the USA

Teacher responsible: Dr C Schonhardt-Bailey, L105

Availability: Primarily for MSc students taking Public Policy and Administration and Comparative Politics programmes. Other students may only access subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: This course provides an advanced analysis of the political institutions and electoral behaviour in the United States of America.

Content: The course will provide a critical analysis of the American political systems. Specific topics covered in this term include (1) voting behaviour and elections; (2) the role of public opinion in policymaking; (3) institutional struggle between Congress and the Executive in formulating domestic policy; (4) the federal bureaucracy; (5) interest group politics; (6) élites in US politics; (7) and models of Congressional voting.

Teaching: 10 seminars (including two with a computing session) in the MT and two seminars in the first and second weeks of the ST.

Reading list: L Fisher, The Politics of Shared Power: Congress and the Executive (4th edn); J Q Wilson & J J Dilulio, American Government, The Essentials (7th edn); J A Stimson, Public Opinion in America; F R Baumgartner & B D Jones, Agendas and Instability in American Politics; S L Popkin, The Reasoning Voter: Communication and Persuasion in Presidential Campaigns; K Poole & H Rosenthal, Congress: A Political-Economic History of Roll Call Voting; K Kollman, Outside Lobbying: Public Opinion and Interest Group Strategies; A Alesina & H Rosenthal, Partisan Politics, Divided Government and the Economy.

Assessment: Two hour unseen written examination in June.

GV485 Half unit

US Public Policy

Teacher responsible: Dr C Schonhardt-Bailey, L105

Availability: Primarily for MSc students taking Public Policy and Administration and Comparative Politics programmes. Other students may only access subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: This course provides an advanced analysis of contemporary public policy in the United States of America.

Content: The course applies theoretical frameworks (eg pluralism, statism, public choice, elitism) to particular issue areas (agricultural policy, environmental policy, Homeland Security). It then broadens the focus to examine America's role within the international arena, particularly the effects of changes in the international arena on American domestic politics and the extent to which domestic politics shape America's foreign policy. Teaching: 10 seminars (including two with a computing session) in the LT

and two seminars in the third and fourth weeks of the ST. Students are encouraged to attend undergraduate lectures in GV243.

Reading list: C V Crabb & P M Holt, Invitation to Struggle: Congress, the President and Foreign Policy (4th edn); I M Destler, American Trade Politics:

System Under Stress (3rd edn); J Rosati, The Politics of US Foreign Policy (2nd edn); W P Browne, Cultivating Congress; E P Weber, Pluralism by the Rules: Conflict and Cooperation in Environmental Regulation; E S Cohen The Politics of Globalization in the United States; M E Rushefsky, Public Policy in the U.S. (3rd edn), At the Dawn of the Twentry-First Century. Assessment: Two-hour unseen written examination in June.

GV488

Law and Politics of Regulation

Teachers responsible: Mr C Scott, A340, Professor Robert Baldwin, A455, Dr M Lodge, L309 and Dr M Thatcher, K305 (on leave 2003-2004) Availability: This is the core course for the MSc in Regulation. Other students will not usually be admitted.

Core syllabus: The course aims to give students an essential grounding in theories of regulation encountered in the public policy/administration/legal literature. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Some specific UK cases will be explored through the medium of a seminar series, additional to the main seminars, which will be led by experienced practitioners invited on a one-off basis.

Content:

Surveying the Scene: Lenses for viewing regulation; paradoxes and unintended effects; regulation and institutional design Contrasting Perspectives on Regulatory Incidence: Regulation as functional response; public choice approaches; new institutional accounts; cultural theory

Regulatory Styles and Processes: Classical Regulation; economic

Regulatory Standard-Setting: Regulatory standard-setting; economics and optimal standard-setting; risk regulation. Regulatory Enforcement: Compliance and deterrence; public and private enforcement: self-regulation

Regulatory Regime Dynamics: The regulatory state; discretion, rules, proceduralization and juridification; regulatory reform; ideas, prophets and entrepreneurs.

Evaluating Regulation: What is good regulation?; accountability and regulation; CBA, compliance cost and regulatory review; regulatory competition; whither regulation?

Teaching: The course is taught: (a) by 22, two hour sessions (GV488) in variable format (some lecture-discussions, student-paper led discussions, debates) comprising the academic core AND (b) by 10 one and a half-hour sessions in the second and third terms, of which approximately five will consist of seminars presented by practitioners from a variety of regulated sectors and five will be on Research Design and Strategy in Regulation. Written work: All students are expected to produce three written essays plus short presentations on topics assigned to them.

Core reading: R Baldwin, C Scott & C Hood, Socio-Legal Reader on Regulation (1998); R Baldwin & M Cave, Understanding Regulation (1998); A Ogus, Regulation (1994); R Baldwin & C McCrudden, Regulation and Public Law (1987); C Hood, Administrative Analysis (1986); The Tools of Government (1983); R Baldwin, Rules and Government (1994); S Breyer, Regulation and its Reform (1982); E Bardach & R Kagan, Going by the Book (1982); C Sunstein, After the Rights Revolution (1990); M Derthick & P Quirk, The Politics of Deregulation (1985); L Hancher & M Moran, Capitalism, Culture and Regulation (1989), M Bishop, J Kay & C Mayer, The Regulatory Challenge (1995).

Assessment: Students will be assessed by a course essay weighted at 25% of the total mark and a three-hour examination in June; weighted at 75% of the total mark. The examination will involve answering three questions out of 12.

GV494 Half unit

Contested Issues in Public Management Teachers responsible: Francis Terry, G408 and Dr Michael Barzelay, G507 Availability: Core course for MSc Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Policy and Administration. GV483/MN401 Public Management Theory and Doctrine is normally considered a pre-requisite for this course. Core syllabus: This course is centrally concerned with management of public sector organizations, especially with the subject matter areas of executive leadership in government and managing government operations. The focus is upon 'what to do' theories and scientifically-oriented analysis of practices for performing organizational functions within government. The course further introduces students to management theory and research about strategic management, business process management, and performance management. The course builds on the foundation laid by 'Public

Management Theory and Doctrine' Content: Case study discussion and analysis about executive leadership in government and managing government operations. Critical analysis of theoretical and research literature on strategic management, business process

management, and performance management. Applicability of generic management practices to performance of public functions in varied governmental systems.

Teaching: 10 lectures and 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: Reading includes journal articles, book chapters, Teaching cases, and government documents. Among the works to be read are D M Moore, Creating Public ValueStrategic Management in Government (1995); M Barzelay & C Campbell, Preparing for the Future: Strategic Planning in the U.S.Air Force (2003); M Barzelay, The New Public Management: Improving Research and Policy Dialogue (2000); R Boyle, Managing Public Sector Performance: A Comparative Study of Performance Monitoring Systemsin the Public and Private Sectors (1989); R Heifetz, Leadership Without Easy Answers (1994), and several case studies.

Assessment: Consists of two parts: (i) one two-hour unseen written examination in June, accounting for 75% of the marks; (ii) one essay to be submitted by the middle of June, accounting for 25% of the marks.

GV498 Half unit

Multiculturalism, Nationalism and Citizenship Teacher responsible: Dr P J Kelly, L210

Availability: MSc Political Theory optional course, MSc Nationalism and Ethnicity

Core syllabus: The focus of the course is normative. Students will be asked to reach conclusions about what modifications, if any, are called for in the standard liberal account of citizenship by multiculturalist and nationalist criticism. In the course of doing so, they will have to become aware of the different varieties of multiculturalism and nationalism.

Content: Following an introductory session, the remaining eleven seminars are divided into three sets.

Set One takes up the attack on the 'false universality' of liberalism and examines a range of recommendations all of which are described by their authors as somehow 'multicultural', including special representation, the waiver of certain legal requirements, and group autonomy

Set Two is devoted to nationalism, the first two to its impact within a state. the remaining two to its implications for inter-state relations.

Set Three will be used to pull together the first and second sets of topics respectively by looking at group rights and immigration/naturalization policies

Teaching: 10 seminars in the MT and two seminars in the third and fourth weeks of the ST.

Written work: Students will write two short essays, one of which may be based on their class presentation.

Reading list: Students who are not also taking GV431 Nations and Nationalism (which is recommended but not required) should read in advance E Gellner, Nations and Nationalism and A Smith, Theories of Nationalism. In addition: I M Young, Justice and the Politics of Difference; J Tully, Strange Multiplicity; D Miller, On Nationality

Assessment: Assessment takes two forms. Candidates are examined by a two-hour unseen written paper in June. In addition, candidates must submit one essay not more than 3,000 words long on a topic agreed in advance with the course proprietor. This assessed essay may be a development of one of the two short essays referred to under 'Written work'. It must be handed in at the Government department office not later than 4pm on the Friday of the sixth week of the ST. In the overall Assessment of the course, the unseen written examination counts as 75% of the total mark and the essay as 25%.

GV4A1

Warfare, Religion and National Identity Teacher responsible: Dr J Hutchinson, A212

Availability: MSc Nationalism and Ethnicity, and for other MSc students, if space permits

Core syllabus: Investigations into the relationships between warfare and religion and the formation of national identities, and the implications of this analysis for understanding contemporary politics.

Content: The issues cover four main areas: War and the origins of national identities, including state formation and territorialisation; the genesis of collective myths, heroes and memories; and the rise of 'frontier' nations; Modern wars and the formation of national societies, including conscription and national citizenship; total wars, class, and the mass nation; military defeats and national secessions; wars and ethnic minorities; Religion and national formation, including cultural vernacularisation; sacralisation of lands; 'election' of peoples; secular-religious cleavages; Nationalism, religion and conflict, including nationalism as a cause of war; religio-national wars; and ethno-religious conflicts within nation-states.

Teaching: Lectures 17 ML, Seminars 22 (including revision) MLS.

Reading list: J Armstrong, Nations before Nationalism, 1982; L Colley, Britons, Forging the Nation, 1707-1837, 1992; C Enloe, Ethnic Soldiers, 1982; H Fein, Genocide: A Sociological Perspective, 1993; R Gildea, The Past in French History, 1994; A Hastings, The Construction of Nationhood: Ethnicity, Religion, and Nationalism, 1997; EJ Hobsbawm, Nations and Nationalism Since 1780. 1990; M Howard, War in European History, 1976; M Juergensmeyer, The New

Cold War? 1993; E Kedourie, Nationalism, 1966; M Mann, The Sources of Social Power, Vol 2, 1993; W H McNeill, The Pursuit of Power, 1994; C Marvin & Dingle, Blood Sacrifice and the Nation, 1998; G Mosse, Fallen Soldiers, 1991-Nations and Nationalism 1999 Special Issue 'Chosen Peoples'; P Nora, Realms of Memory, 1998; A D Smith, The Ethnic Origins of Nations, 1986; C Tilly, The Formation of National States in Western Europe, 1976; N Yuval-Davis, Gender and Nation, 1996; Y Zerubavel, Recovered Roots: Collective Memory and the Making of the Israeli Nation, 1995.

Assessment: Three-hour unseen written examination in June with three questions to be answered.

GV4A2 Half unit

Citizens' Political Behaviour in Europe: Elections Public **Opinion and Identities**

Teacher responsible: Dr M Bruter, L107

Availability: For MSc European Politics and Governance. Also MSc in Public Policy and Administration and MSc in Comparative Politics with prior approval of the course co-ordinator.

Content: The course will be divided into three major sections, corresponding to three major pillars of the study of political behaviour: elections, public opinion, and political identities. The three sections and 10 themes, however should be treated as highly inter-related rather than artificially divided. Citizens and politics: the democratic link, political psychology and the study of political behaviour; Electoral Behaviour: an overview; Alignments, Realignments, and De-alignments in contemporary Europe; Electoral Instability, Split-Ticket Voting, and Political Cynicism; Electoral Behaviour: Applied micro-level analysis; The media, public opinion, and political participation: an introduction to the processes of political communication; Economic situation and public opinion: an overview on electoral political economy; Public opinion and European integration; The connection between transforming regional, national, and European identities; Political behaviour. political identities, and institutional answers: the social contract and the 'ultimate' democratic link?

Teaching: 10 two-hour seminars in LT and two seminars in the ST. Reading list: M Franklin & T Mackie et al, Electoral Change R Inglehart, The Silent Revolution; A Downs, An Economic Theory of Democracy; S Lipset & S Rokkan, Party Systems and Voters Alignments; C van der Eijk & M Franklin, Choosing Europe; J Campbell, Converse, et al, The American Voter: J Alt. Chrystal, Political Economy; P Norris et al, On Message: Communicating the

Campaign; J Zaller, The nature and origins of mass opinion. Assessment: One research project on a topic relevant to the course with a word limit of 4,000 words, due in the first week of the ST (50%). One twohour unseen written exam (50%).

GV4A3 Half unit

Social Choice Theory and Democracy Teacher responsible: Dr Christian List, L100

Availability: Optional for MSc Political Theory, MSc Public Policy and Administration and MRes/PhD Political Science. Available in other MSc programmes subject to space and with prior approval of the course co-ordinator. Content: This course provides an introduction to social choice theory and explores how social choice theory can help to illuminate fundamental questions in the theory of democracy. The course has mathematical and philosophical aspects. On the mathematical side, students will be introduced to some key mathematical tools for the analysis of collective decision problems, and to some of those mathematical theorems that are at the centre of the social-choice-theoretic debate about democracy. On the philosophical side, students will be introduced to some central controversies about the foundations and institutional implementation of democracy such as (i) the debate between populist and minimalist models of democracy, particularly the question of whether social-choice-theoretic impossibility results demonstrate the impossibility of populist democracy, (ii) the debate between aggregative and deliberative models of democracy, and (iii) the debate between procedural and epistemic accounts of democratic legitimacy.

Prerequisites: Although no prior knowledge of social choice theory or of any specific mathematical discipline is required, a familiarity with logical and mathematical reasoning, an A-level (or equivalent) background in mathematics, or some undergraduate training in mathematical methods or analytical philosophy, are desirable.

Teaching: 10 two-hour seminars in MT and two two-hour seminars in the first and second weeks of the ST.

Written work: Students will be required to work through mathematical problem sheets, and to write a formative essay. Feedback will be given on this material, but it does not count towards final Assessment.

Reading list: William H Riker, Liberalism Against Populism; Jerry S Kelly, Social Choice Theory: An Introduction; Amartya Sen, Collective Choice and Social Welfare

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of up to 4,000 words on a topic to be agreed with the course teacher by Week 10 of LT. The essay must be submitted by the Friday of the Week one of ST and accounts for 25% of the marks.

GV4A5 Half unit

International Migration and Public Policy Teacher responsible: Dr Eiko Thielemann, L102

Availability: Optional course for students on the MSc European Politics and Governance. Other graduate students may be admitted if allowed by their programme's regulations. Students who wish to take this course must sign up to request to do this course with the Government Department's MSc Programme Manager in the first two weeks of the Michaelmas term. They must state the time and date of their application, the MSc programme they are taking and their reasons for wishing to take the course. They must leave their e-mail address. They will be informed quickly of the teacher's decision.

Core syllabus: This course offers a theoretically informed account of the challenges posed by international migration and resulting policy responses The focus is on the comparative analysis of migration control and migrant integration policies in OECD countries, with particular emphasis on the European Union.

Content: The course is structured in three parts. The first introduces a number of theoretical models that seek to explain the dynamics of international migration, migration control and migrant integration, addressing questions such as: Why do people migrate? Why do states accept migration? What factors facilitate/impede migrant integration? The second, comparative, part deals with national public policy responses to the issue of asylum & refugees, 'illegal' migration & human trafficking, (legal) immigration, and migrant inclusion & exclusion. The final part focuses on international and supranational policy responses with an emphasis on the European Union.

Teaching: 10 seminars in the LT and two in the ST.

Written work: All students are expected to write two one non-assessed essays during the term.

Reading list: There is no single textbook but the following texts are useful introductions: M Baldwin-Edwards & M Schain, The Politics of Immigration in Western Europe, 1994; C Boswell, European Migration Policies in Flux; Changing Patterns of Inclusion and Exclusion, 2003; C Brettell, Migration Theory: Talking Across the Disciplines, 2000; R Brubaker, Citizenship and Nationhood in France and Germany, 1992; 5 Castle & M J Miller, The Age of Migration, 1998; W A Cornelius et al, Controlling Immigration: A Global Perspective, 1994; A Favell, Philosophies of integration, 1998; A Geddes, The Politics of Migration and Immigration in Europe, 2003; A Geddes, Immigration and European Integration, 2000; V Guiraudon & C Joppke, Controlling a new migration world, 2001; J F Hollifield, Immigrants, Markets, and States: The Political Economy of Postwar Europe, 1992; C Joppke, Challenges to the Nation-State: Immigration in Western Europe and the United States, 1998; G Loescher, Beyond Charity: International Cooperation and the Global Refugee Crisis, 1996; J Money, Fences and Neighbours: The Political Geography of Immigration Control, 1999; S Sassen, Guests and Aliens, 2000; Y N Soysal, Limits of Citizenship: Migrants and Postnational Membership in Europe, 1994; D Thranhardt, Europe, a New Immigration Continent, 1994; A R Zolberg et al,Escape from Violence: Conflict and the Refugee Crisis in the Developing World, 1997.

Assessment: Two-hour written examination: 75%; assessed essay between 3,000 and 4,000 words to be submitted by Friday of Week one of the ST: 25%.

GV4A6 Half unit

The Politics of Resistance

Teacher responsible: Dr E Ringmar, K309

Availability: Comparative Politics students. Other students with the approval of Dr Ringmar.

Core syllabus: The aim of the course is to analyse and compare the various ways in which individuals, groups and societies have acted in order to defend themselves against superior military, social, economic or cultural power. Content: The concept of power; civil disobedience; anti-colonialism; resistance

to occupation; resistance against slavery and in concentration camps; protecting peasant society; women and patriarchy; anti-globalisation. Teaching: 10 weeks of lectures and seminars in MT.

Written work: Students must write two short essays during the course. Reading list: James Scott, Domination and the Art of Resistance; Edward Said, Culture and Imperialism; Tzetan Todorov, Facing the Extreme; Erik Ringmar, The Nests & the Hives; Janet Coleman, Against the State Assessment: End-of-year exam and assessed written work.

GV4A7

Russia and the Post-Soviet States: Politics and Policy

Teachers responsible: Dr Jim Hughes, K207, Professor Dominic Lieven, K208, Dr Claire Gordon, J207 and Dr Gwendolyn Sasse (on leave 2003-04) Availability: Compulsory core course for MSc Russian and Post Soviet Studies, and MSc Russian and Post Soviet Studies (Research). Also available to students on other degrees if space permits and with the approval of the course convenor.

Core syllabus: The course provides an advanced-level analysis of the key issues of post-communist transition in Russia and the Post-Soviet states. The objectives are to draw on comparative political science theories and historical approaches to provide an understanding of the historical background to the domestic and international contexts in which contemporary post-communist

state-building is occurring. Particular attention will be paid to the new institutional frameworks in which contemporary politics and policies are developing in Russia and the successor states to the USSR. Content: Discussion of key debates about patterns in Russian history and their consequences for contemporary politics; the legacy of the Russian and Soviet empires; theories and dilemmas of Modernisation; power and policy in the communist system; explanations for the collapse of the communist regime; theories of nationalism and nationalist mobilisation in Russian. Soviet and post-Soviet politics; testing theories of democratisation and economic transition; evaluating nation-and-state building and the new institutional architectures of post-Soviet states; assessing the role of agency, leadership and institutional design; national, regional and ethnic conflicts and accommodation strategies; sequencing issues and differences in the transition trajectories of postcommunist states.

Teaching: 20 weekly seminars in the MT and LT, and two seminars in the third and fourth weeks of the ST. 20 weekly lectures in the MT and LT. Reading list: D Lieven, Empire; J Hughes & G Sasse (Eds), Ethnicity and Territory in the Former Soviet Union; G Hosking, Russia, People and Empire; R Service, The History of Twentieth Century Russia; Ward, Stalin's Russia; A Motyl (Ed), Thinking Theoretically about Soviet Nationalities; J Hough, Democratisation and Revolution in the USSR, 1985-1991; M McFaul, Russia's Unfinished Revolution; S White (Ed), Developments in Russian Politics 5 J Linz & A Stepan, Problems of Democratic Transition and Consolidation; R Anderson et al, Postcommunism and the Theory of Democracy; J Wedel, Collision and Collusion; P Reddaway & D Glinsky, Tragedy of Russia's Reforms. Assessment: This consists of two parts: (i) a three-hour unseen written examination in June accounting for 75% of the marks; (ii) one essay of no more than 2,500 words accounting for 25% of the marks. Students are also required to write at least one un-assessed essay of 2,500 words, and prepare at least one written seminar presentation per term.

GV4A8 Half unit Not available in 2003/04 Nationalism, Political Violence and Terrorism Teacher responsible: Dr James Hughes, K207

Availability: All students, including those registered for the MSc in Comparative Politics, who wish to take this course must apply for enrolment with the MSc Programme Manager (Govt_MSc_Admin@lse.ac.uk) by the end of the second week of the MT. They must state the MSc programme they are taking, their reasons for wishing to take the course, and must leave their address (preferably e-mail). They will be informed quickly of the teachers' decisions. This is a high-demand course so enrolment is not guaranteed. Core syllabus: The course will inform students of the main theoretical debates concerning the causes and legitimacy of political violence in contexts of contemporary nationalist mobilisation around issues of secession, selfdetermination, and democratisation, and investigates methods of conflict management. The course employs case studies (which may vary from year to year) to examine the key issues.

Content: Causes, nature and types of nationalist mobilization; the legitimacy of political violence; distinguishing terrorism as a type of political violence; selected case studies of current and historical political violence and terrorism (for example: N Ireland, Basque Country, Kosovo, Chechnya, Israel/Palestine, South Africa, Kurdistan, Central America) and by transnational groups; state responses and state sponsoring of political violence and terrorism comparing democratic, transitional democratic, and non-democratic states: the response of the international system; political methods of overcoming political violence and terrorism.

Teaching: 10 weekly seminars in the LT and two in the ST. Reading list: T Honderich, Political Violence; J Snyder, From Voting to Violence: Democratization and Nationalist Conflict; M Brown et al (Ed), Nationalism and Ethnic Conflict; D Campbell & M Dillon (Eds), The Political Subject of Violence; E McDonagh, Violence and Political Change; H Tucker, Democratic Responses to Political Violence: R Munck & P de Silva, Postmodern Insurgencies; C Gearty, Terrorism; J Thackrah, Encyclopaedia of Terrorism and Political Violence; R Clutterbuck, The Future of Political Violence; P Merkl, Political Violence and Terror, B O'Leary, The Politics of Antagonism; J Darby et al (Ed), Political Violence: Ireland in a Comparative Perspective; H Krieger, The Kosovo Conflict and International Law; H Clark, Civil Resistance in Kosovo; J Sullivan, ETA and Basque Nationalism; R Clarke, The Basque Insurgents; J Dunlop, Russia Confronts Chechnya; A Lieven, Chechnya. Assessment: This consists of two parts: (i) a two-hour unseen written examination in the ST accounting for 75% of the marks; (ii) one 2,500 word assessed essay accounting for 25% of the marks.

GV4B1

Leadership, Ethics and Practical Policy Management I Teachers responsible: Professor P Dunleavy, K300 and Sarah Smith, E388c Availability: This course is for the first year of the MPA in Public and Economic Policy. There are no pre-requisites, but students should have absorbed the early reading set our below before the start of the course, and attended the MPA Induction sessions. There is a parallel course (Leadership, Ethics and Practical Policy Management2) in the second year of the MPA, which develops these themes further.

Core syllabus: A graduate course providing an introduction to issues of organizational and policy management, public service ethics and organizational leadership for high-level public policy-making. Three modules of five weeks each are interspersed with case-based seminars and sessions with senior external speakers. A full Reading list will be distributed at the beginning of the course

MT (weeks 3-7): Introducing Organizational Management: Key ideas in organization theory; morphological and ecological approaches; cultural theory and institutionalist models; theories of bureaucracy; the distinctiveness of public sector organizations.

MT (weeks 8 -10): Understanding Political and Organizational Leadership: The roles of leaders and senior executives in organizations; leadership and organizational change; problems of 'managerial opportunism'; leadership in the whole-government context; political complexity

LT (weeks 1-5): Ethics and Public Policy-making: foundations: Taught by Dr Paul Kelly, Government, Impartiality and the limits of ethical norms; equality and respect; freedom and responsibility; rights, duties and obligations; political ethics and the problem of 'dirty hands'

LT (weeks 6-10): Analysing and deciding on policy in hard issues: Taught by Professor Nicholas Barr, Economics. The focus here is on contemporary policy problems where governments face acute conflicting pressures, and have to settle on a single outcome amidst potential dilemmas The section looks at five 'hard' issues including: financing students in higher education; setting pensions policy; welfare state reform issues in central and east Europe.

ST (weeks 1-5): International policy issues: Taught by Dr David Stasavage, Professor William Wallace, Professor Chris Brown and Dr Spyros Economides, International Relations,

This section focuses on contemporary international policy issues, looking at how policy standardization and concertation changes the conventional national policy process.

Reading list: Organised by section:

MT (weeks 3-7): Introducing Organizational Management: H Mintzberg, Structure in Fives: Designing Effective Organizations; M Hanson & J Freeman, Organizational Ecology; C Hood, The Art of the State; J Q Wilson, Bureaucracy; B Silberman, Cages of Reason: The Rise of the Rational State: LE Lane The Public Sector: C Aravris, Knowledge for Action: A Guide to Overcoming Barriers to Organizational Change.

MT (weeks 8 -10): Understanding Political and Organizational Leadership; E.S. Schein, Organizational Culture and Leadership; G Miller, Managerial Dilemmas: The Political Economy of Hierarchy; G Allison, The Essence of Decision.

LT (weeks 1-5): Ethics and Public Policy-making: foundations: A Swift, Political Philosophy: A Beginner's Guide for Students and Politicians; P Singer, A Companion to Ethics; B Williams, Ethics and the Limits of Philosophy; S Blackburn, Being Good: A Badoit, Ethics,

Teaching: Seminars (25).

General reading: C Lindblom and D Cohen, Useable Knowledge: Social Science and Social Problem-Solving; C Argyris, Knowledge for Action: A Guide to Overcoming Barriers to Organizational Change.

Assessment: An essay of 2,000 to 3,000 words submitted within three weeks of the ending of each five week module. Each essay will count for a sixth of the overall marks, and the other 17% will be for the student's structured participation in the seminars, especially the case study and external speaker sessions.

GV4M1 Half unit **Skills Programme 1**

Teachers responsible: Dr Matt Mulford, B802 and Dr Paul Mitchell, K308

Other staff participants: Dr Martin Bauer, Professor George Gaskell, B811, Colin Mills, B809.

Availability: For MSc Comparative Politics, MSc Public Policy, MSc European Politics and Policy and new Research Students in Government. All students not already familiar with IBM PCs should register on the IT induction course early in the MT and complete the session on 'Introduction to PCs' and 'Introduction to Windows 95'.

Core syllabus: This programme provides a grounding in the skills needed for undertaking political science research at postgraduate level.

Content: The programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components: 1. Research Skills. The opening weeks introduce students to skills needed in their particular MSc course, and then to a range of library and research tools, such as databases and bibliographic systems. Also covered are presentational and writing skills. At the end of these weeks students move on to:

2. Quantitative Methods. Students who have no previous experience of statistics and data analysis should take component MI451: Quantitative Analysis 1: Description and Inference taught by the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data.

If you register for course GV4M1 you will automatically be included on MI451

Students who have already studied statistics and data analysis should take: MI452: Quantitative Analysis 2: the Generalized Linear Model also taught by the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study').

This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course teachers.

If you register for course as GV4M2 you will automatically be included on MI452.MI401: Concepts and Methods in Social Inquiry. Please note this course is automatically included when you register for either GV4M1 or GV4M2.

Teaching: The quantitative courses include lectures and computer classes: the research design course is lecture based.

Reading list: J F Healey, Statistics: A Tool for Social Research, 4th edn; Gary King, Robert Keohane & Sidney Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research

Assessment: The examinations for GV4M1 are GV4M1a (based on MI451) and GV4M1b (based on MI401). The examinations for GV4M2 are GV4M2a (based on MI452) and GV4M2b (based on MI401)

Passing the Skills Programme is required as part of the MSc degree. The quantitative course and the research design course are taught and examined as separate courses with separate results, even though they collectively form the 'Skills program'. It is only possible to retake an exam that was failed. Under no circumstances is it possible to retake an exam that was passed.

GV4M2 Half unit

Skills Programme 2

Teachers responsible: Dr Matt Mulford, B802 and Dr Paul Mitchell, K308 Other staff participants: Dr Martin Bauer, Professor George Gaskell, B811, Colin Mills, B809.

Availability: For MSc Comparative Politics, MSc Public Policy, MSc European Politics and Policy and new Research Students in Government, All students not already familiar with IBM PCs should register on the IT induction course early in the MT and complete the session on 'Introduction to PCs' and 'Introduction to Windows 95'

Core syllabus: Core syllabus: This programme provides a grounding in the skills needed for undertaking political science research at postgraduate level. **Content:** The programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components

1. Research Skills. The opening weeks introduce students to skills needed in their particular MSc course, and then to a range of library and research tools, such as databases and bibliographic systems. Also covered are presentational and writing skills. At the end of these weeks students move

2. Quantitative Methods. Students who have no previous experience of statistics and data analysis should take component MI451: Quantitative Analysis 1: Description and Inference taught by the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data.

If you register for course GV4M1 you will automatically be included on MI451.

Students who have already studied statistics and data analysis should take: MI452: Quantitative Analysis 2: the Generalized Linear Model also taught by the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study')

This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course teachers.

If you register for course as GV4M2 you will automatically be included on MI452.

3. Research Design and Qualitative Methods. Students must take MI401: Concepts and Methods in Social Inquiry which discusses the principles and assumptions, the applications and analysis and the strengths and weaknesses of various research strategies in the social sciences. Please note this course is automatically included when you register for either GV4M1 or GV4M2.

Teaching: The quantitative courses include lectures and computer classes; the research design course is lecture based.

Reading list: JF Healey, Statistics: A Tool for Social Research, 4th edn; Gary King, Robert Keohane & Sidney Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research.

Assessment: The examinations for GV4M1 are GV4M1a (based on MI451) and GV4M1b (based on MI401). The examinations for GV4M2 are GV4M2a (based on MI452) and GV4M2b (based on MI401).

Passing the Skills Programme is required as part of the MSc degree. The quantitative course and the research design course are taught and examined as separate courses with separate results, even though they collectively form the 'Skills program'

It is only possible to retake an exam that was failed. Under no circumstances is it possible to retake an exam that was passed.

GV4M3 Half unit

Comparative Politics Skills Programme 1 Teacher responsible: Dr Erik Ringmar, K309

Availability: For MSc Comparative Politics.

Core syllabus: Qualitative and quantitative methodology. Intended as research training for MSc students in the government department. Contents: The course has two main components.

Component One: Quantitative methods. Students who have no previous experience of statistics and data analysis should take component MI451: Quantitative Analysis 1: Description and Inference taught by the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. Students who have already studied statistics and data analysis should take: MI452: Quantitative Analysis 2: the Generalized Linear Model also taught by the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study'). This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course teachers.

If you register for course GV4M3 you will automatically be included on MI451

If you register for course as GV4M4 you will automatically be included on MI452

Component Two: Research skills. Students will be trained in a range of concepts relevant to qualitative political research.

Reading list: A New Handbook of Political Science, edited by Robert E Goodin & Hans-Dieter Klingeman (Oxford University Press, 1996); Gary King, et al Designing Social Inquiry: Scientific Inference in Qualitative Research (Princeton University Press, 1994); Alasdair MacIntyre, Against the Self-Images of the Age: Essays on Ideology and Philosophy (University of Notre Dame Press, 1971): Karl Popper, Conjectures and Refutations (Harper Torchbooks, 1965); Barry Buzan & Richard Little International Systems in World History (Oxford University Press, 2000).

Assessment: The quantitative methods course will be examined as explained in MI451and MI452. The qualitative methods course will be assessed on the basis of an essay. Each component will count for 50% of the final mark.

GV4M4 Half unit

Comparative Politics Skills Programme 2

Teacher responsible: Dr Erik Ringmar, K309 Availability: For MSc Comparative Politics.

Core syllabus: Qualitative and quantitative methodology. Intended as research training for MSc students in the government department.

Contents: The course has two main components.

Component One: Quantitative methods. Students who have no previous experience of statistics and data analysis should take component MI451: Quantitative Analysis 1: Description and Inference taught by the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. Students who have already studied statistics and data analysis should take: MI452: Quantitative Analysis 2: the Generalized Linear Model also taught by the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study'). This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course teachers. If you register for course GV4M3 you will automatically be included

on MI451. If you register for course as GV4M4 you will automatically be included on MI452

Reading list: A New Handbook of Political Science, edited by Robert E Goodin & Hans-Dieter Klingeman (Oxford University Press, 1996); Gary King et al, Designing Social Inquiry: Scientific Inference in Qualitative Research (Princeton University Press, 1994); Alasdair MacIntyre, Against the Self-Images of the Age: Essays on Ideology and Philosophy (University of Notre Dame Press, 1971); Karl Popper, Conjectures and Refutations (New York: Harper Torchbooks, 1965); Barry Buzan & Richard Little, International Systems in World History (Oxford University Press, 2000).

Assessment: The quantitative methods course will be examined as explained in MI451 and MI452. The qualitative methods course will be assessed on the basis of an essay. Each component will count for 50% of the final mark

GY403 Half unit

Contemporary Debates in Human Geography Teacher responsible .: Professor S Corbridge, S407, with contributions from Professor I Gordon, Dr M Low, Dr M Mason, Dr E Neumayer, Dr D Perrons, Dr A Pratt and Professor Y Rydin

Availability: MSc Human Geography Research and nominated MPhil/PhD Geography students in their first year of registration. Core syllabus: To cover a range of influential approaches to the discipline of geography. To understand the relation of past approaches to those currently employed. To appreciate the dynamic constitution of the discipline and the changing research foci.

Content: This is a course based upon intensive reading of key and canononical texts within the discipline. As such the Content will be flexible. Topics will be based upon the following: scale and space; histories of geography; economy and culture; risk society; nature and society; new economic geographies; ecological modernisation; post-developmentalism; feminism and geography.

Teaching: 10 x two-hour introductory lectures and student-led seminars in MT and LT. Students are expected to carry out directed readings for seminars, and to produce a summary two page essay. Reading list: U Beck, Risk Society: Toward a New Modernity, Sage, 1992; D Harvey, The Condition of Postmodernity, Blackwell, 1989; D Harvey, Spaces of Capital, Edinburgh, 2001; R Johnston et al, The Dictionary of Human Geography (4th edn), Blackwell, 2001; B Macmillan (Ed), Remodelling Geography, Blackwell, 1989; D Massey, Spatial Divisions of Labour (2nd edn), Macmillan, 1994; Progress in Human Geography; G Rose, Feminism and Geography, Polity, 1993; D Sayer, Method in Social Science (2nd edn), Routledge, 1992; D Livingstone, The Geographical Tradition, 1992; L Johnson, A Morally Deep World, 1991; P Krugman, Geography and Trade, 1991; A Escobar, Encountering Development, Princeton, 1995; N Smith, American Empire: Roosevelt's Geographer and the Prelude to Globalization. California, 2003.

Assessment: An unseen exam of two-hours (two from five) (75%) and an essay of 3,000 words (25%). Examination takes place in June.

GY404 Half unit

Seminar in Local Economic Development Teacher responsible: Dr A Rodriguez-Pose, S506 Availability: For MSc Local Economic Development, MSc Housing Policy and Design and nominated MPhil/PhD Geography students in their first year of registration, but also available to other suitably qualified students. Core syllabus: Review of the theoretical underpinnings of local economic development; different institutional contexts; range of strategies; and, problems of implementation of local economic development in advanced economies. Content: Orientation and overview. Policies and strategies for local economic development. Tensions between economic and social development. Bottom-up and top-down strategies. Spatial and sectoral strategies. Networks and institutions in LED. The political economy of local anti-growth/pro-growth coalitions. Local and regional government and LED, Selling the city: a strategy for LED. Environmental goals in LED. Institutions innovation and development.

Teaching: 10 x two-hour lecture/seminar in alternate weeks of the MT and LT. Students will be expected to make presentations and participate actively in seminars

Reading list: R J Bennett & A McCoshan, Enterprise and Human Resource Development: Local Capacity Building, Paul Chapman, 1993; M Best, The New Competition: Institutions of Industrial Restructuring, Polity, 1990; M Geddes & J Benington (Eds), Restructuring the Local Economy, Longman, 1993; G Kearns & C Philo (Eds), Selling Places, Pergamon, 1993; M Piore & C Sabel, The Second Industrial Divide: Possibilities for Prosperity, Basic Books, 1984; F Pyke & W Sengenberger (Eds), Industrial Districts and Local Economic Regeneration, ILO, 1992; W Stö;hr (Ed), Global Challenge and Local Response, Mansell, 1990; M Storper, The Regional World, Guilford 1997. Assessment: Unseen examination (75%) and one extended essay of 2,500 words to be handed in at a specified date in the ST (25%).

GY407

Managing Economic Development

Teacher responsible: Dr A Rodriguez-Pose, S506 Availability: Primarily for students taking MSc Local Economic Development, MSc Regional Science, MSc Human Geography Research, MSc Cities, Space and Society, MSc Development Management, MSc European Studies, MSc

Management and MSc Public Financial Policy. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees. Core syllabus: Analysis of the theory and practice of economic development focusing on response to change, stimulation of development. and methods of local or regional delivery.

Content: Semester A: Theories of regional economic development. location, and trade are applied to the contemporary process known as 'globalization,' and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.

Semester B: This section of the course starts with the analysis of two facts closely linked to globalization (the global ascendancy of subnational governments and economic divergence), before focusing on the strategies being implemented by governments across the world in order to cope and redress development problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment, the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course dwells on examples from Europe, the US, Latin America, and Asia.

Teaching: Each semester will have twelve 1-hour lectures and six 1.5-hour seminars (GY407.1 and GY407.2).

Reading list: G Clark, M Gertler & M Feldman (Eds), The Oxford Handbook of Economic Geography, Oxford University Press, 2000; P Dicken, Global Shift: Transforming the World Economy, Guilford Press, 1998; J H Dunning (Ed), Regions, Globalization and the Knowledge-Based Economy, Oxford University Press, 2000; P Krugman & M Obstfeld, International Economics: Theory and Policy, Harper-Collins, 1991; A Scott (Ed), Global City Regions, Oxford University Press, 2000; M Storper, The Regional World: Territorial Development in a Global Economy, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.

Assessment: One unseen examination of three hours (75%) and written work to be submitted during the session (25%).

GY408

European Economic Development Management

Teacher responsible: Professor I R Gordon, S513. Other teacher involved, Professor P C Cheshire, \$405

Availability: Primarily for students taking MSc Local Economic Development, MSc European Political Economy: Transition, MSc Development Management and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of management and institutional issues in Europe to stimulate the economic development of local and regional economies focusing on management of change, stimulation of development, project management methods of local or regional delivery and evaluation.

Content: Semester A: This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, deregulation and subcontracting structures: regional contrasted with local policy. The origins, objectives and form of regional policy, 'territorial competition', and local economic development policies. The role of infrastructure in development. Factors conditioning the development of local policies and the role of institutional factors and agents. The purpose and techniques of regional policy evaluation: methodological problems and bias. Solutions and examples of evaluation. Semester B: This section of the course deals mainly with socio-economic restructuring and labour market change in recent decades and the policy issues which these present to local and regional agencies. The strengths and weaknesses of traditional theories of growth and labour market functioning are analysed in detail in the European context. Focuses on the relations between social cohesion and competitiveness; labour market structure and education; human resources in development organisations and in local economies, mobility, clustering and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: Each semester will have 12 one-hour lectures and six one-and-ahalf hour seminars (GY408.1 and GY408.2).

Reading list: H W Armstrong & J Taylor, Regional Economics and Policy, Macmillan, 2000; R J Bennett & G Krebs, Local Economic Development: publicprivate partnership initiatives in Britain and Germany, Belhaven, 1991; R J Bennett & A McCoshan, Enterprise and Human Resource Development: local capacity building, Paul Chapman, 1993; R Boyer, The Search for Labour Market Flexibility: the European Economies in Transition, Oxford University Press, 1988; P C Cheshire & I R Gordon (Eds), Territorial Competition in an Integrating Europe, Avebury, 1995; Commission of the European Communities, 5th and 6th Periodic Reports on the Social and Economic Situation of the Regions of the Community, OPOCE; D Keeble & E Weaver (Eds), New Firms and Regional Development in Europe, Croom Helm, 1986; M Olson, The Logic of Collective Action, Harvard University Press, 1965; F Pyke & W Sengenberger (Eds), Industrial Districts and Local Economic Regeneration, ILO, 1992; A Rodriguez-Pose, Dynamics of Regional Growth in Europe, Clarendon Press, 1998: L

Rodwin & H Sazanami (Eds), Industrial Change and Regional Economic Transformation: Western Europe, Harper Collins, 1991.

Assessment: One unseen examination of three hours (75%) and two essays of 1,500 words on a title approved by the course convener to be submitted early in the ST (25%).

GY409 Half unit

Aspects of Managing Economic Development Teacher responsible: Professor M Storper, 54

Availability: Primarily for students taking MSc Local Economic Development, MSc Regional Science, MSc Human Geography Research, MSc Cities, Space and Society, MSc Development Management, MSc European Studies, MSc Management and MSc Public Financial Policy. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees. Content: Theories of regional economic development, location, and trade are applied to the contemporary process known as 'globalization,' and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.

Teaching: 12 one-hour lectures and six one-and-a-half-hour seminars (GY407.1

Reading list: P Aghion & J G Williamson, Growth, Inequality and Globalization, Cambridge University Press, 1998; G Clark, M Gertler & M Feldman (Eds), The Oxford Handbook of Economic Geography, Oxford University Press, 2000; C Crouch, P Le Galès, C Trigilia & H Voelzkow (Ed), Local Production Systems in Europe: Rise or Demise? Oxford University Press, 2001; J H Dunning (Ed), Regions, Globalization and the Knowledge-Based Economy, Oxford University Press, 2000; P Krugman & M Obstfeld, International Economics: Theory and Policy, Harper-Collins, 1991; A Scott (Ed), Global City Regions, Oxford University Press, 2000; M Storper, The Regional World: Territorial Development in a Global Economy, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course. Assessment: One unseen examination of two hours.

GY410 Half unit

Aspects of European Economic Development Management Teacher responsible: Professor P C Cheshire, \$405

Availability: Primarily for students taking MSc Local Economic Development, MSc Regional Science, MSc European Political Economy: Transition, MSc Development Management and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of middle-management institutional issues in Europe to stimulate the economic development of local and regional economies, focusing on management of change, theoretical context and stimulation of development (includes EEA and central Europe as well as EU). Content: This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, monetary union, deregulation and subcontracting structures: regional contrasted with local policy. The origins, objectives and form of regional policy, 'territorial competition', and local economic development policies. The role of infrastructure in development. Factors conditioning the development of local policies and the role of institutional factors and agents. The purpose and techniques of regional policy evaluation: methodological problems and bias Solutions and examples of evaluation.

Teaching: 12 one-hour lectures and six one-and-a-half-hour seminars (GY408.1)

Reading list: H W Armstrong & J Taylor, Regional Economics and Policy, Macmillan, 2000; R J Bennett & G Krebs, Local Economic Development: public-private partnership initiatives in Britain and Germany, Belhaven, 1991: P Cheshire & D Hay, Urban Problems in Western Europe: an economic analysis, Unwin-Hyman, 1989; P.C. Cheshire & I.R. Gordon (Eds), Territorial Competition in an Integrating Europe, Avebury, 1995; Commission of the European Communities, 5th and 6th Periodic Reports on the Social and Economic Situation of the Regions of the Community, OPOCE. Assessment: One unseen examination of two hours

GY411

Third World Urbanisation

Teacher responsible: Dr G A Jones, S506a. Other teacher involved, Dr S Chari Availability: For students taking: MSc Cities, Space and Society, MSc Demography, MSc Development Studies, MSc Environment & Development, MSc Human Geography Research, MSc Local Economic Development, MSc Population and Development, MSc Development Studies and MSc International Housing. Other suitably gualified and interested graduate students may take or audit the course with the permission of the teacher responsible. An elementary knowledge of Third World development issues would be an advantage. NOT to be taken with half units GY431 Cities, People and Poverty in the South or GY432 Cities, Culture and Politics in the South

Core syllabus: The course focuses on the social and economic consequences

of urbanisation in Third World countries paying particular attention to problems of urban poverty, especially in the fields of shelter, work and welfare. The course attempts to combine a spectrum of macro- and microlevel perspectives on urban privation by examining the responses of states. low-income households and civil society organisations to scarce resources. The course also aims to provide theoretically informed perspectives on social and political aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and urban politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

Content: Population growth and distribution. Urban development policies. Migration and migrant adaptation. Shelter, land and services. Employment and income. Poverty and poverty alleviation. Household structure and household survival strategies. Nutrition, health and education. Urban social planning: 'topdown' and 'bottom-up' initiatives. Urban economic planning. Globalisation and the convergence of urban types. Urban environmental issues. Politics of urban development. Decentralisation and urban governance. Conceptualising and representing Third World cities. Post-colonialism and post-developmentalism. Teaching: Two-hour seminars MT and LT (weekly commencing Week one of the MT)

Written work: One essay per term (ML) and seminar presentations.

Reading list: No single book covers the material adequately. Separate reading lists will be provided for each lecture/seminar. Nevertheless, basic reading material includes: A Badshah, Our Urban Future: New Paradigms for Equity and Sustainability, 1996; B Aldrich & R Sandhu (Eds), Housing the Urban Poor: Policy and Practice in Developing Countries, 1995; J Beall (Ed), A City for All, 1997; R Burgess et al (Eds), The Challenge of Sustainable Cities, 1997; S Chant (for UNDP), Gender, Urban Development and Housing, 1996; K Datta & G A Jones (Eds), Housing and Finance in Developing Countries, 1999: 'Poverty Reduction and Urban Governance', Environment and Urbanisation, Vol 12, No 1, 2000; A King, Culture, Globalisation and the WorldSystem, 1991; A King (Ed), Representing the City: Ethnicity, Captial and Culture in the 21st Century Metropolis, 1996; B Roberts, The Making of Citizens: Cities of Peasants Revisited, 1995; D Satterthwaite, Coping with Rapid Urban Growth, 2002; J Seabrook, In the Cities of the South, 1996; UNCHS (HABITAT), Cities in a Globalising World: Global Report on Human Settlements, 2001; F Wilson, N Kanji & E Braathen (Eds), Poverty Reduction: What Role for the State in Today's Globalised Economy? 2001

Assessment: One extended essay (3,000 words) to be handed in at beginning of ST; three-hour examination paper in ST (three questions out of nine). Course essay (25%); examination (75%).

GY413 Half unit

Economic Development: Institutions, Networks and Evaluation

Teacher responsible: Dr A Rodríguez-Pose, 5506

Availability: For students taking MSc Local Economic Development, MSc Regional Science, MSc Cities, Space and Society, MSc Development Studies, MSc Development Management, and MSc Management, also available to other suitably qualified graduate students as permitted by the regulations for their degrees. A good background is required in one of the fields of management, economics, economic geography, regional and urban studies. Core syllabus: Management and institutions of local or regional economic development

Content: This course starts with the analysis of two facts closely linked to globalization (the global ascendancy of subnational governments and economic divergence), before focusing on the strategies being implemented by governments across the world in order to cope and redress development. problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment, the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course dwells on examples from Europe, the US, Latin America and Asia.

Teaching: 12 one-hour lectures and six one-and-a-half-hour seminars (GY407.2)

Reading list: R J Bennett, Decentralization, Local Governments and Markets: Towards a Post-Welfare Agenda, Clarendon Press, 1990; M Castells, The Rise of the Network Society, Blackwell Publishers, 1996; P Dicken, Global Shift: Transforming the World Economy, Guilford Press, 1998; J D Donahue, Disunited States, Harper Collins, 1997; M Keating, The New Regionalism in Western Europe, Edward Elgar, 1998; W E Oates, Fiscal Federalism, Harcourt Brace Jovanovich, 1972; R J Putnam, Making Democracy Work: Civic Traditions in Modern Italy, Princeton University Press, 1993; A J Scott, Regions and the World Economy. The Coming Shape of Global Production, Competition, and Political Order, Oxford University Press, 1998; M Storper, The Regional World: Territorial Development in a Global Economy, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.

Assessment: Two-hour unseen examination

GY414

Gender, Space and Society

Teacher responsible: Dr D Perrons, S506b. Other teacher involved, Professor S Chant, S515

Availability: Optional for MSc Gender and Social Policy, MSc Development Studies, MSc Cities, Space and Society, MSc Gender, MSc Gender and Development, MSc Population and Development and MSc Regulation. Other graduate students may take the course subject to the Regulations for their Degrees. NOT to be taken with GY421 Gender and Development: Geographical Perspectives or GY422 European Gender Systems Core syllabus: An analysis of the geography of gender inequality in the advanced capitalist countries and in the developing world. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts.

Content: MT: Gender inequalities in the western world: Global Women: Globalization, the new economy, work life balance and social sustainability: theorizing gender divisions in the new economy. Gender mainstreaming and the diversity of gender inequality in the European Union. Global cities: polarization anjd feminization of work. Gendered spaces: city spaces, safety and urban design.

LT: Gender inequalities and development in the South. Production and reproduction. Households, families and fertility. Housing, health and urban services. Segregation, segmentation and the formal sector of urban employment. The 'informal sector'; gender and migration: gender and development policy and planning.

Teaching: MT: 10 x one-hour lectures (weekly), and 5 x 1.5 hour seminar sessions (alternate weeks starting week one).

LT:10 x two-hour lecture and seminar sessions (weekly). Additional/extended sessions by arrangement with course teachers, and individual essay meetings MT and LT.

Written work: Students will be expected to produce one essay per term and also make seminar presentations Reading list: No single book covers the whole course. The following are

useful basic reading:

MT: J Lewis (Ed), Lone Mothers in European Welfare Regimes, 1997; T Rees, Mainstreaming Equality in the European Union, 1998; D Sainsbury, Gender, Equality and Welfare States, 1996; 5 Walby, Gender Transformations, 1997; J Rubery, Women and European Employment, 1998; R Fincher & J Jacobs, Cities of Difference, 1998; I M Young, Justice and the Nature of Difference, 1990; L McDowell, Capital Culture, 1997; M Daly & K Rake, Gender and the Welfare State, Polity, 2003; B Ehrenrich & A Hochschild, Global Women, Granta, 2003.

LT: H Afshar & S Barrientos (Eds), Women, Globalisation and Fragmentation in the Developing World, 1999; S Chant with N Craske, Gender in Latin America, 2003; S Chant & M Gutmann, Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences, 2000; D Elson (Ed), Male Bias in the Development Process (2nd edn), 1995; C Jackson & R Pearson (Eds), Feminist Visions of Development: Gender Analysis and Policy, 1998; N Kabeer, Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals, 2003; M Marchand & J Parpart (Eds). Feminism/Postmodernism/ Development, 1995; H Moore, Feminism and Anthropology, 1988; K Saunders (Ed), Feminist Post-Development Thought: Re-thinking Modernity, Post-colonialism and Representation, 2002. Assessment: One essay, 3,000 words (25% marks) to be submitted at beginning of ST. One three-hour unseen examination paper, three questions out of nine (75% marks)

GY415 Half unit

Economic Development: Global Change and Local Response

Teacher responsible: Professor I R Gordon, 5513 Availability: For students taking MSc Local Economic Development, MSc Regional and Urban Planning Studies, MSc European Political Economy: Integration, MSc Human Geography Research and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees

Core syllabus: Understanding of the development pre-requisites and economic development policies to stimulate local and regional economies. Main focus on European experiences.

Content: This course deals mainly with socio-economic restructuring and labour market change in recent decades and the policy issues which these present to local and regional agencies. The strengths and weaknesses of traditional theories of growth and labour market functioning are analysed in detail in the European context. Focuses on the relations between social cohesion and competitiveness: labour market structure and education: human resources in development organisations and in local economies, mobility, clustering and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: 12 one-hour lectures and six one-and-a-half-hour seminars

(GY408.2)

Reading list: A Amin & N Thrift (Eds), Globalization, Institutions, and Regional Development in Europe, Oxford University Press, 1994; Commission of the European Community Periodic Reports on the Social and Economic Situation of the Regions of the Community, OPOCE; G Esping-Andersen, Social Foundations of Post-Industrial Economies Oxford: D.C. North Institutional Change, and Economic Performance, Cambridge University Press. 1990; F Pyke and W Sengenberger (Eds), Industrial Districts and Local Economic Regeneration, ILO, 1992; A Rodriguez-Pose, Dynamics of Regional Growth in Europe, Clarendon Press, 1998; M Storper Regional Worlds, Guilford Press 1997; J Wolch & M Dear (Eds), The Power of Geogaphy: How Territory Shapes Social Life, Unwin & Hyman, 1989. Assessment: Two-hour unseen examination.

GY416

Hazard and Risk Management

Teacher responsible: Professor D K C Jones, S417

Availability: For MSc Environment and Development, MSc Regulation, MSc Management and Regulation of Risk and other MSc degrees as permitted by regulations.

Core syllabus: An examination of the varied dimensions of hazard and risk with particular, but not exclusive, emphasis on environmental hazards focusing especially on contemporary debates regarding significance, underlying causes and optimal management approaches.

Content: The nature of hazard, vulnerability, risk and disaster. The hazard and risk archipelagos. Available adjustments to risk. Risk perception and risk communication. Prognostication. Emergency action, relief, rehabilitation and reconstruction. The Behavioural and Structural paradigms. Environmental Risk Assessment. Qualitative and Quantitative approaches. Logic diagrams. Risk Benefit Analysis. Risk Management objectives and debates.

Teaching: 20 x one-and-a-half-hour meetings.

Reading list: H D Foster, Disaster Planning, 1979; J Handmer & E C Penning-Rowsell, Hazards and the Communication of Risk, 1990; K Hewitt, Regions of Risk, 1997; A Kirby, Nothing to Fear, 1990; R Palm, Natural Hazards: An Integrative Framework for Research and Planning, 1990; Royal Society, Risk: Analysis, Perception and Management, 1992; K Smith, Environmental Hazards, 2000; P Blaikie et al, At Risk - Natural Hazards, People's Vulnerability and Disasters, 1994; J Adams, Risk, 1995; C Hood & D K C Jones, Accident and Design: Contemporary Debates in Risk Management, 1996; R E Hester & R M Harrison, Risk Assessment and Risk Management, 1998; R Lofstedt & L Frewer, Risk and Modern Society, 1998; Red Cross/Red Crescent, World Disasters Reports, (Annual); P Pritchard, Environmental Risk Management 2000.

Assessment: There will be a three-hour formal unseen examination requiring three answers from a choice of nine (75%) together with a course work essay of no more than 3,000 words (25%).

GY420

Environmental Regulation: Implementing Policy Teacher responsible: Dr M Mason, S510

Availability: For students taking MSc Policy, Planning and Regulation, MSc Environment and Development, MSc Global Market Economics, MSc Human Geography Research, MSc Local Economic Development, MSc Public Financial Policy, MSc Regulation and MSc Development Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. A knowledge of elementary economic and political theory would be an advantage but is not essential

Core syllabus: Analysis of the policy process and policy instruments of environmental regulation together with examination of environmental policy practice in relation to selected issues

Content: The course has two major components: (a) analysis of the main policy instruments available in environmental management and of the policy process, from a theoretical viewpoint: the nature and loci of environmental policy; public interest/private interest approaches to policy formulation; styles of government; discretion, implementation and enforcement; agency type, scale and professionalism; tools of regulation I; tools of regulation II; compliance and counterproductive regulation; explaining regulatory outcomes; (b) consideration of issues in environmental planning practice and in an international context: a representative list of topics would be: the North-South agenda, the role of science, social capital, environmental justice, dispute resolution; the precautionary principle.

Teaching: Nine (one-and-a-half-hour) lectures and five (one-hour) seminars in the MT and two (two-hour) lectures and eight (two hour) seminars in the

Written work: Students are expected to prepare 1/2 seminar papers.

Reading list: No single book or even a small group of books covers the material adequately. Reading lists are provided for the lecture course and for each seminar topic. Basic reading material includes: A Gouldson & J Murphy, Regulatory Realities, 1998; N Hawke, Environmental Policy, 2002; J Rees, Natural Resources, 1990; J Roberts, Environmental Policy, 2003. Students. with no experience of environmental economics are recommended to read: R K Turner et al, Environmental Economics, 1994.

Assessment: Three-hour formal examination paper. In addition, there is a course essay of 3,000 words maximum, on a topic to be set by the teacher. The course essay will account for 25% of the final marks, the formal examination for 75%

GY421 Half unit

Gender and Development : Geographical Perspectives Teacher responsible: Professor S Chant, S515

Availability: For students taking MSc Human Geography Research, MSc Cities Space and Society and MSc Environment and Development, MSc Gender, MSC Population and Development, MSc Regional and Urban Planning Studies, MSc Social Policy and Planning in Developing Countries, MSc Development. Other suitably gualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Core syllabus: An analysis of gender roles and relations in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their outcomes for low-income groups, especially in urban areas.

Content: Incorporation of gender into development analysis and practice. Indicators of gender in equality and the 'status of women'. Households, families and kinship. Fertility and family planning. Health and health care. Reproductive labour. Employment. Female labour force participation. Migration. Gender and development policies.

Teaching: 10 x two-hour lecture and seminar sessions LT (starting week one). Written work: Students will be expected to produce one essay during the course (one term).

Reading list: H Afshar & S Barrientos (Eds), Women, Globalisation and Fragmentation in the Developing World, 1999; S Chant with N Craske, Gender in Latin America, 2003; 5 Chant & M Gutmann, Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences, 2000; D Elson (Ed), Male Bias in the Development Process (2nd edn), 1995; C Jackson & R Pearson (Eds), Feminist Visions of Development, 1998; N Kabeer, Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals, 2003; M Marchand & J Parpart (Ed), Feminism/Postmodernism/Development, 1995; K Saunders (Ed), Feminist Post-Development Thought, Re-thinking Modernity, Post-colonialism and Representation, 2002; UNDP, Human Development Report 1995, 1995; N Visvanathan et alThe Women, Gender and Development Reader, 1997; K Willis & B Yeoh (Eds), Gender and Migration, 2000.

Assessment: One essay of 2,500 words to be submitted at beginning of ST (25%); One two-hour unseen examination, two questions out of five in ST (75%).

GY422 Half unit European Gender Systems

Teacher responsible: Dr D Perrons, S506b

Availability: For students on MSc Cities Space and Society, MSc Human Geography Research, MSc Local Economic Development, MSc Development Studies and MSc Gender. This course may be combined with GY421 above as a full-unit course.

Core syllabus: The course focuses on identifying and explaining differentiated gender roles and gender relations in Europe and on the differentiated gendering of space in European cities and regions.

Content: Gender inequalities in Europe: Globalization, the new economy, work life balance and social sustainability. Theorising gender inequality: welfare regimes, gendered welfare regimes, gender contracts and arrangements and differentiated degrees of patriarchy. Divisions in labour of paid and unpaid work migrant workers and the global care chain. Mainstreaming of equal opportunities policies in Europe.

Gendered space: World cities and the gender division of labour. Spatial organisation of cities and the household division of labour. The construction of differentiated spaces within cities on the basis of sexual identities. Gendered landscapes and the design of safer cities.

Teaching: 10 x one-hour sessions and five x 1.5 hour seminars (alternate weeks) in the MT.

Written work: Students will be expected to produce one essay and also make seminar presentations.

Reading list: M Carnoy, The new economy and social sustainability, 2000; J Darke & S Yeandle (Eds), Changing Places: Women's Lives in the City, 1996; J Rubery, M Smith & C Fagan, Women's Employment in Europe: Trends and Prospects, 1999; J Gardiner, Gender, Care and Economics, 1997; J Lewis (Ed), Lone Mothers in European Welfare Regimes, 1997; T Rees, Mainstreaming Equality in the European Union, 1998; D Sainsbury, Genderand welfare state regimes, 1999; M Dale & K Rake, Gender and the Welfare State, Polity, 2003; B Ehrenrich & A Hochschild, Global Women, Granta, 2003.

Assessment: One essay (2,500 words) (25%). Two-hour unseen paper, two questions out of five (75%)

GY423

Environmental Evaluation of Economic Development Teacher responsible: Dr E Neumayer, S416. Other teacher involved: Dr A Gouldson 5414

Availability: This course will form a core course for the MSc in Environmental Policy, Planning & Regulation. It may be taken as an option by other MSc students where regulations allow. Students should have completed a course in first year undergraduate level Economics or audit EC100 Economics A. Core syllabus: In the MT, this course will combine a number of theoretical and practical perspectives on the relations between environment and economy and on the greening of industrial development. The course will draw upon conceptual discussions relating to eco-efficiency, ecological modernisation and sustainable development. Within the context of these debates, the course will consider the scope for decoupling industrial development from environmental impact, offering a critical analysis of the potential of new technologies and techniques and the influence that changes in environmental performance can have on the competitiveness of firms.

In the LT this course will provide an economic evaluation of the environment from both a neoclassical and an ecological economics perspective. The course looks at fundamental concepts of environmental evaluation, appraises the Availability of natural resources for and the environmental consequences of sustained economic growth, examines the consequences of uncertainty and ignorance on environmental evaluation and analyses indicators for measuring progress.

Content: MT: An Environmental Assessment of Economic Development: Eco-Efficiency, Ecological Modernisation and Sustainable Development; Science, Technological Progress and the Environment; Innovation, Embeddedness and Technological Lock-in; The Competitive Implications of Environmental Protection; Integrating Environment into Industrial Development (1) -Environmental Management Systems and Environmental Auditing; Integrating Environment into Industrial Development (2) - Life-Cycle Assessment, Product Environmental Management and Green Consumerism; Industry and Environment in Developing Countries; Evolutions in Corporate Environmental Governance: Regulation, Self-Regulation and Access to Information; A Critical Analysis of Ecological Modernisation.

LT: Environment-economy linkages and environmental and natural resource economics; Neoclassical economics versus ecological economics; Costbenefit analysis and the environment; The concept of sustainable economic development; The 'source'-side: Resource Availability for sustained economic growth; The 'sink'-side: Economic growth and the environment; Carrying capacity, the concept of ecological footprints, and the concept of material throughput; Trade and Environment; Measuring progress towards sustainability: Green Net National Product (GNNP) and the Index of Sustainable Economic Welfare (ISEW).

Teaching: The course will be taught through a combination of 19 weekly lectures and 19 weekly seminars.

Reading list: MT: P Hawken, A Lovins & H Lovins, Natural Capitalism: The Next Industrial Revolution, (1999); A Gouldson & J Murphy, Regulatory Realities: The Implementation and Impact of Industrial Environmental Regulation, (1998); M Jacobs (Ed), Greening the Millenium? The New Politics of the Environment; A Mol &D Sonnenfield (Eds), Ecological Modernisation Around the World, (2000); C Sheldon &M Yoxon, Installing Environmental Management Systems, A Step by Step Guide, (1999); S Zadek, P Pruzan & R Evans, Building corporate accountability: emerging practices in social and ethical accounting, auditing and reporting, (1997).

LT: E Neumayer, Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms, Edward Elgar, 1999; E Neumayer, Greening Trade and Investment: Environmental Protection without Protectionism, Earthscan, 2001; J Kahn, The Economic Approach to Environmental Resource Economics, Dryden Press, 1998; M Jacobs, Greening the Economy, Pluto Press, 1991. Assessment: One three-hour written examination (75%) and one 3,000 word extended essav (25%).

GY430

Contemporary Urbanism

Teacher responsible: Dr A C Pratt, S410. Other teacher involved: Dr M M Low, 5512

Availability: Students registered on MSc Cities programme; other graduate students are welcome but should seek the permission of the course director.

Core syllabus: Theoretical perspectives on contemporary cities, with a specific focus on the global nature of urban social and cultural change and development. A primary intention of the course is to challenge western-centric views of the city, exploring the mutual shapings of 'Western' and 'Third World' urban experiences in a wide range of areas. The course will equip students interested in urban change and development to understand and consider appropriate responses to social and cultural aspects of cities. As crucibles of social transformation, successful interventions in contemporary cities around the globe require awareness of and sensitivity to social and cultural dynamics. A practical component of the course will use London as a laboratory for the examination of social and cultural aspects of contemporary urbanism and urban change in comparison with case studies of selected other cities from

around the world. It will highlight the fractured and fragmented nature of the 'urban experience' as well as the global determinants of the contemporary city. Content: The emergence and history of the notion of the urban - the urban imaginary in global perspective: Modernism and urbanism in post-colonial contexts: migration, tradition and the development of 'different' urbanisms; Class, politics and citizenship; Immigration, race and empire in urban form; imperial and colonial cities: Regulating cities: the origins of modern urban management and colonial translations; Globalisation, economic change and the rise of cultural industries; Urban movements: from the western city to the third world - a new internationalism or a cultural politics of difference. Each topic will be covered by two two-hour seminars. Two topics from the above list will be chosen each year for further investigation in an individual student project. Teaching: 10 x two-hour meetings in MT, 10 x two-hour meetings in LT. Reading list: M Cross & M Keith (Eds), Racism, the city and the state, 1993; M Davis, City of Quartz, 1991; J Eade (Ed), Living the Global City, 1997; A Escobar & S Alvarez (Eds), The Making of Social Movements in Latin America: Identity, Strategy and Democracy; J Jacobs, Edge of Empire: Postcolonialism and the City, 1996; A King (Ed), Re-Presenting the City: Ethnicity, Capital and Culture in the Twenty-First Century Metropolis, 1996; A King, Urbanism, Colonialism and the World Economy, 1990; P Rabinow, French Modern: Norms and Forms of the Urban Environment, 1989; S Sassen, The global city: London, Tokyo, New York, 1991; D Simon, Cities, Capital and Development: African cities in the world economy, 1992; L Sandercock, Towards Cosmopolis, 1998; M P Smith, Transnational Localism, 2001; E Soja, Postmetropolis, 2000; S Zukin, The Cultures of Cities, 1995. Assessment: Unseen three-hour examination (75%); two projects of 2,000

GY431 Half unit

words (25%)

Cities, People and Poverty in the South Teacher responsible: Dr Sharad Cha

Availability: For students taking MSc Cities, Space and Society; MSc Human Geography Research; also MSc Development Studies, MSc Environment and Development, MSc Gender, MSc Population and Development, MSc Regional and Urban Planning Studies, MSc Social Policy and Planning in Developing Countries, MSc International Housing. Other suitably gualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. NOT to be taken with GY411 Urbanisation in the South.

Core syllabus: The course examines the patterns, processes and implications of urbanisation in developing societies, with particular reference to the survival and welfare of low-income groups, and the variability of urban life and poverty in different geographical contexts. The conceptual and empirical focus of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods and the interrelations of grassroots processes with policy interventions on the part of governments. International development agencies and NGOs. Content: Spatial patterns and trends in urban development; population and migration; shelter and housing; urban services; the conceptualisation and measurement of urban poverty; employment and urban labour markets; household survival strategies and structural adjustment; households and gender; women-headed households; nutrition and health; education; social welfare; youth and ageing; children in cities; community development. participatory planning and urban social moveme Teaching: Weekly seminars 10 x two-hours in LT. Reading list: B Aldrich & R Sandhu (Eds), Housing the Urban Poor: Policy and Practice in Developing Countries, 1995; J Beall (Ed), A City for All, 1997; R Burgess et al (Eds), The Challenge of Sustainable Cities, 1997; S Chant, Gender, Urban Development and Housing, 1996; S Chant with N Craske, Gender in Latin America, 2003; V Desai & R Potter (Eds), The Companion to Development Studies, 2002; A Grinspun (Ed), Choices for the Poor, 2001; 'Poverty Reduction and Urban Governance', Environment and Urbanisation Vol 11. No 2, 2000; J Gualer (Ed), Cities in the Developing World, 1997; D Satterthwaite, Coping with Rapid Urban Growth, 2002; B Roberts, The Making of Citizen: Cities of Peasants Revisited, 1995; UNCHS (Habitat), An Urbanising World: Global Report on Human Settlements, 1996; UNCHS (Habitat), Cities in a Globalising World: Global Report on Human Settlements, 2001; World Bank, World Development Report 2000/2001. Attacking Poverty, 2000; F Wilson, N Kanji & E Braathen (Eds), Poverty Reduction: What Role for the State in Today's Globalised Economy?, 2001. Key journals/reports:Environment and Urbanisation, Third World Planning Review, Human Development Report (UNDP), Assessment: One extended essay (2,500 words) (25%) to be submitted at the beginning of the ST. One two-hour unseen examination in ST (75%): two questions out of five.

GY432 Half unit

Cities, Culture and Politics in the South Teacher responsible: Dr G A Jones, S506a Availability: For students taking MSc Cities, Space and Society, MSc Human Geography Research, MSc Environment and Development, and MSc

Regional and Urban Planning Studies. Other suitably gualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. NOT to be taken with GY411Third World Urbanisation.

Core syllabus: This course aims to provide theoretically informed perspectives on social and cultural aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

Content: Representing Third World cities; colonial management, sanitation and race; post-colonialism and modernism; globalisation and global cities; conservation and heritage; contests for public and private space; urban movements and citizenship, and cities in contemporary development discourse. Teaching: 10 two-hour seminars in the MT.

Written work: One essay and seminar presentations.

Reading list: No single book or small group of books covers the material adequately. Separate reading lists will be provided for each seminar. Nevertheless, basic reading material includes: S E Alvarez, E Dagnino & A Escobar, Cultures of Politics, Politics of Cultures, Revisioning Latin America, Social Movements, 1998; N Devas & C Rakodi, Managing fast growing cities: new approaches to urban planning and management in the developing world, 1993; N Harris, Cities and Structural Adjustment, 1996; J Holston, The Modernist City: An Anthropological Critique of Brasilia, 1990; A King, Re-presenting the City: ethnicity, capital and culture in the 21st Century Metropolis, 1996; P Rabinow, French Modern: norms and forms of the social environment, 1995; B Yeoh, Contesting Space: power relations and the urban built environment in Colonial Singapore, 1996.

Assessment: One extended essay (2,500 words) (25%) to be handed in at beginning of ST; two-hour examination paper at end of academic year (two questions out of five) (75%).

GY433 Half unit Planning for Sustainable Cities

Teacher responsible: Professor Y Rydin, S413

Availability: Course principally intended for MSc Environmental Policy, Planning and Regulation; MSc Cities, Space and Society; MSc City Design and Social Science; other MSc Students may attend with the permission of their tutor and the teacher. Not available to those taking GY453.

Core syllabus: A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course will focus largely on the problems facing leveloped countries.

Content: The course comprises 10 lectures on the following themes; sustainability, sustainable development and the urban level; sustainability indicators; environmental Assessment; environmental limits, carrying capacity and ecological footprints; the debate on sustainable urban form; Local Agenda 21; public participation; environmental governance.

Teaching: Lectures: five x one-hour in Weeks one-five of MT (joint with GY453); five x one-hour in Weeks six-10 of MT; Seminars: 10 x one-hour in Weeks one-10 in MT).

Reading list: Detailed reading on specific policy areas will be provided. The basic principles are covered in: J Agyeman & B Evans (Eds), Local Environmental Policies and Strategies, 1994; A Blowers & B Evans (Eds), Town Planning in the 21st Century, 1997; S Buckingham-Hatfield & B Evans (Eds), Environmental Planning and Sustainability, 1996; G Haughton & C Hunter, Sustainable Cities, 1994; P Selman, Local Sustainability, 1996; R Gilbert et alMaking Cities Work, 1996; D Satterthwaite (Ed), The Earthscan Reader in Sustainable Cities, 1999; J Ravelz, City Region 2020, 2000.

Assessment: A formal two-hour unseen examination (two questions from 5); students are expected to prepare a seminar paper but this does not contribute to the formal Assessment.

GY434 Half unit

Environmental Discourse

Teacher responsible: Professor Yvonne Rydin, S413

Availability: Intended primarily for students on MSc Human Geography Research, MSc Cities, Society and Space, and MSc Media and Communications; can be taken by students on other MSc programmes with the permission of their Programme Director.

Core syllabus: The course examines the processes by which 'environmental issues' are socially constructed, the theoretical frameworks for understanding such processes and the associated institutional contexts.

Content: The syllabus for the 10 weeks is as follows:

Constructing the Environment: constructionism, embedded constructionism, and Actor-Network Theory

Constructing Scientific Discourse: GMOs and BSE

Foucauldian Approaches to the Environment Constructing 'Our Common Future': the rhetorical method Environment and Culture: the contribution of literary studies Environment and Culture: the contribution of anthropology Media and Environment: text, images and new social movements Media and Risk: the role of the 'lay' and the 'expert' Risk Communication: the role of the professional

Discourse, Negotiation and Deliberation

Teaching: 10 x one-hour lecture, plus 10 x one-hour seminar in MT. Reading list: S Allan, B Adam & C Carter, Environmental Risks and the Media Routledge, 2000; J G Cantrill & C L Oravec (Eds), The Symbolic Earth: discourse and our creation of the environment, University Press of Kentucky, 1996; G Chapman, K Kumar, C Fraser & I Gaber, Environmentalism and the Mass Media: the North-South divide Routledge, 1997; E Darier (Ed), Discourses of the Environment, Basil Blackwell, 1999; J Dryzek, The Politics of the Earth: environmental discourses, OUP, 1997; J Hannigan, Environmental Sociology: a social constructionist perspective, Routledge, 1995; P Macnaghten & J Urry, Contested Natures Sage Publications, 1998; G Myerson & Y Rydin, The Language of Environment: a new rhetoric, UCL Press, 1996.

Assessment: Two-hour unseen written examination (100% of Assessment); students will be expected to make seminar presentations and submit a written version of their presentation for comment.

GY435

Environment and Development: Economics and Institutions

Teacher responsible: Dr E Neumayer, 5416. Other teacher involved, Dr T Forsyth U205

Availability: This course will form a core course for the MSc in Environment and Development. It may be taken as an option by other MSc students where regulations allow. Students should have completed a course in first year undergraduate level Economics or audit EC100 Economics A.

Core syllabus: In the MT the course is about the institutions that regulate the interactions between society and the natural environment, at the local and national levels (the international level is dealt with in DV415). The course is also concerned with how these relationships are perceived and understood in particular development contexts. Firstly, a range of explanatory frameworks are introduced, with particular attention to political ecology, gendered resource access, and environmental narratives. Secondly, we critically analyse a number of resource management institutions as promoted by donors and governments, and practiced by local communities. We ask how these different institutions, and the politics surrounding them, impose constraints upon and present opportunities for the promotion of sustainable and equitable development.

In the LT this course will provide an economic evaluation of the environment from both a neoclassical and an ecological economics perspective. The course looks at fundamental concepts of environmental evaluation, appraises the availability of natural resources for and the environmental consequences of sustained economic growth, examines the consequences of uncertainty and ignorance on environmental evaluation and analyses indicators for measuring progress.

Content: MT: Interdisciplinary environmental science for development; Discourses of environmentalism; political ecology, access to resources, and environmental narratives; gender and population in environmental management; the state, the community, common property resources, and comanagement of land and forests; environmental movements and environmental politics.

LT: Environment-economy linkages and environmental and natural resource economics; Neoclassical economics versus ecological economics; Costbenefit analysis and the environment; The concept of sustainable economic development; The 'source'-side: Resource Availability for sustained economic growth; The 'sink'-side: Economic growth and the environment; Carrying capacity, the concept of ecological footprints, and the concept of material throughput; Trade and Environment; Measuring progress towards sustainability: Green Net National Product (GNNP) and the Index of Sustainable Economic Welfare (ISEW).

Teaching: The course will be taught through a combination of 20 weekly lectures and 20 weekly seminars.

Reading list: W M Adams, Green Development, Routledge, 2000; T Benton & M Redclift (Eds), Social Theory and the Global Environment, Routledge, 1994; P Blaikie & H Brookfield, Land and Society, Routledge, 1987; T Forsyth, Critical Political Ecology: the politics of environmental science, Routledge, 2002; M Leach & R Mearns (Eds), The Lie of the Land: challenging received wisdom in African environmental change and policy, James Currey, 1996; E Ostrom, Governing the Commons, Cambridge University Press, 1990; R Peet & M Watts (Eds), Liberation Ecologies: environment, development. socialmovements, Routledge, 1996; E Neumayer, Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms, Edward Elgar, 1999; E Neumayer, Greening Trade and Investment: Environmental Protection without Protectionism, Earthscan, 2001; J Kahn, The Economic Approach to Environmental Resource Economics, Dryden Press, 1998; M Jacobs, Greening the Economy, Pluto Press, 1991.

Assessment: Three-hour written examination (75%) and one 3,000 word extended essay (25%) for MSc Environment and Development students who write a dissertation and all other students. One three-hour written examination (75%) and one 5,000 word extended essay (25%) for MSc Environment and Development students who do not write a dissertation

GY436

Nationalism, Democracy and Development in **Contemporary India**

Teachers responsible: Professor Stuart Corbridge (Geography), \$407 and

Professor John Harriss (DESTIN), U106 Availability: For MSc Geography & Environment and DESTIN students; also

for other students on request to the teachers. Core syllabus: The aim of the course is to develop an analysis of the politics,

economy and society of contemporary India, in its international context. Content: Geography and the Idea of India; Colonialism and the Construction of Tradition; the Political Economy of Colonialism; Indian Nationalism, the Constituent Assembly and the Invention of Indern India; Economic Planning and the Agrarian Question; Rural-Urban dations and the Ruralization of Politics; Poverty; the Crisis of Indian anning and Liberalization; Globalization and the Indian Economy; Development and the Environment; Local Politics and the Congress System; Caste and Religion in Indian Politics; Hindu Nationalism and the Rise of the BJP; Social Movements and Popular Democracy; Indian Federalism and the Local Developmental State; India's Place in a Globalizing World.

Teaching: 20 lectures in the MT and LT, and 18 classes.

Reading list: A Ahmad, Lineages of the Present: Ideology and Politics in Contemporary South Asia, Verso, 2000; C Bayly, Indian Society and the Making of the British Empire, Cambridge, 1988; S Bayly, Caste, Society and Politics in India from the Eighteenth Century to the Modern Age, Cambridge, 1999; J Bhagwati, India in Transition: Freeing the Economy, Oxford, 1993; A Bhaduri & D Nayyar, The Intelligent Person's Guide to Liberalization, Penguin India, 1996; P Bidwai & A Vanaik, South Asia on a Short Fuse, Oxford, 1999; 5 Bose & A Jalal (Eds), Nationalism, Democracy and Development, Oxford, 1997; P Brass, The Politics of India Since Independence, Cambridge, 1994; P Brass, Theft of an Idol, Princeton, 1997; J Breman, Footloose Labour: Working in India's Informal Economy, Cambridge, 1996; T Byres (Ed), The Indian Economy: Major Debates Since Independence, Oxford, 1998; R Cassen & V Joshi (Eds), India: the Future of Economic Reform, Oxford, 1995; P Chatterjee, A Possible India, Oxford 1997; P Chatterjee, The State and Politics in India, Oxford 1997; 5 Corbridge & J Harriss, Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy, Polity, 2000; J Dreze & A Sen, India: Economic Development and Social Opportunity, Oxford, 1995; F Frankel, India's Political Economy, Princeton, 1978; C Fuller (Ed), Caste Toda, Oxford, 1996; M Gadgil & R Guha, This Fissured Land: An Ecological History of India, Oxford, 1992; A Gupta, Postcolonial Developments: Agriculture in the Making of Modern India, Duke, 1998; T Hansen, The Saffron Wave: Democracy and Hindu Nationalism in Modern India, Princeton, 1999; C Jaffrelot, The Hindu Nationalist Movement in India, Hurst, 1996; R Jenkins, Democratic Politics and Economic Reforms in India, Cambridge, 1999; 5 Kaviraj, Politics in India, Oxford, 1997; S Khilnani, The idea of India, Hamish Hamilton, 1997; A Kohli (Ed), India's Democracy, Princeton, 1988; A Kohli, Democracy and DisContent: India's Crisis of Governability, Cambridge, 1990; A Kohli (Ed), The Successes of Indian Democrac, Cambridge, 2001; R Kothari, Politics in India, Little and Brown, 1970; T Madan, Modern Myths, Locked Minds; Secularism and Federalism in India, Oxford, 1997; O Mendelsohn & M Vicziany, The Untouchables, Cambridge, 1998; J Sachs, A Varshney & N Bajpai (Eds), India In The Era of Economic Reforms, Oxford, 1999; L Rudolph & S Rudolph, The Modernity of Tradition, Chicago, 1967; L Rudolph & S Rudolph, In Pursuit of Lakshmi, Chicago, 1987; A Vanaik, The Painful Transition, Verso, 1990; A Vanaik, TheFuries of Indian Communalism, Verso, 1997. JournalsEconomic and Political Weekly is essential. The news magazine Frontline will be valuable. Assessment: Will be by means of two essays of 1,500 words (30%) and a final examination (70%)

GY442 Half unit

Critical Perspectives on the Greening of Industry Teacher responsible: Dr Andrew Gouldson, S414

Availability: An optional half-unit for students taking MSc Environment and Development. Also available to other students subject to programme regulations.

Core syllabus: This course will combine a number of theoretical and practical perspectives on the relations between environment and economy and on the greening of industrial development. The course will draw upon conceptual discussions relating to eco-efficiency, ecological modernisation and sustainable development. Within the context of these debates, the course will consider the scope for decoupling industrial development from environmental impact, offering a critical analysis of the potential of new technologies and techniques and the influence that changes in environmental performance can have on the competitiveness of firms. Content: An Environmental Assessment of Economic Development: Eco-Efficiency, Ecological Modernisation and Sustainable Development; Science,

Technological Progress and the Environment; Innovation, Embeddedness and Technological Lock-in; The Competitive Implications of Environmental Protection: Integrating Environment into Industrial Development (1) -Environmental Management Systems and Environmental Auditing: Integrating Environment into Industrial Development (2) - Life-Cycle Assessment, Product Environmental Management and Green Consumerism; Industry and Environment in Developing Countries; Evolutions in Corporate Environmental Governance: Regulation, Self-Regulation and Access to Information; A Critical Analysis of Ecological Modernisation. Teaching: One weekly lecture (one-hour) supported by weekly classes (one-

Reading list: Basic texts include: P Hawken, A Lovins & H Lovins, Natural Capitalism: The Next Industrial Revolution, (1999); A Gouldson & J Murphy, Regulatory Realities: The Implementation and Impact of Industrial Environmental Regulation, (1998); M Jacobs (Ed), Greening the Millenium? The New Politics of the Environment; A Mol & D Sonnenfield (Eds), Ecological Modernisation Around the World, (2000); C Sheldon & M Yoxon, Installing Environmental Management Systems, A Step by Step Guide, (1999); S Zadek, P Pruzan & R Evans, Building corporate accountability: emerging practices in social and ethical accounting, auditing and reporting, (1997). Assessment: Two-hour written examination in the ST.

GY444 Half unit

Environmental Assessment in the Planning Process Teacher responsible: Dr Andrew Gouldson (S414). Other teachers involved, Dr Michael Mason and Dr Giles Atkinson

Availability: A compulsory course for students taking the MSc Environmental Policy, Planning and Regulation. Optional for students taking MSc Environment and Development and MSc Regional and Urban Planning Studies. Also available to other students subject to programme regulations. Core syllabus: This course will examine the role of environmental Assessment in the planning process. It will introduce the techniques of (FIA) at the project level and strategic environmental Assessment (SEA) and sustainability appraisal at the programme, plan and policy levels and provide a critical examination of their application in different contexts. It will also examine the demand for economic evidence in appraisals of projects with environmental impacts and consider the ways in which this evidence can be gathered through different approaches to cost-benefit analysis (CBA). The course will present various case-studies and include lectures from environmental Assessment practitioners.

Content: Sustainability and the planning process; participation and deliberation in environmental decision-making; the selection of appropriate environmental Assessment techniques: from technical to socio-political critéria; the role of scale - local to transnational/global environmental Assessment; the role of public participation in environmental Assessment; adaptation of Assessment instruments to sustainability goals; EIA, SEA and cost-benefit analysis (CBA); the demand for economic evidence in appraisal of projects with environmental impacts; scope of economic evidence - nonmarket valuation and total economic value; non-market valuation of environmental impacts using (1) original studies (contingent valuation etc.) (2) secondary data ('benefits transfers') and the relative merits of each. Teaching: One weekly lecture (one-hour) supported by weekly classes (one-hour)

Reading list: Basic texts include: A Gilpin, Environmental Impact Assessment: Cutting edge for the 21st century (1995); P Morris & R Therivel (Eds), Methods of Environmental Impact Assessment, (1994); R Therivel & M Partidario The Practice of Strategic Environmental Assessment, (1994); C H Eccleston, Environmental Impact Statements, (2000); D W Pearce et al (Eds), Valuing the Environment in Developing Countries, (2002). Assessment: Two-hour written examination in the ST.

GY450

Regional and Urban Planning Problems Seminar

GY453 Half unit

Geographical Aspects of Regional and Urban Planning Teacher responsible: Dr D Perrons, S506b. Other Teaching involved, Professor Y Rydin, S413

Availability: This course is intended primarily for MSc Regional and Urban Planning Studies, MSc Local Economic Development, MSc Regulation. Other graduate students may attend by permission. Core syllabus: To explore the contribution of spatial analysis to the understanding of regional and urban planning processes. Two themes are chosen for particular attention; a) the analysis of regional and urban development and issues involved in the formulation of regional policy, b) planning for sustainable urban development.

Content: Regional inequality and social cohesion in the European Union; theories of regional development; National and supra-national policies for regional regeneration; inward regional investment, endogenous development and technology networks; sustainable regional development; technopoles and science parks; sustainability, sustainable development and the urban

level; sustainability and normative models of the policy process; the applicability of policy tools for sustainability at the local level; environmental limits, carrying capacity and ecological footprints; the debate on sustainable urban form

Teaching: 10 lectures and 10 seminars in MT.

Reading list: A detailed reading list will be issued at the start of the course. A Scott & M Storper, Pathways to Industrialisation and Regional Development; A Amin & N Thrift, Globalisation, Institutions and Regional Development in Europe; M Breheny (Ed), Sustainable Development and Urban Form, 1992J Agveman & B Evans (Eds), Local Environmental Policies and Strategies, 1994A Blowers & B Evans (Eds), Town Planning in the 21st Century, 1997; S Buckingham-Hatfield & B Evans (Eds), Environmental Planning and Sustainability, 1996; G Haughton & C Hunter, Sustainable Cities, 1994; A Blowers (Ed), Planning for a Sustainable Environment, 1993; P Selman, Local Sustainability, 1996; R Gilbert et al, Making Cities Work, 1996; R Hudson, Production, Places and Environment, 2000; A Scott, Regions and the World Economy, 1998; A Scott (Ed), Global City Regions, 2001; R Hudson & A Williams (Eds), Divided Europe, 1999.

Assessment: Two-hour unseen examination paper taken in June.

GY454 Half unit

Urban Policy and Planning

Teachers responsible: Dr A Thornley, \$420 and other to be announced Availability: Course intended primarily for MSc in Regional and Urban Planning Studies. Also available for MSc Human Geography and other MSc students when regulations permit.

Core syllabus: The course aims to provide a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. The aim is also to gain an understanding of the causes for similarity and difference in policy approaches. Content: Development of urban regeneration policy; current British urban policy initiatives; urban containment policy; new settlements and new urbanism; public private partnerships; spatial transformation of cities; mega projects and retail development; city marketing.

Teaching: 10 (one-hour) lectures in the LT and 10 (one-and-a-half-hour) eminars (GY454). The course will be accompanied by seminar EC450.

Reading list: Urban Task Force, Urban Renaissance; DETR, Our Towns and Cities: The future; R Atkinson & G Moon, Urban Policy in Britain; P Hall & C Ward, Sociable Cities; E Blakely & M Snyder, Fortress America; N Bailey et al, Partnership Agencies in British Urban Policy; D Judd & S Fainstein, The Tourist City; J Mannigan, Fantasy City; T Hall & P Hubbard, The Entrepreneurial City

Assessment: Two-hour unseen examination paper in June.

GY455 Half unit

Economic Aspects of Project Appraisal

Teacher responsible: Dr G Atkinson, S412

Availability: Option for MSc Regional and Urban Planning Studies, MSc Human Geography, MSc Cities, Space and Society, MSc City Design and Social Science and MSc Environment and Development. Other graduate students are welcome to attend if their course regulations permit.

Core syllabus: This course is concerned with the foundations and practical use of applied welfare economics in the context of project appraisal and policy evaluation.

Content: Introduction to economic aspects of project appraisal. Conceptual foundations of cost-benefit analysis. Measurement of costs and benefits. Designing stated preference studies to value non-market goods. Valuing health and safety risks. Benefits transfer: using data from secondary sources. The application of project appraisal methods to the transport and health-care sectors. Classes will focus extensively on practical case studies of the appraisal of projects by for example development agencies such as The World Bank. Examples particularly from environmental, health, development and transport policy in the developed and developing world. Teaching: Six (two-hour) lectures and four (two-hour) seminars in the LT.

Reading list: Detailed reading lists will be provided to support each course component. Emphasis will be placed on texts case study material and stateof-the-art contributions to, for example, the literature on non-market valuation. For an overview and introduction to the main issues covered by the course, students may wish to consult the following: A E Boardman et alCost-Benefit Analysis: Concepts and Practice, 2001; R Layard & S Glaister (Eds), Cost-Benefit Analysis, 1994; D W Pearce, Cost-Benefit Analysis, 1986; E M Gramlich, A Guide to Benefit-Cost Analysis, 1990.

Assessment: Two-hour unseen written examination in the ST.

GY456 Half unit Issues in Environmental Regulation

Teacher responsible: Dr M Mason, S510

Availability: Course intended primarily for MSc Regional and Urban Planning Studies, MSc Human Geography Research, MSc Environment and Development. Other students may take the course with the agreement of the course teachers but some knowledge of the theory of environmental

regulation is required

Course syllabus: The purpose of the course is to apply the theoretical material on environmental management and regulation to a variety of environmental policy situations

Content: The application of theory and concepts in a variety of contexts in both the North and South. The selection of issues and contexts will depend on student interests. A representative list of topics would be: the North-South agenda; the role of science; social capital; environmental justice; dispute resolution

Teaching: Two (two-hour) Lectures and eight (two-hour) seminars in the LT. Reading list: Reading lists are provided for the lectures and seminar topics. Additional general reading includes: W M Adams, Green Development, 2001: A Gouldson & J Murphy, Regulatory Realities, 1998; J Martinez-Alier, The Environmentalism of the Poor, 2002; J Roberts, Environmental Policy, 2003. Assessment: An unseen two hour examination taken in June

GY457

Applied Urban and Regional Economics Teacher responsible: To be announced

Availability: This course is intended primarily for students on the MSc in

Real Estate Economics and Real Estate Finance, MSc Human Geography search. The course assumes that students already have a knowledge of

mornics equivalent to a good first degree in the subject. It is available as n option to students who can show that they are suitably qualified. Core syllabus: This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context.

Content: Topics covered include: the function of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban and regional growth - theory and evidence; land and real property markets, the economics of urban transport and the impact of land market regulation including the economic impact of land use planning; urban labour markets; measuring the quality of life; local public finance. The institutional frame of reference within which the course is taught relates mainly to Western Europe.

Teaching: 40 hours of lectures and 20 x two-hour seminars in the MT and LT. Students will be expected to prepare presentations and written essays for seminary

Reading list: Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: D DiPasquale & W Wheaton, Urban Economics and Real Estate Markets, 1996; E S Mills & B Hamilton, Urban Economics (5th edn), 1994; I McDonald, Fundamentals of Urban Economics, 1997; M Ball, C Lizieri & B MacGregor, The Economics of Commercial Property Markets, 1998; M Fujita, Urban Economic Theory, 1988; P C Cheshire & E S Mills, Handbook of Regional and Urban Economics Vol III: Applied Urban Economics, North Holland, 1999.

Assessment: Three hour written examination in June (75%) and two x 2,000 word essays based on seminar presentations (25%).

GY458 Half unit

Real Property Market Practice

Teacher responsible: Professor P C Cheshire, S405 Availability: This course is intended primarily for students on the MSc in Real Estate Economics and Finance and MSc Human Geography Research. It is available as an option to other students on other programmes who have an interest in real estate markets.

Core syllabus: An examination of how real property markets operate in practice and of the analytical techniques and data available to practitioners. Core Content: The availability and structure of data sets in the context of property. Problems of: price/secondary property; user/investment categories; proxy variables. Creating and manipulating datasets. Measuring property performance. Specific sector case studies: industrial, retail, comr residential. Investment portfolio choice and management. Briefing on course essay. Defining research objectives and methodology in practice.

Teaching: 10 x two-hour seminars MT. The majority of the seminars are provided by practitioners in real estate research.

Reading list: CSO guides to Government Statistics; publications from Investment Property Databank and other research departments and organisations in the real property markets; Journal of Property Research Estates Gazette.

Assessment: A 3,000 word essay identifying a research problem in real estate markets on a specific issue (eg 'The market for and the demand for food outlets' or 'How could we measure the advantages and disadvantages of mortgage securitisation?') which will require the student to investigate data sources, suggest techniques of data analysis and provide conclusions on the problem set

GY460 Half unit

Techniques of Spatial Economic Analysis Teacher responsible: Dr Henry Overman, S511

Availability: For students on the MSc in Regional Science programme and

for other students on request

Core syllabus: The aim of the course is to develop the technical tools necessary to understand and analyse spatial economic and social phenomena and to apply quantitative techniques to analyse economic and social problems, processes and policies at the urban and regional scale. Content: Spatial data. Statistics for spatial data. Local analysis. Point pattern analysis. Analysis of spatial interactions. Spatial regression and

statistical analysis for spatial data. Application of these techniques to both the testing of theoretical models in economic geography and the analysis of overnment policy. Teaching: 20 hours of lectures and 10 hours of seminars in the MT. Roughly

half the seminars will take the form of classes to discuss pre-assigned exercises. The other half will involve discussion of pre-assigned papers.

Reading list: A detailed reading list will be distributed at the start of the course. The core technical material is covered in: N Cressie, Statistics for Spatial Data; A Fotheringham, C Brunsdon & M Charlton, Quantitative Geography: Perspectives on Spatial Data Analysis; L Anselin, Spatial econometrics: Methods and models; W Isard, Methods of Interregional and Regional Analysis Assessment: An unseen examination of two hours (75%) and a project of not

more than 2,500 words to be handed in at a specified date in the ST (25%).

GY495

Research Methods in Planning

Teacher responsible: V Monastiriotis, S500

Availability: For MSc Regional and Urban Planning Studies students. Core syllabus: To provide students with some basic skills of statistical analysis. Content: Introduction to data and basic data description techniques. Index construction. Measures of association. Inferential statistics. Other techniques may be added to the course syllabus in response to student needs. Teaching: Five lectures and five workshops in the MT.

Reading list: D Ebdon, Statistics in Geography (2nd edn), 1985; J Healy, Statistics: a tool for social research, 1996; P Newbold, Statistics for Business and Economics (4th edn), 1995; G Robinson, Methods & Techniques in Human Geography, 1998; J Fielding & N Gilbert, Understanding Social Statistics, BLPES [HA29 F45] (2000).

Further reading on particular techniques will be supplied during the course. Assessment: All students will have to reach the required standard through passing the given exercise. Students are required to submit two reports during the MT.

GY499

Long Essay

Teacher responsible: Programme Director of relevant MSc programme. Other teacher involved, Professor I Gordon, S513

Availability: For students taking MSc Cities, Space and Society, MSc Environmental Policy, Planning and Regulation; MSc Environment and Development; MSc Human Geography Research; MSc Local Economic Development; MSc Real Estate Economics and Finance; MSc Regional and Urban Planning Studies and MSc Regional Science.

Core syllabus: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Arrangements for supervision: The essay should reflect the candidates' own views. The essay may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy review exercise candidates are expected to offer original reasoned argument and interpretation and show evidence of competence in research methods. Guidance on topic selection and methods will normally be provided by the Programme Director. In LT, there will be two individual tutorial sessions independently arranged usually with the Programme Director. The dissertation is primarily a reflection of the candidate's own work; hence feedback will not be given on drafts of the dissertation.

Teaching: Two Lectures and two workshops in the MT: An introduction to preparing, planning and writing a Master's dissertation, including choosing a topic, writing and keeping track of sources, time management and data sources and information handling.

Assessment: The course is assessed 100% by Dissertation Dissertations must be submitted on a specified date in late August/early September in the academic year registered (Full-Time), or the subsequent year (Part-Time). Exact dates will be provided in Induction materials. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

HY400

International History in the 20th Century Teacher responsible: Dr N Ashton, E409

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations. A prior knowledge of twentieth-century world history is an advantage. Students unfamiliar with the subjects covered should do some preliminary reading. Core syllabus: The history of international relations from the First World War to the end of the Cold War. Particular stress is placed upon the key turning

points and crisis decision-making.

Content: German decision-making, July 1914; Peacemaking, 1919; the Ruhr Crisis; The Manchurian and Abyssinian crisis; the Munich Conference; the Nazi-Soviet Pact: Hitler's decision to attack the Soviet Union: the outbreak of the Pacific War; the decision to drop the Atomic Bomb; the origins of containment; the Berlin Blockade; the Korean War; the Suez-Hungary crisis; the Cuban Missile Crisis; the US and Vietnam; the Arab-Israeli Wars of 1967 and 1973; détente; the fall of détente; the end of the Cold War. Teaching: 21 weekly seminars (HY400). A number of well-researched essays and brief class presentations will be assigned during the year. Written work: Students must submit four pieces of written work. These of consist of three essays of up to 3,000 words in length and one timed class essay. Reading list: Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W R Keylor, The Twentieth-Century World: an International History; C J Bartlett, The Global Conflict, 1880-1970; D Stevenson, The First World War and International Politics; W A McDougall, France's Rhineland Diplomacy, 1914-1924; J Jacobson, Locarno Diplomacy: Germany and West, 1925-1929; P M H Bell, The Origins of the Second World War in Europe; A Iriye, The Origins of the Second World War in Asia and the Pacific; T E Vadny, The World Since 1945; J L Gaddis, Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy; R Crockatt, The Fifty Years War.

Assessment: There will be one three-hour written examination in the ST. Candidates will be expected to answer three questions, with at least one taken from each section of the paper.

HY401

Europe: Unity and Disunity since the Renaissance Teacher responsible: Professor M Rodriguez-Salgado, E603 Availability: For MA/MSc History of International Relations and MSc in European Studies

Core syllabus and Content: This is a general course designed to provide essential historical and cultural background about Modern Europe. It focuses on the movements, ideas and events which have forged a distinctive European identity from c1500 to the present day. Students are expected to think in broad, historical terms about the forces which have prompted both unity and disunity in the Continent. Stress will be placed on the development of a rigorously analytical approach to the dual themes of the course. Among the major topics covered are ideological movements such as religious divisions, nationalism, fascism and communism; cultural movements such as the Renaissance, the Enlightenment and Romanticism. Plans for the peaceful and the forced reshaping of Europe across the period will be studied, from Erasmus to the EC, from Philip II and Napoleon to Hitler and Stalin. We will also touch upon a range of associated themes such as economic factors; the encounters and conflicts of Europe with the non-European world; and two areas on the periphery. Russia and Ottoman/Muslim Europe. Teaching: 22 seminars of two hours (HY401). Written work: Students will be required to write three essays and to answer a mock examination question

Reading list: A full bibliography will be provided, but these general works give useful background as well as a broad notion of the themes to be covered: D Hay, Europe. The Emergence of an Idea (Edinburgh University Press, 1957, 1968); J B Duroselle, Europe: A History of its Peoples (Penguin, 1990); M Beloff, Europe and the Europeans: An International Discussion (London, 1957); P Rietbergen, Europe. A Cultural History (Routledge, 1998); J Merriman, A History of Modern Europe from the Renaissance to the Present (Norton paperback, 1996); D Heater, The Idea of European Unity (Leicester University Press, 1992); M J Rodriguez-Salgado, 'In Search of Europe', History Today, Vol 42 (February 1992).

Assessment: There will be a three-hour unseen written examination in the ST which accounts for 75% of the mark. The third essay will be assessed and will make up the remaining 25%.

HY408

Nationalism, Communism and Conflict in East Asia, 1931-1954

Teacher responsible: Dr Antony Best, E408 Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations. There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia in the twentieth century would be useful.

Core syllabus: The political, economic and military history of East Asia from 1933 to 1954.

Content: Subjects covered by this course will include: the failure of the Powers to establish a new status guo in East Asia following the Manchurian Crisis, the effect of the Depression and the significance of ideas of autarky. the rise of Soviet-Japanese antagonism, the outbreak of the Sino-Japanese war and the Western response, the Second United Front in China, the road to Pearl Harbour, Allied diplomacy in the Second World war, the Chinese Civil War, the occupation of Japan, the 'Who Lost China' debate and the rise of McCarthyism in the United States, communism and decolonisation in South-East Asia, the origins and course of the Korean war, the San Francisco Peace

Conference and the American-Japanese security treaty, the Geneva Conference of 1954. Teaching: The course will be taught by 21 lectures and 22 classes in the

MT, LT and ST. Written work: Students will be required to write three essays and one mock examination over the academic year

Reading list: A detailed reading list will be issued at the start of the course. but the following books cover most aspects of the course and should be regarded as essential: A Best, Britain, Japan and Pearl Harbor; D Borg & S Okamoto (Eds), Pearl Harbor as History; P Calvocoressi, G Wint & J Pritchard, Total War, Vol 2; B Cumings, The Origins of the Korean War, Vols 1 & 2; J W Garver, Chinese-Soviet Relations, 1937-1945; A Iriye, The Origins of the Second World War in Asia and the Pacific; M Schaller, The American Occupation of Japan

Assessment: Three-hour unseen examination paper in the ST accounts for 75% of the mark. The third essay during the academic year will be assessed and make up the remaining 25%.

HY409 Not available in 2003/04 The Origins and Conduct of the Second World War, 1935-1945 Teacher responsible: Dr Sue Onslow, E507

Availability: For MA/MSc History of International Relations. This course has no formal prerequisites.

Core syllabus: The course covers three themes in the history of the Second World War that are normally treated separately, but were in reality inextricably intertwined: its diplomatic, internal-political, and ideological origins, its military, strategic, and economic preparation, and its conduct by governments and peoples. The course aims to introduce students to a variety of methods and interpretative perspectives; to provide comprehensive understanding of the origins, events, and dynamics of the Second World War: to offer a firm basis for more advanced historical work in this and other areas: and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary implications of the greatest war in history.

Content: After an introduction to the structure of world politics in the interwar period and to the military, economic, political, and strategic lessons the powers drew from the Great War, the course will analyse German rearmament and foreign policy, the responses of the major powers, the crises of 1935-39, the outbreak of the war, its diplomatic and strategic structure and turning-points, the military-economic balance, the role of ideology in diplomacy, strategy, and unit-level fighting power, the wars in East Asia and the Pacific, in the air, and at sea, the final destruction of National Socialist Germany and Imperial Japan, and the emerging conflict between the victors. Teaching: 22 two-hour weekly seminar meetings (HY409, MLS).

Written work: Students will be expected to submit two 3.000-word essays each term in MT and LT from topics selected from the course examinations for the previous two sessions (available in the departmental public folders). Essays do not form part of the final course Assessment, but are a required component of the course, and essential preparation for the course examination

Reading list: A seminar programme and full bibliography will be provided at the first meeting, and can also be found, along with other course materials, in the departmental public folders. The following works offer useful background: G Weinberg, The Foreign Policy of Hitler's Germany and A World at Arms; W Murray, The Change in the European Balance of Power, 1938-39; M Knox, Mussolini Unleashed, 1939-1941 and Common Destiny; A Inye, The Origins of the Second World War in Asia and the Pacific; O Bartov, Hitler's Army: Soldiers, Nazis, and War in the Third Reich; R B Frank, Downfall: The End of the Imperial Japanese Empire (New York, 1999).

Assessment: The course is assessed entirely through a three-hour formal examination in the ST. Candidates will be expected to answer three questions.

HY411

European Integration in the 20th Century

Teachers responsible: Professor D Stevenson, E604 and Dr N P Ludlow, E508 Availability: For MA/MSc History of International Relations, MSc European Studies, MSc Nationalism and Ethnicity. A prior knowledge of twentiethcentury European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading. A reading knowledge of French and/or German will be useful but in no

sense essential

Core syllabus: The antecedents and development of Western European integration from the First World War to the 1990s.

Content: European integration before 1914; German and Allied projects during the First World War; inter-war developments and the Briand Plan; the Nazi New 'Order'; Resistance and Allied planning during the Second World War; the impact of the Marshall Plan; the Council of Europe; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement, monetary integration, and developments in the 1970s and 1980s; recapitulation and themes

Teaching: There will be 22 weekly seminars of one-and-a-half-hours. In

addition there will be a series of 10 dedicated lectures.

Written work: four essays will be required in the course of the year. The second essay in the LT will be an assessed piece of work counting towards the final assessment

Reading list: Full bibliographies are provided. As introductory reading, students should consult: P M Stirk, A History of European Integration since 1914 (London, 1996); D W Urwin, The Community of Europe: A History of European Integration since 1945 (London, 1991); J Gillingham, Coal, Steel, and the Rebirth of Europe, 1945-55 (Cambridge, 1991); A S Milward, The Reconstruction of Western Europe, 1945-51 (London, 1984); A S Milward, The European Rescue of the Nation State (London, 1992); N P Ludlow, Dealing with Britain: the Six and the First UK Application to the EEC (Cambridge, 1997); W I Hitchcock, France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954 (Chapel Hill, 1998); A Moravcsik, The Choice for Europe: Social Purpose and State Power from Messina to Maastricht (Cornell 1998).

Assessment: 75% of the final mark will be determined by an unseen threehour written exam held in the ST. Candidates will be expected to answer three questions, at least one from each of two sections. In addition the fourth piece of written work, produced during the LT, will be assessed and will account for the remaining 25% of the mark

HY412 Not available in 2003/04

Spain and the Great Powers 1936-1953: Civil War, World War, Cold War

Teacher responsible: Professor P Preston

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: A detailed analysis of the relationship between political and social tensions within Spain and the international context of the pre-1939 period, the Second World War and the Cold War.

Content: The course consists of three chronologically linked sections. It will examine the international dimension of the Spanish Civil War and the interplay between domestic and international factors in determining its outcome. It will then analyze the causes and consequences, international and domestic, of Spanish neutrality in the Second World War. Finally, it will examine the process of transition from international ostracism of the Franco dictatorship, the United condemnations of 1945 and 1946, through to international acceptance in the form of the Spanish-U.S. Pact of Madrid signed in 1953.

Teaching: There are 22 hours of lectures (shared with HY209) and 22 hours of classes (HY412) given by Professor P Preston.

Reading list: A very substantial reading list is issued at the beginning of MT. The following titles are strongly recommended as preliminary reading: S Balfour & P Preston (Eds), Spain and the Great Powers (Routledge, 1999); B Liedtke, Embracing A Dictatorship: US Relations with Spain, 1945-53 (Macmillan, 1998); C Leitz & D J Dunthorn (Eds), Spain in an International Context, 1936-1959(Berghahn Books, New York, 1999; D Little, Malevolent Neutrality: The United States Great Britain and the Origins of the Spanish Civil War (Cornell University Press, 1985); P Preston, A Concise History of the Spanish Civil War (Fontana Books, 1996); P Preston, Franco: A Biography (HarperCollins, 1993); R Rein, Spain and the Mediterranean since 1898 (Frank Cass, 1999); H Thomas, The Spanish Civil War (Penguin, 1977).

Assessment: There will be a three-hour written examination in the ST in which the candidate will be required to answer three questions.

HY414 Not available in 2003/04

French External Relations in the Era of de Gaulle, 1940-1969

Teacher responsible: Dr R W D Boyce, E506

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations.

A reading knowledge of French would be useful but is by no means essential. Core syllabus: The course examines the principal aspects of French foreign, colonial and European relations from the collapse of the Third Republic in 1940 to Charles de Gaulle's resignation as first president of the Fifth Republic in 1969.

Content: Topics will include the reasons for France's collapse in 1940; the role of Vichy, Free France and the Resistance as defenders of French interests during the Second World War; French war aims and the post-war settlement; Gaullists, Communists and the Third Force idea in France; French approaches to the German problem; Jean Monnet, Robert Schuman, René Pleven and France's role in the making of the European Community; the Indo-China war, the Algerian war, the Suez crisis and the shift from formal to informal empire in Black Africa; the impact of external affairs on domestic politics, and the return of de Gaulle in 1958; de Gaulle's European policy and opposition to British entry into the EEC; de Gaulle's challenge to American leadership of the Western Alliance; France as a nuclear power; the Gaullist legacy in French external policy.

Teaching: 22 two-hour seminars including brief class presentations and some use of video material (HY414).

Written work: Students will be expected to produce at least four essays during the year. They will also be expected to give informal class papers

Reading list: A detailed course outline and reading list will be distributed at the beginning of the courses. The following books are recommended as introductory reading: C de Gaulle, War Memoirs, 3 vols, (1955-60); J Jackson, France: the Dark Years, 1940-1944 (2001); R O Paxton & N Wahl (Eds), De Gaulle and the United States (1994)M Shipway, The Road to War: France and Vietnam, 1944-1947 (1997); H A Kissinger, The Troubled Partnership (1966); C G Cogan, Forced to Choose: France, the Atlantic Alliance and NATO (1997); A Clayton, France: Soldiers and Africa (1988).

Assessment: One three-hour unseen examination paper.

HY421 Not available in 2003/04 The History of the Arab-Israeli Conflict: From the 1948 War to the 1993 Oslo Accords

Teacher responsible: Dr Kirsten E Schulze, E507

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations students.

Core syllabus: This course examines Israeli and Arab war and peace strategies in the Arab-Israeli conflict from 1948 until the present day. Content: The Israeli War of Independence, 1948; the Armistice Agreement and negotiations; the Suez-Sinai Campaign, 1956; Israeli foreign and defence policy: the creation of the Palestine Liberation Organisation, 1964; the Six-Day War, 1967: the Yom Kippur War, 1973: the ascendance of Likud. 1977; Egyptian foreign policy; the Camp David Accords, 1978; the invasion of the Lebanon, 1982; Palestinian military strategy; the Intifada, 1987; the Gulf War, 1991; the Madrid Peace Conference, 1991; the Oslo Accords, 1993; the Jordanian-Israeli Peace Treaty, 1994; current developments in the peace negotiations.

Teaching: This course will be taught by 20 two-hour seminars in the MT and IT

Written work: This course requires four essays, two non-assessed, one assessed, and one timed.

Reading list: A detailed Reading list will be issued at the beginning of the course. Useful introductory works include: Mark Tessler, A History of the Israeli-Palestinian Conflict (Indiana University Press, 1994); Kirsten E Schulze, The Arab-Israeli Conflict (Longman, 1999).

Assessment: This course will be assessed through a combination of continuous Assessment and a three-hour written examination

HY422

President, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-89

Teacher responsible: Dr S Casey, E601

Availability: Intended primarily for the MA/MSc History of International History and the MSc Theory and History of International Relations.

Course syllabus: Using a range of primary as well as secondary sources, the course explores the dynamic interaction between presidents, public opinion, and foreign policymaking in order to test a range of common assumptions about the determinants of American foreign policy in the period from 1933 to the present

Content: The course begins by looking at how Americans have often divided along sectional, ethnic and ideological lines when viewing the outside world; changes in the media and the way it covers foreign-policy issues; and the linkages presidents have developed in their attempts to monitor and mould the media and mass opinion. It then explores the interaction between opinion and policy in three periods: First, the Roosevelt era, with emphasis on FDR's response to American isolationism, the media and public attitudes towards Nazi Germany and the Holocaust, and the influence of public pressures upon US policy. Second, the period of consensus on the Cold War, examining how Americans viewed the Communist world before, during and after the Korean War, the influence of the atomic bomb upon popular thinking, the limits of dissent in the period of McCarthyism, and the impact of public opinion upon policy-making during the Berlin and Cuban crises. Third, the period when the Cold War consensus broke down, focusing not just on the opposition to the Vietnam war and the new cleavages that emerged within US society but also on the changing nature of the American media and the very different attempts made by Nixon, Carter and Reagan to respond to this new environment.

Teaching: 22 seminars of two hours. Students are expected to keep up with readings for the weekly meetings and to participate in the seminar discussions. Written work: Students are required to produce three essays during the year. There will also be a mock exam (a one-hour time essay) in the first of the two revision classes in the ST.

Reading list: A full bibliography accompanies the course and the teacher will advise on reading. M Small, Democracy and Diplomacy (1996); O R Holsti, Public Opinion and American Foreign Policy (1996); S Casey, Cautious Crusade (2001); D Foyle, Counting the Public In (1999); R Sobel, The Impact of Public Opinion on US Foreign Policy since Vietnam (2001).

Assessment: A three-hour unseen written examination in the ST. A mock examination paper will be distributed to students at the first meeting to familiarise themselves with the structure of the examination. The final examination will count for 100% of the final course assessment.

HY423

Empire, Colonialism and Globalization Teachers responsible: Dr Jova Chatterii, E602, Professor Dominic Lieven K208 and Dr Joan Pau Rubiés, E500

Availability: Intended primarily for MA/MSc History of International Relations, MSc Theory and History of International Relations and MSc Comparative Politics (Empire).

Core syllabus: The history of empires and their legacy in the contemporary world.

Content: The course analyses specific imperial formations, from classical Rome through to the contemporary era. It explores comparative and theoretical debates concerning how empires are run, the dynamics of their success and decline and the ways in which they manage multi-ethnicity and nationalisms. It looks at imperial ideologies, the processes of decolonisation and the emergence of 'neo-colonialism' in the twentieth century. The course also explores the extent to which the imperial past has helped to shape the processes of globalisation in the contemporary world. Themes covered will include the emergence of European commercial and territorial empires, the Ottoman and Tsarist empires on Europe's periphery, agrarian empires in India and China, the conquest of America, the British Indian empire, Japanese imperialism in the 20th century, the Soviet empire, as well as general and comparative discussions of the technologies and ideologies of empire, and imperial legacies in the former colonies and metropolitan societies Teaching: The course will be taught in 20 one-hour lectures and 20 onehour seminars, 10 each in the Michaelmas and Lent terms. Reading list: Full Reading lists will be provided. As introductory reading, students should consult M Doyle, Empires, Cornell University Press, Ithaca, 1986; P Kennedy, The rise and fall of the great powers, 1988; J Tracy (Ed), The Political Economy of Merchant Empires, Cambridge, 1993; G V Scammell, The First Imperial Age, London, 1989, J H Parry, Trade and Dominion, London, 1971; D Lieven, Empire. The Russian Empire and its Rivals, Pimlico, 2003; C A Bayly, Imperial Meridian, London, 1989; 5 Howe, Empire. A Very Short Introduction, Oxford University Press, 2002; G Lundestad, The Fall of Great Powers, Oxford University Press, 1994. Assessment: Three hour written examination in the ST.

HY424 Not available in 2003/04

The Napoleonic Empire: The Making of Modern Europe? Teacher responsible: Dr Janet Hartley E405 Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc Comparative Politics (Empire). Other

Master's students may take this course as permitted by the regulations for their dearee

Core syllabus: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was covered by the Napoleonic Empire and its impact was felt on all of Europe and parts of the non-European world. Through an analysis of both the areas directly incorporated into the Napoleonic empire and of those outside it, the course will examine the extent of the direct and indirect influence of this era on the development of what we understand by a modern European society and a modern state system. The course analyses how this empire was created and the states and society which it forged. The varied and sometimes contradictory elements of this era will be analysed - from the impact on the growth of secularisation, constitutionalism and the codification of laws to the beginnings of Romanticism, manifestations of early nationalism and monarchical reaction after 1815

The course will also assess the significance of both the reality and the 'myth' of empire not only at the time but also in the later nineteenth and twentieth centuries.

Content: The making of the Empire; changes in armies and warfare; analysis of the changing nature of the Napoleonic Empire from the core to the periphery; the impact of the empire on countries which remained outside it and on the non-European world; the diplomacy of war and the diplomatic 'system' which emerged after 1815; the impact of the Napoleonic era on the modernisation of society, the economy, law and the state; early manifestations of nationalism in the Italian and German lands. Spain and Russia: reaction against the Napoleonic 'system' after 1815; developments in culture and the arts in support or reaction to the empire; the 'myth' of empire; case study of the use of the Napoleonic myth in the twentieth century (the 1812 and 1941 invasions of Russia compared in Soviet literature).

Extensive use will be made of primary materials which will be available in a course pack. Teaching: 22 two-hour seminars.

Written work: Students will be required to write three essays, one of which will be formally assessed. They will also be required to answer a mock examination guestion

Reading list: A detailed Reading list will be issued at the beginning of the course.

Useful introductory works include: G Ellis, The Napoleonic Empire; M Broers, Europe under Napoleon 1799-1815; 5 J Woolf, Napoleon's Integration of Europe; C Esdaile, The French Wars 1792-1815; O Connelly, Napoleon's Satellite Kingdoms; P Geyl, Napoleon, For and Against.

Assessment: 75% by three-hour examination; 25% course assessment of a 4,000 word essay.

HY426

The European Enlightenment, c1680-1830

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations students.

Core syllabus: The objective of the course is to introduce students to the main themes of the Enlightenment through a reading of selections from the writings of the leading political, scientific and philosophical thinkers of the period. The chronological framework of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830.

Content: The Enlightenment is conventionally taken to be the period in which philosophy, history, economics and anthropology and other social sciences began to emerge as discrete disciplines independent of state and church control. The course sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world.

The contributions of Newton, Locke, Voltaire, Montesquieu, Rousseau and Kant - among others - will be highlighted, and fleshed out with a detailed study of selected texts including the writings of Voltaire, Gibbon, Smith and Diderot.

Teaching: The course will be taught by both lectures (HY315) and seminars (HY426). There will be 20 lectures and 20 seminars held in the MT and LT and two revision sessions in the ST.

Written work: Four assignments are required, three essays of up to 3,000 words each, and a mock examination (in the ST).

The literature review may be substituted with a formal assessed presentation. Students will also be expected to give shorter non-assessed class presentations

Reading list: A full Reading list will be provided at the start of the course. The following represent basic introductory reading only, and students will be expected to give class presentations.

T C W Blanning, The culture of power and the power of culture (2002); T Munck, The Enlightenment (2000); D Outram, The Enlightenment (1995); R Porter, The Enlightenment (2001); Anthologies: I Kramnik (Ed), The Portable Enlightenment Reader (1995);S Eliot & B Stern (Eds), The Age of Enlightenment (2 vols, 1979).

Assessment: Three-hour written examination in the ST.

HY428

Britain and the Modern World: Power and Decline since 1870

Teacher responsible: Dr A C Howe, E600

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations students: also available as an outside option.

Core syllabus: This course seeks to examine the roots of British power within the international system since 1870, with special reference to the extensive recent literature on 'British decline'. It investigates this theme in relation to its political, diplomatic, economic and cultural dimensions within a comparative international framework.

Content: The historiography of British decline; Britain and the European state system in 1870; British exceptionalism and British power; Britain and Empire, 1870-1914; the origins of British decline, 1870-1914; strategies to avoid decline before 1914; Liberalism and the rise of Labour in a nonrevolutionary setting; the First World War and British military power; the impact of the War on the domestic and international bases of British power; Britain's economic and defence predicaments between the wars; the impact of the Second World War on British society and British power; the loss of Empire; post-war British politics and economic performance; the revival of British power since 1979.

Teaching: 20 seminars of two hours duration (HY428).

Reading list: K Robbins, The Eclipse of a Great Power: Modern Britain, 1870-1992 (1993); W D Rubinstein, Capitalism, Culture and Decline (1993); D Reynolds, Britannia Overruled: British Policy and World Power in the Twentieth Century (1992); C Barnett, The Audit of War (1986); D Edgerton, Science, Technology and British Industrial Decline (1996), A Gamble, Britain in Decline (1994); A Sked, An Intelligent Persons Guide to Post-War Britain (1997); J W Young, Britain and the World in the Twentieth Century (1997).

Assessment: Three-hour unseen examination paper.

HY429

Anglo-American Relations from World War to Cold War, 1939-91

Teacher responsible: Dr N Ashton, E409

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: This course analyses the changing nature of the Anglo-American 'special' relationship from its creation against the backdrop of the

Second World War in Europe through to the end of the Cold War. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956.

Content: Anglo-American relations in historical perspective; the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American 'Occupation' of Britain during the Second World War; the emergence of the Cold War in Europe, 1945-49, the Cold War in Asia, 1945-54; the Palestine question; the Suez Crisis, 1956; nuclear relations, 1939-60; the Skybolt Crisis; Kennedy, Macmillan and the Cuban Missile Crisis; Anglo-American relations and European integration, decolonisation and Anglo-American relations since 1945; the impact of the Vietnam War; transatlantic influences on culture and society since 1945; intelligence co-operation; Thatcher, Reagan and the Cold War in the 1980s; the Falklands War; the significance of personal relations at the top; retrospect and prospects for Anglo-American relations.

Teaching: The course will be taught by means of 22 seminars of two hours duration during the MT, LT and ST.

Written work: Four pieces of written work must be submitted by students taking this course. These consist of three essays of up to 3,000 words in length and one timed class essay.

Reading list: For an introduction to Anglo-American relations, students should consult the following texts: D Reynolds & D Dimbleby, An Ocean Apart: the Relationship between Britain and America in the Twentieth Century (1988): C Bartlett, The Special Relationship: A Political History of Anglo-American Relations Since 1945 (1992); A Dobson, Anglo-American Relations in the Twentieth Century (1995); W R Louis & H Bull (Eds), The Special Relationship: Anglo-American Relations since 1945 (1984); R Ovendale, Anglo-American Relations in the Twentieth Century (1998); D Watt, Succeeding John Bull: America in Britain's Place, 1900-75 (1984). A detailed reading list will be issued at the start of the course

Assessment: Three-hour written examination in the ST.

HY430

The Marshall Plan and Europe, 1945-1952 Teacher responsible: Dr R Boyce, E506

Availability: Optional course intended primarily for the MA/MSc History of International Relations and the MSc Theory and History of International

Core syllabus: The course examines the origins of the Marshall Plan and its significance for Europe and European-American relations. It attempts a balanced approach to the subject by giving due weight to its political, diplomatic, economic, and security aspects.

Content: The historiography of the Marshall Plan and the origins of the Cold War in Europe; East-West relations and the post-war German problem; France, Britain, and the idea of a 'Third Way' for Europe; the Communist challenge in France, Italy, Belgium, and Greece, and the fate of Popular Front governments in Western Europe after 1944; factors shaping America's abandonment of isolationism and its commitment to European security: the Milward thesis and other perspectives on post-war European reconstruction; the economic consequences of the Marshall Plan; the political consequences of the Plan including its relationship to the East-West division of Europe and the onset of the Cold War, Soviet reactions including the establishment of the Cominform and People's Democracies, and the Soviet-Yugoslav split; the recovery of West German sovereignty, the revival of the 'European' movement the creation of the Council of Europe, the Schuman Plan and the European Payments Union; the militarisation of alliances with the formation of NATO and the Warsaw Pact.

Teaching: 22 two-hour seminars in the MT, LT and ST.

Written work: Students will be expected to produce four essays during the year and to make informal seminar presentations.

Reading list: A detailed course outline and Reading list will be distributed at the beginning of the course. The following books are recommended as introductory reading: R Mayne, Postwar: The Dawn of Today's Europe (1983); S Hoffmann & C S Maier, The Marshall Plan: a retrospective (1984); J Becker & F Knipping (Eds), Power in Europe? Great Britain, France, Italy and Germany in a postwar world, 1945-50 (1986); F Gori & S Pons (Eds), The Soviet Union and Europe in the Cold War, 1943-53 (1996); A Bullock, Ernest Bevin, Vol III, Foreign Secretary, 1945-51 (1985); R A Pollard, Economic Security and the origins of the Cold War, 1945-1950 (1985); M Trachtenberg, A Constructed Peace: The Making of the European Settlement 1945-1963 (1999); C A Wurm (Ed), Western Europe and Germany: The Beginnings of European Integration, 1945-1960 (1995).

Assessment: Three-hour written examination paper in the ST. Candidates will be expected to answer three questions.

HY431

The Cold War and the Third-World Revolutions, 1965-1989 Teacher responsible: Dr M Stankova, E492

Availability: For MA/MSc History of International Relations; MSc Theory and History of International Relations; MSc Russian and Post-Soviet Studies. Some prior knowledge of Cold War history will be an advantage.

Core syllabus: The purpose of this seminar is to discuss the causes for and the development of Soviet and American involvement in revolutions in Africa, Asia, and Central America during the latter phase of the Cold War. This is a relatively new field of international history and part of the readings will consist of declassified documents and memoirs. Student participation in the preparation of each meeting is essential.

Content: Revolutionary ideologies; American interventionism; Soviet 3rd World policies; the Indonesian crisis of 1965; détente and revolution: the Portuguese withdrawal from Africa; the Cuban role; the Angolan revolution; the Ethiopian revolution; the Horn of Africa war; the Soviet Union and African revolutions; the Afghan Communists in power; the Soviet decision to intervene in Afghanistan; Reagan and the new US agenda; the Sandinista revolution: the Contras; the Soviet withdrawal from the 3rd World.

Teaching: The course will be taught by 21 weekly seminar meetings held in the MT, LT and ST. Students will be required to sit in on a small number of relevant lectures for other courses in the department

work: All students will be required to submit two essays and an extended book review. There will also be a mock exam for all students in ST. Reading list: Before the first meeting students should familiarise themselves

with the Cold War International Project homepage (http://cwihp.si.edu) and with M Light, Troubled Friendships: Moscow's Third World Ventures; D J Macdonald, Adventures in Chaos: American Intervention for Reform in the Third World; O A Westad, Reviewing the Cold War: Approaches, Interpretations, Theory.

Assessment: Three-hour written examination in the ST.

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995

Teacher responsible: Dr A Sked, E503

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: Western diplomacy in the 1980s and early 1990s examining tensions, rivalries and linkages not merely between the western and communist blocks but also within them.

Content: The domestic political bases of, and the political relations between, the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Thatcher, Major, Mitterrand, Delors and Kohl) will be covered as well as the diplomacy of the period. Major topics will include Ostpolitik and the reunification of Germany; the collapse of the Soviet Union, the collapse of the Soviet Empire; the Rhodesian Settlement; the Falklands and Gulf Wars; America and her Western European partners; the Single European Act, the ERM and the Maastricht Treaty; the security arrangements of Russia and NATO after the fall of communism; Germany after reunification; Eastern Europe after communism; Russia and the former territories of the USSR; Italy after the fall of communism. Teaching: 22 two-hour weekly meetings arranged on a mixed lecture/ minar basis.

Written work: Four essays will be required.

Reading list: A full bibliography will be provided at the first meeting of the class. Key books include: Mikhail Gorbachev, Memoirs; Margaret Thatcher, The Downing Street Years; Timothy Garton Ash, In Europe's Name; Philip Zelicow & Gondoleeza Rice, Germany Unified and Europe Transformed; Geoffrey Smith, Thatcher and Reagan, Julius W Friend, The Long Presidency, France in the Mitterrand Years, Raymond L Garthoff, The Great Transition. American-Soviet Relations and the End of the Cold War, Peter Duignan & L H Gann, The United States and the New Europe, 1945-1993; Martin McCauley, Gorbachev Assessment: Three-hour examination; three questions must be answered.

HY433

Cultural Encounters from the Renaissance to the Modern World

Teacher responsible: Dr Joya Chatterji, E602

Availability: For MA/MSc History of International Relations. Students taking other taught Master's programs may take this course where appropriate. Core syllabus: The aim of this seminar-course is to address from a historical perspective fundamental questions about European imperialism, colonial contexts for cross-cultural interaction, the role of perceptions of the other. issues of gender and religion in situations of cultural conflict, and the role of non-Europeans in the making of the West.

Through a series of well-defined case-studies, the course will seek to offer a coherent historical perspective on a legacy of cross-cultural encounters over more than five-hundred years, from the late Middle Ages up to the twentieth century.

Contents: Each seminar will address specific questions about a key, welldefined scenario, combining two kinds of issues: power struggles and perceptions of 'the other'. Case studies will be evenly spread to include examples from Africa, Asia, America, the Pacific and the Mediterranean. Topics will include: Medieval ethnography, Christian and Muslim; Europe's inner enemies: Jews and moriscos; First encounters with American Indians: American civilizations: Spanish and Peruvians; The debate on the nature of the American Indians; Jesuit accommodation and the rites controversy in China: Independent travellers as observers in India; The debate on Oriental despotism; Captain Cook and the Pacific islands; Charles Darwin and nineteenth-century anthropology; The European view of 'ancient' India; Christian evangelism in India and the sati debate; The 'invention' of caste?; Indian responses to the Enlightenment; Orientalism and Islam 1800-1860; European ideas about 'tribes'; Missionaries and the clitorodectomy debate; A European faith in Africa: Afrikaaner Calvinism; The response of African thinkers. Whenever possible, both Western and non-Western sources will be considered. The discussion in each seminar will draw on a combination of secondary sources and primary material. Teaching: 20 two-hour seminars and two revision classes.

Written work: Students will be required to write three essays and a timed essay

Reading list: A full Reading list will be issued at the start of the course. Besides primary texts, key readings include: S Schwartz, Implicit understandings. Observing, reporting and reflecting on the encounters between Europeans and other peoples in the Early-Modern era (1994); J Larner, Marco Polo and his description of the world (1999); D Brading, The first America (1991); A Pagden, The fall of natural man (2nd edn, 1986); L Hanke, All mankind is one (1974); A Gerbi, The dispute of the New World (1973); J Spence, The memory palace of Matteo Ricci (1985, rep. 1999); J Rubiés, Travel and ethnology in the Renaissance (Cambridge, 2000); P Marshall & G Williams, The great map of mankind: British perceptions of the world in the age of the Enlightenment (London, 1982); A Grossrichard, The sultan's court. European fantasies of the East (London, 1998); B Smith, European vision and the South Pacific (1985); M Sahlins, How 'natives' think. About captain Cook, for example (1995); R Inden, Imagining India (1990); Lata Mani, Contentious Traditions. The Debate on Sati in Colonial India (Berkeley, 1998); R Fox, Gandhian Utopia, Experiments with Culture (Boston, 1989); B Cohn, An Anthropologist among Historians and Other Essays (Oxford and Delhi, 1988); Aziz-al-Azmeh, Islams and Modernities; R Hyam, Empire and Sexuality: the British Experience (Manchester, 1991); S Dubow, Scientific Racism in Modern South Africa (Cambridge, 1995); M Sahlins, Tribesmen (Englewood Cliffs NJ, 1968).

Assessment: One three-hour unseen examination for 75% of the final mark, and one assessed essay (delivered in the LT) for the remaining 25% of the mark

HY434

The Rise and Fall of Communism in Europe 1917-1990 Teacher responsible: Dr Anita J Prazmowska, E494 Availability: Primarily for postgraduate students registered for the following degrees: MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc European Political Economy Transition, MSc Russian and Post-Soviet Studies. Postgraduate students registered for other MSc courses within the School will be considered on application. Core syllabus: The course will examine the rise, survival and collapse of the Soviet Communist ideology and Communist regimes based in Russia and Eastern Europe during the period 1917-1990. The course will also deal with the struggle for Communist influence in Western Europe during the same period.

Content: The course will start with the study of the Russian revolution and the civil war to the establishment of the Stalinist regime in the Soviet Union. This will be followed by the study of the history of Soviet involvement in the Second World War and the extension of Soviet influence into Eastern Europe after the Second World War. An examination of the installation of Soviet style regimes in that region will be followed by the analysis of Soviet post-war objectives and Soviet objectives towards Germany. The death of Stalin and the Soviet responses to the Polish and Hungarian events in 1956 is linked to the study of Khrushchev and the Brezhnev eras. Additionally the course analyses the extension of Communist influence into Western Europe through the Comintern and the Cominform. The course concludes with a consideration of détente, the Gorbachev period, and the collapse by the end of 1990 of the Soviet Union and other Communist regimes in Europe. Teaching: The course will be taught through 20 weekly two-hour seminars. Written work: Students will be required to write two essays in MT and one essay and a timed one hour essay during LT.

Reading list: A full bibliography will be provided at the beginning of the academic year. For an introduction, the following may be of assistance: E H Carr, The Russian Revolution 1917-1921 (3 vols.); F Claudin, The Communist Movement from Comintern to Cominform; I Deutscher, Stalin; A Nove, An Economic History of the USSR; R C Tucker (Ed), Stalinism: Essays in Historical Interpretation; C Kennedy-Pipe, Russia and the World, 1917-1990; P Kennoz, A History of the Soviet Union from the Beginning to the End; C Read, The Making and Breaking of the Soviet System; V Mastny, Russia's Road to the Cold War. Diplomacy, Warfare and the Politics of Communism 1941-1945; Rothschild, Return to Diversity: A Political History

of East Central Europe since World War II; F A Fejto, A History of the People's Democracies: Eastern Europe since Stalin; A Heller & F Feher, From Yalta to Glasnost. The Dismantling of Stalin's Empire; G Stokes, The Walls Came Tumbling Down.

Assessment: 75% of the final mark will be awarded on the basis of performance in a three-hour written examination taken in the ST. 25% of the final mark will be awarded on the basis of the third essay, of no more that 3,000 words to be submitted in the LT.

ID400

Employment Relations

Teachers responsible: Sue Fernie, H804 and Stephen Dunn, H711

Availability: Compulsory for those on the MSc Human Resource Management and open to MSc students whose course regulations permit. Students cannot do both ID400 and ID401. A general knowledge of the social sciences and practical experience of employment relations would be an advantage.

Core syllabus: The aim of the course is to familiarise students with the key concepts and issues in employment relations, including comparative analysis. The UK system is first placed in its international context. Then its main features are explored, with focus on public policy, including EU policy, and employment legislation.

Content: In the first term, the UK system will be compared to other models (eg the European social and Japanese models). The focus will be on the role of management, unions and the state in these different systems. The main theoretical debates will also be explored, including those related to globalisation, corporate governance, democracy at work and conflict. In the second term, the UK system will be explored in more detail, from the HRM, union and government perspectives. Particular attention will be paid to changes in public policy, especially both individual and collectives employment law, and its impact on managerial practice.

Teaching: 20 lectures and 20 classes of one-and-a-half-hours in MT & LT and revision classes in ST.

Reading: G Bamber & R Lansbury (Eds), International and Comparative Employment Relations, 3rd edn, Routledge (1998); E Rose, Employment Relations, FT/Prentice Hall (2001); P Blyton & P Turnbull, The Dynamics of Employee Relations, 2nd edn, Macmillan (1998); G Hollinshead et al (Eds), Employee Relations, 2nd edn, Pitman/Financial Times (2003); H Katz & O Darbishire, Converging Divergences: worldwide changes in employment systems, Ithaca: ILR Press (2000).

Assessment: Continuous Assessment (two essays submitted at the beginning of LT and ST) and examination (three questions in three-hours) in ST are equally weighted.

ID402

Organizational Behaviour and Change

Teacher responsible: Dr J Coyle-Shapiro, H701

Availability: For students taking the MSc in Industrial Relations and Personnel Management, MSc Development Management, MSc Global Market Economics and MSc Public Financial Policy. A background in the social sciences is desirable.

Core syllabus: This is an inter-disciplinary course, which seeks to understand individual attitudes and behaviour and; 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 course begins by examining alternative social science theories and research into individual, group and organizational issues. The main focus is the analysis and understanding of the attitudes and behaviour of individuals and groups in an organizational context. This provides the foundation for exploring organizational change: types of organizational change, strategies for change, resistance to change and evaluation of organizational change. The Michaelmas term primarily focuses on Organizational Behaviour and the Lent term examines Organizational Change.

Content: Psychological contracts, organizational justice, organizational citizenship behaviour, retaliation in organizations, employee burnout, groups, design of work, organizational culture, organizational structure.

Models and frameworks for analysing change; types of change; strategies of change (Organizational development and Political systems); a justice perspective on organizational change; theories of resistance to change; theory and methods of evaluation of organizational change.

Teaching: The Teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their syndicate group throughout the year. The course is demanding of students and depends for its success partly upon their commitment and willingness to participate fully. The Teaching is handled by Jackie Coyle-Shapiro and other members of the Department. Written work: Students are required to write two pieces of written work

during the year. Reading list: The course relies heavily on journal articles (for example,

Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behaviour). An extensive reading list is provided at the start of the course. No suitable textbook exists but students may wish to consult one of the following: R Steers & L Porter, Motivation and Work Behaviour,

McGraw-Hill; B M Staw, Psychological Dimensions of Organizational Behaviour, Prentice-Hall; D A Kolb, J S Oslande & I M Rubin, The Organizational Behaviour Reader, Prentice-Hall.

Assessment: Three-hour formal examination in the ST. Candidates must tackle three from a choice of 12 questions.

ID403

Organization Theory and Behaviour Teacher responsible: To be announced

Pre-requisites and excluded combinations: This course is an option available to Master's degree students where the regulations permit. No prior knowledge of organisation theory and behaviour or practical experience

is necessary. Aims:

a. To introduce students to alternative social science theories and research into individual, group and organisational issues.

b. To facilitate students in their evaluation of potential employers, clients and other pertinent organisations.

c. To encourage research and further study in this area.

Learning outcomes:

a. To help students to understand the interrelationships among central issues in the analysis of behaviour within an organisational context

b. To facilitate a critical evaluation of organisational policies and practices and their impact on work behaviours, attitudes and performance.

c. To increase students ability to successfully function in organisational environments

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology to analyse employee attitudes and behaviour in the organisational context.

Content: Individual behaviour including: personality, perception and decision making, values, attitudes, motivation and performance. Group and intergroup processes including: conflict and negotiation, power and politics, and leadership. Organisational structure including: design of work, employee participation, empowerment. Organisational dynamics will address: organisational change and resistance to change, organisational learning, organisational culture, social identity theory, and cross cultural management Reading list: A complete reading list will be provided at the start of the course. J Child, Organisations; S Dawson, Analysing Organizations; S Robbins, Organizational Behaviour: Concepts, Controversies, Applications; R Steers & L Porter, Motivation and Work Behaviour.

Teaching: Lectures: weekly Dr Ginka Toegel and Dr Johann Franke. Classes: weekly, starting in week two MT.

Written work: Students are required to write two essays during the year. Assessment: Summer examination. Separate papers are set for undergraduate and graduate students.

ID404 Half unit

Introduction to Organizational Analysis Teacher responsible: To be announced

Pre-requisites and excluded combinations: For MSc Operational Research and other Master's degrees where regulations permit. Prior knowledge of organisation theory or work experience. Aims:

a. To introduce students to alternative social science theories and research into organisational issues. b. To facilitate students in their evaluation of potential employers, clients

and other pertinent organisations.

c. To encourage research and further study in this area.

Learning outcomes:

a. To help students to understand the interrelationships among central issues in the analysis of behaviour within an organisational context.

b. To facilitate a critical evaluation of organisational policies and practices and their impact on work behaviours, attitudes and performance.

c. To increase students ability to understand and therefore successfully function in organisational environments.

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology to analyse employee behaviour and attitudes in the organisational context.

Content: Organisational structure including: design of work, employee participation, empowerment. Organisational dynamics will address: organisational change and resistance to change, organisational learning, organisational culture, social identity theory, and cross cultural management. Reading list: A complete reading list will be provided at the start of the course. J Child, Organisations; 5 Dawson, Analysing Organizations; 5 Robbins, Organizational Behaviour: Concepts, Controversies, Applications; R Steers & L Porter, Motivation and Work Behaviour.

Teaching: Lectures: Starting in week one LT, weekly Dr Ginka Toegel and Dr Johann Franke.

Classes: Weekly, starting in week one LT.

Written work: Students are required to write one essay during the year. Assessment: Summer examination. Separate papers are set for undergraduate and graduate students.

ID409

Human Resource Management and Business Performance

Teacher responsible: Dr R Richardson, U1104

Availability: For MSc Industrial Relations and other students with an appropriate background. No prior knowledge of human resource management or practical knowledge is required. Core syllabus:

To introduce students to the strategic aspect of human resource management,

To demonstrate the application of social sciences to the study of human resources.

To explore in-depth some central problems and issues of the relationship between human resource management and business performance,

To facilitate critical evaluation of in-depth human resources management case studies

Content: The general issue of the meaning strategy; typologies of business strategies. Typologies of approaches to HRM/personnel issues; therefore, personnel strategies. The incidence of business and personnel strategies. Problems of implementing and introducing HR policies and strategies. The effect of strategies and policy choices on organisational performance; (i) the general issues of evaluating HR policies, (ii) examples of evaluating individual HR policies - looking at both policy areas (eg selection) and different methods of evaluation (eg via attitude surveys), (iii) evaluating HR policy 'bundles' or strategies.

Teaching: The course comprises one lecture and one seminar per week (ID409) for the MT and LT and five two-hour seminars in the ST. Reading list: To be provided at the initial meeting.

Assessment: There will be an assessed essay to be written over the Easter vacation plus a three-hour written examination in the ST in which candidates will be expected to answer two questions from a choice of about 10.

ID410 Half unit

Management of Human Resources

Teacher responsible: Professor David Marsden, H802

Availability: For MSc Industrial Relations and Personnel Management and other suitably qualified students. It is recommended for those taking the International and Comparative Human Resource Management half unit. Core syllabus: The course considers the human resource strategies and policies that organisations adopt in order to implement them.

Content: The course deals with managerial strategies and HR policies and practices which seek to make organizations more effective. It covers the theoretical arguments that might justify those arrangements, as well as the research evidence on them. We consider HR strategies and such issues as recruitment and selection, training and development, internal labour markets, outsourcing, rewards and performance management.

Teaching: There are 10 lectures as well as weekly classes during the MT., and revision classes organized jointly with ID411 in the ST.

Reading list: Students are expected to read widely in the appropriate journals; a list of reference will be provided at the start of the course. An excellent text is J Baron & D Kreps, Strategic Human Resources: Frameworks for General Managers, John Wiley, New York, 1999, and R Schuler & S Jackson (Eds), Strategic Human Resource Management, Blackwell, 1999. Assessment: Students do an assessed essay during the Christmas vacation, which counts for one third of their Assessment, and a summer exam which counts for two thirds.

ID411 Half unit

International and Comparative Human Resource Management

Teacher responsible: Professor David Marsden, H802

Availability: For MSc Industrial Relations and Personnel Management and other suitably qualified students. It is recommended for those taking the Management of Human Resources: strategies and policy half unit. Core syllabus: The course deals with the policies that organisations adopt to deal with a range of human resource issues, and develops an international and comparative perspective.

Content: The course considers managerial human resource policies in their institutional, social and market contexts in advanced industrial countries. As an integrating perspective, the lectures analyse how different employment systems shape organisations' HR strategies and policies. The course looks at problems of human resource management in international firms, training, knowledge management, rewards, equal opportunities, employment flexibility, participation and employer collective action all within the context of different types of employment systems.

Teaching: There will be 10 lectures given by Professor David Marsden as well as classes in the LT, and in the ST, revision classes jointly organized with ID410. Reading list: D W Marsden, A theory of employment systems: microfoundations of societal diversity, Oxford University Press, 1999; J Baron & D Kreps, Strategic human resources: frameworks for general managers, Wiley, New York, 1999; Truman Bewley, Why wages don't fall during a recession,

Harvard University Press, 1999; C Crouch, D Finegold & M Sako, Are skills the answer? The political economy of skill creation in advanced industrial societies. Oxford University Press, 1999; L Dickens, 'Beyond the business case: a threepronged approach to equality action' Human Resource Management Journal, Vol 9, No 1, 1999, pp 9-19; G Hofstede, 'The interaction between national and organisational value systems', Journal of Management Studies, Vol 22, 1985. pp 347-357; K Koike & T Y Inoki, Skill formation in Japan and Southwest Asia, University of Tokyo Press1990; E P Lazear Personnel economics for managers, Wiley, New York, 1998; Motohiro Morishima, 'Embedding HRM in a social context', British Journal of Industrial Relations, Vol 33, No 4, December 1995, pp 617-640; S Ronen, Comparative and multinational management, Wiley, New York, 1986; D Rousseau & R Schalk (Eds), Psychology contracts in employment: cross-national perspectives, Sage, 2000; H Simon, 'Organisations and markets', Journal of Economic Perspectives, Vol 5, No 2, Spring 1991, pp 25-44; C Teulings & J Hartog, Corporatism or competition? Labour contracts, institutions and wage structures in international comparison, Cambridge University Press 1998

Assessment: Students do an assessed essay during the Easter vacation, which counts for one-third of their Assessment, and a summer exam which counts for two-thirds.

ID412 Half unit

Labour Market Analysis: Economic Analysis of Trade Unions

Teacher responsible: Dr Steve McIntosh, R444 Pre-requisites: None, but some familiarity with basic economics and statistics in an advantage.

Core syllabus: Examination of union membership, power and impact using economic analysis. Lectures are anglo-centric but classes use international evidence. Content:

Labour market deregulation

Collective bargaining, union membership and objectives Closed shop, industrial action, arbitration Impact on firm performance, pay and jobs

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: A Booth, The Economics of the Trade Union,

Cambridge University Press, 1995. Teaching: Lectures ID412 10 weekly LT.

Classes ID412 14 weekly LT, ST.

(note: undergraduates and graduates have separate classes). Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.

Assessment: Formal two-hour examination. One compulsory question and one other questions chosen from about three questions

ID413 Half unit

Labour Market Analysis: Pay Teacher responsible: Professor David Metcalf H707 Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage

Core syllabus: Examination of pay distribution, structures, institutions and managerial approaches using economic analysis. Lectures are anglo-centric but classes use international evidence. Content:

Pay distribution

Pay structures by occupation, industry and gender Institutions: public sector, unions and national minimum wage Inside the firm: internal labour market, choice and consequences of alternative pay systems, bosses pay.

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: S Polachek & S Siebert, The Economics of Earnings, Cambridge University Press, 1993 (paperback); E Lazear, Personnel Economics for Managers, John Wiley, New York, 1998. Teaching: Lectures ID201 10 weekly MT

Classes ID201 14 weekly MT, ST.

(Note undergraduates and graduates have separate classes).

Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.

Assessment: Formal two-hour examination. One compulsory question and one other question chosen from about three questions.

ID414 Half unit Industrial Psychology

Teacher responsible: Professor John Kelly, H805 Availability: The course is designed for students on the MSc in Industrial Relations and Personnel Management. Some students on the MSc in Social Psychology, subject to the permission of their tutor, may also take the course. Some background in psychology is highly desirable. Students

without such a background will find certain sections difficult.

Core svilabus: 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 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.

Content: Groups and inter-group relations. Conflict and cooperation. Collective bargaining and trade unions. Job insecurity. Sex discrimination and sexual harassment. Women and leadership. Psychometric Assessment. Stress. Teaching: The course is taught by Professor John Kelly and Dr Ginka Toegel Lecture: one-hour weekly through the MT.

Class (ID414.A) (1.5 hours) x 10, MT.

Written work: A 2,000 word written assignment is required.

Reading list: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. J Arnold et al, Work Psychology, Pitman; S A Haslam, Psychology in Organizations: the social identity approach; R M Steers & L W Porter. Motivation and Leadership at Work, McGraw-Hill; P B Warr, Psychology at Work, Penguin.

Assessment: 1. A formal two-hour examination in the ST: Students should answer two questions out of a choice of five [70%]. 2. A written assignment of not more than 2,000 words [30%].

ID415 Half unit

Comparative Employment Relations Teacher responsible: Dr Sarah Ashy

Availability: Compulsory course for MSc students in International Employment Relations and Human Resource Management.

Core syllabus: The course aims to provide an introduction to the comparative analysis of employment relations, and to ensure that students have both the conceptual and empirical grounding they need to take the options offered in advanced comparative industrial relations, and comparative human resource management.

Content: The course will introduce the employment relationship, the key concepts surrounding it, and the theories required to understand it. It will also introduce the main 'models' of employment relations: the Anglo-Saxon, Japanese and European Social Models, as well as models of employment relations in the developing world.

Teaching: 10 x one-hour lectures, 10 x 90 minute classes in Michaelmas

Reading list: P Blyton & R Turnbull, The Dynamics of Employee Relations, 1998; P Edwards, Industrial Relations, 1995; A Ferner & R Hyman (Eds), Changing Industrial Relations in Europe, 1998; R Hyman & R Ferner (Eds), New Frontiers in European Industrial Relations 1994; P Osterman et al. Working in America, 2002; H Katz & O Darbishire, Converging Divergences, 2000.

Written work: Students may do a practice essay during the Michaelmas term. Assessment: Assessed essay to be written during the Christmas vacation, counting for one-third, and a ST examination counting for two-thirds of the final Assessment.

ID416 Half unit

Advanced Comparative Employment Relations Teacher responsible: Dr Sarah Ashwin

Availability: For MSc students as permitted by the regulations. A general knowledge of the social sciences is required.

Core syllabus: The course is composed of a series of modules, focusing on particular issues in comparative employment relations. Each module is designed to give students the opportunity to explore a theme in comparative employment relations in depth. The aim of the course is to make students aware of the great international differences in the institutional frameworks governing employment, and, by looking at specific themes, to develop their ability to understand the implications of these differences for theoretical and policy questions

Content: We offer four five-week modules from which students will choose two. They are:

Gender and Employment in Comparative Perspective

2. The Management of Labour: Rights and Responsibilities in a Global Economy

3. Industrial Relations in Transition in the US and Germany

4. Europeanisation - Undermining or Reconstructing the European Social Model?

Teaching: 10 x two-hour seminars in LT.

Reading list:

For Gender and Employment in Comparative Perspective: J Rubery et al, Women's Employment in Europe: Trends and Prospects, Routledge, 1999; D Sainsbury (Ed), Gender and Welfare State Regimes, Oxford University Press. 1999.

For The Management of Labour: Rights and Responsibilities in a Global Economy: OECD, Trade and Labour Standards: A Review of the

Issues, 1995; The World Bank, World Development Report, Workers in an Integrating World, 1995.

For Industrial Relations in Transition in the US and Germany: M Leat, Human Resource Issues of the European Union, 1998; S McGiffen, The European Union: A Critical Guide, 2001; F Scharpf, Governing in Europe: Effective and Democratic? 1999; M Gold (Ed), The Social Dimension: Employment Policy in the European Community, 1993; D Hine & H Kassim (Eds), Beyond the Market, 1998; W Lecher & H-W Platzer (Eds), European Union - European Industrial Relations? 1998.

For Europeanisation - Undermining or Reconstructing the European Social Model?: C Crouch (Ed), After the Euro, 2000;M Gold (Ed), The Social Dimension: Employment Policy in the European Community, 1993; D Hine & H Kassim (Eds), Beyond the Market, 1998.

Written work: Students may do a practice essay during the LT.

Assessment: One 2,000 word assessed essay to be completed over the Easter vacation, counting for one-third, and a two-hour ST examination counting for two-thirds of the final Assessment.

ID480

Labour Law

Teachers responsible: Mr R C Simpson, A157 and Professor P L Davies, A457 Availability: MSc Industrial Relations and Personnel Management, MSc Law and Accounting and MSc Regulation students. The course is taught jointly with the Freedom of Association in International, European and National Labour Law course for LLM students LL463.

Core syllabus: See the calendar entry for LL463.

Content: See the calendar entry for LL463.

Teaching: 20 two-hour weekly seminars.

Reading list: Reading will be prescribed for each seminar. Preliminary reading can be found in T Novitz, International and European Protection of the Right to Strike (2003); P Davies et al (Eds), European Community Labour Law, chs 8-10; S Deakin & G Morris, Labour Law (3rd edn 2001) chs 1, 2, & 7-11.

Assessment: One three-hour written examination at the end of the course. Written work: There will be one written assignment in each of the first two terms.

ID493

Personnel Policy and Practice

Teachers responsible: Stephen Dunn, H711 and Linda Walker, H713 Availability: Compulsory and only available for students on the MSc Human Resource Management.

Core syllabus: Introduces students to the key professional competencies necessary in human resource management and exposes them to practical human resource management systems and issues within their 'Link' companies. Content: An introduction to the interviewing, negotiating, counselling, teambuilding, legal and IT skills necessary to practice human resource management; later, a series of visits to a company to explore how the HR function works. Teaching:

a. Skills Workshop: 10 all-day sessions, MT

b. Links programme: six two-hour seminars co-ordinated with visits to a 'Link' company.

Reading: M Marchington & A Wilkinson, People Management and Development CIPD (2002).

Assessment: Students must attend the workshops and complete a company report on their 'Link'. Unless these are satisfactory, students cannot obtain Graduate Membership of the CIPD.

ID497

Research Methods for Industrial Relations

Teacher responsible: Dr S Ashwin, H709

Availability: For students of MSc Industrial Relations and Personnel Management. All students, in both the 'academic' and 'professional' streams, have to complete a project report.

Core syllabus: To introduce students to research methods and methods of data analysis especially appropriate for the areas of Industrial Relations and Personnel Management

Content: Writing literature reviews; qualitative and quantitative research techniques; analysis of qualitative and quantitative data; understanding published research findings (particularly quantitative); support with project preparation.

Teaching: The course is taught by Dr Sarah Ashwin, Dr Hyun-Jung Lee, Dr Sylvia Roesch and Dr Mary Logan. The course comprises 8 lectures in the MT and 10 lectures in the LT.

Reading list: C. Robson, Real World Research: A Resource for Social Scientists and Practitioner Researchers, 1993; D Rowntree, Statistics without Tears, 1991; A N Oppenheim, Questionnaire Design and Attitude Measurement, 1992. Assessment: None.

ID499 MSc Project Report

Teachers responsible: Mr Stephen Dunn, H711 and Dr Sylvia Roesch, H800 Project Administrator

Availability: For MSc in International Employment Relations and Human Resource Management

Core syllabus: The aim of the project is to:

i. Examine a problem or topic through a literature review 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 employment relations and human resource management. When a potentially feasible topic area has been identified, it should be registered with the Project Administrator, but not later than by the end of the MT. Teams of students may work on a particular project. Students taking the MSc Human Resource Management will be expected to undertake projects involving empirical work in their link organization and to work in teams under a different time scale.

Arrangements: Students will be allocated to the specialist teacher whose interests 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 by the end of the MT. The role of the supervisor is to provide guidance in refining, focusing and ensuring the feasibility of the dissertation. MSc International Employment Relations are expected to hand in a detailed plan and draft introductory chapters of their project by the end of the Easter vacation; supervisors will give feedback by the end of the second week of the ST. MSc Human Resource Management students develop their schedule of research in conjunction with their 'Link' company. Assessment: Two typewritten copies of the dissertation should be handed in

to the course secretary, and recorded as received, not later than August 31. 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 per student contributor.

ID600

Labour/Management Problems Seminar

Teachers responsible: Ms Sue Fernie, H804 and Professor Hugh Collins, A342

Availability: Postgraduate and Undergraduate students attending a course in the Industrial Relations Department, and LLM Labour Law students. Content: A series of seminars featuring outside speakers from business, trade unions, government, law, media and research bodies. The focus is on current issues in human resource management, trade unions, industrial conflict and legal regulation.

Teaching: One-and-a-half-hour seminars in MT and LT.

Written work: None. Assessment: This course is not examined.

IR405

Sovereignty Rights and Justice

Teacher responsible: Professor C Brown, D410

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations, MSc Human Rights and other interested students by permission. Core syllabus: Bringing together insights and concepts from political theory and international relations theory, and drawing on a number of dilemmas posed by post-Cold War international politics, this course focuses on modern

debates on sovereignty, the rights of states, individuals and peoples, and international justice, and the impact of these debates on the shape and future development of contemporary international relations theory.

Content: The cosmopolitan-communitarian debate; sovereignty and the norm of non-intervention; the contemporary international human rights regime; the rights of peoples; the politics of humanitarian intervention (with case studies); the International Criminal Court, justice in classical international thought; global social justice. Further details will be provided at the start of the session

Teaching: The course will be taught by weekly seminars of one-and-a-half to two hours, from week three of MT until week three of ST. It is highly recommended that students without a background in the area attend the lectures for IR306, which commence in week one of MT and run until the end of LT.

Written work: Students will be expected to produce three essays of 2,000 words during the year, and to introduce seminar discussions.

Reading list: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a detailed list of references will be provided at the beginning of the course. The following works will be widely used: C R Beitz, Political Theory and International Relations, 2nd edn (Princeton UP, 2000); C Brown, Sovereignty, Rights and

IR406

Gender, Justice and War Teacher responsible: Dr K Hutchings, D409 Availability: MSc International Relations, MSc Politics of the World Economy and to students on other degree programmes by permission of the Teacher responsible Core syllabus: In broad terms the course is concerned to address the following questions: to what extent do gendered relations of power contribute to sustaining and reproducing war as a political, social and economic phenomenon? In what sense does gender figure in both the causes and consequences of war? What are the implications of a gender perspective for the normative judgement of war? Content: The course will fall into four parts: The language of war; The reproduction of war; Feminist peace politics and Feminist ethics and war The first part will examine traditional theories and concepts through which the meaning and role of war in international politics has been understood. The second part will look at the ways in which gender is at work in the causes and consequences of contemporary war. The focus will be on recent conflicts and will cover ethnic and civil conflicts, humanitarian intervention and the use of economic sanctions in lieu of direct violence. The third part will explore arguments around gender and pacifism, conflict resolution, transitional justice and reconciliation and broader questions about the links between feminist politics and non-violence. The fourth part of the course will be concerned with the feminist critique of predominant arguments in just war theory and with assessing whether a feminist ethic of care can be applied to the domain of international politics. Teaching: Over two terms, MT and LT: 18 (x 60 mins) lectures (IR406.1), commencing in week one MT, and 16 (x 90 mins) seminars (IR406.2), commencing in week three of MT. Written work: Discussion papers for class and essays. Students will be expected to produce at least 3 coursework essays (2.000 words) and lead two seminar discussions during the course. Reading list: A full Reading list will be made available to students at the beginning of term. Key readings will include the following: J B Elshtain, Women and War, (Chicago, 1987; 1995); C Enloe, Maneuvers, (University of California Press, 2000); J S Goldstein, War and Gender, (Cambridge University Press, 2001); E Hall, We Can't Even March Straight: Homosexuality in the British Armed Forces, (Vintage, 1995); L A Lorentzen & J Turpin (Eds), The Women and War Reader, (New York University Press, 1998); C Moser & F Clark (Eds), Victims, perpetrators or actors? Gender, Armed Conflict and Political Violence, (Zed Books, 2001); S Ruddick, Maternal Thinking, (Women's Press, 1990); M Zalewski & J Parpart (Eds), The 'Man Question' in International Relations, (Westview Press, 1998) Assessment: Students will be required to sit a three-hour unseen examination in ST, which will count for 100% of the final grade.

IR407

International Political Economy of Environment Teacher responsible: Dr R Falkner, D615 Availability: Course intended primarily for MSc Politics of the World Economy and MSc International Relations students, and other graduates with permission.

economy of environmental protection.

Justice (Polity, 2002); T Dunne & N J Wheeler (Eds), Human Rights in Global Politics (Cambridge UP, 1999); M Frost, Ethics in International Relations (Cambridge UP, 1996); S Krasner, Sovereignty: Organised Hypocrisy (Princeton UP, 1999); J Rawls, The Law of Peoples (Harvard UP, 1999); R Tuck, The Rights of War and Peace (OUP, 1999); N J Wheeler, Saving Strangers: Humanitarian Intervention in International Society (OUP, 2000).

Assessment: Formal three-hour written examination (100%).

Core syllabus: An introduction to concepts and issues in the study of international environmental politics, with special emphasis on the political

Content: The global politics of sustainable development; Ecological perspectives on international political economy; environmental politics at the UN; domestic sources of environmental diplomacy; environmental leadership in international negotiations; international environmental regimes; role of epistemic communities and non-state actors; private environmental governance; trade and environment; international environmental aid; greening foreign direct investment. Case studies: climate change; ozone layer; biodiversity and biosafety; deforestation; energy.

Teaching: 18 weekly lectures (IR407.1) beginning in the first week of MT and 16 one-and-a-half-hour seminars (IR407.2) beginning in week four of MT, plus one revision seminar in week one of ST.

Written work: Students are expected to submit three 2,000-word essays to be marked by the seminar teacher and to present at least two seminar topics. Reading list: No one book covers the entire syllabus, and students will be expected to read widely in relevant books and journals. A detailed Reading list will be provided at the beginning of MT. The following works provide a useful introduction to some topics covered in this course: Christoph Bail, Robert Falkner & Helen Marquard (Eds), The Cartagena Protocol on Biosafety: Reconciling Trade in Biotechnology with Environment and Development? Earthscan, 2002; Elizabeth DeSombre, The Global Environment and World Politics, Continuum, 2002; Lorraine Elliott, The Global Politics of the Environment, Macmillan, 1998; Peter MHaas, Robert O Keohane & Marc A Levy (Eds), Institutions for the Earth: Sources of Effective International Environmental Protection, The MIT Press, 1993; Robert O'Keohane & Marc A Levy (Eds), Institutions for Environmental Aid: Pitfalls and Promise, The MIT Press, 1996; Eric Laferriere & Peter J Stoett, International Relations Theory and Ecological Thought: Towards a Synthesis, Routledge, 1999; Marian Miller, The Third World in Global Environmental Politics, Open University Press, 1995; Eric Neumayer, Greening Trade and Investment, Earthscan 2001; Peter Newell, Climate for Change: Non-State Actors and the Global Politics of the Greenhouse, Cambridge University Press, 2000; Ian H Rowlands, The Politics of Global Atmospheric Change, Manchester and New York, Manchester University Press, 1995; John Vogler & Mark F Imber (Eds), The Environment and International Relations, Routledge, 1996; Paul Wapner, Environmental Activism and World Civic Politics, Albany State University of New York Press, 1996.

Assessment: One three-hour written examination in the ST based on the lecture course and work covered in the seminars. The paper contains about 12 questions, of which three are to be answered.

IR410

International Politics

Teachers responsible: Professor C Brown, D410 and members of the Department

Availability: Course intended for MSc International Relations and MSc International Relations Research.

Core syllabus: An historical and theoretical analysis of core concepts in International Relations, of the normative and analytic issues involved, and of their relationship to the social sciences in general.

Content: Theories of the international; the history of inter-state practices, states, nations, social forces, structures in international relations; the role of ideas and of values; war, cooperation, peace, philosophical issues in IR.

Teaching and Written work: 19 weekly lectures (IR410.1) held in MT and LT, commencing in week one of MT, and 18 weekly seminars (IR410.2) held in MT and LT, commencing in week two of MT. Students deliver seminar papers and write three 2,000-word essays for their seminar teachers on topics notified at the beginning of the session.

Reading list: Chris Brown, Understanding International Relations, 2nd edn, (Palgrave, 2001); David Boucher, Political Theories of International Relations: from Thucydides to the Present (Oxford University Press, 1998); Scott Burchill et al, Theories of International Relations, 2nd edn, (Palgrave, 2001); Barry Buzan & Richard Little, International Systems in World History: Remaking the Study of International Relations (Oxford University Press, 2000); Michael Cox, Tim Dunne & Ken Booth (Eds), Empires, Systems and States: Great Transformations in International Politics (Cambridge University Press, 2002); Martin Hollis & Steve Smith, Explaining and Understanding International Relations (Oxford University Press, 1991).

Assessment: ST, formal, three-hours, three questions chosen from 12. Past examination papers may be seen in the Main Library.

IR411

Foreign Policy Analysis III

Teachers responsible: Professor M Light, D411 and Dr C Alden, D608

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations students. Subject to Availability of places. Other students may take this course by special permission, and as permitted by the regulations for their degrees. Students need not have studied Foreign Policy Analysis before, but some familiarity with modern international history will be an advantage.

Students wishing to familiarise themselves with the broad outline of the subject should refer to the text books in the Undergraduate Study Guide, IR300.

Core syllabus: The MSc course differs from the undergraduate and diploma courses in level and approach. It goes 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.

Content: The ways in which international actors – primarily but not exclusively states - formulate decisions and strategies for dealing with other members of the international community; the interplay between domestic and external forces; the organisation, psychology and politics of small-group decisionmaking; the purposes behind foreign policy and the instruments available to those who make it. Problems of comparison, choice, evaluation and rationality; contemporary criticisms of the concept of a separate 'foreign' policy.

Teaching: All students are highly recommended to attend IR300.2 Foreign Policy Analysis 12 lectures ML, IR300.3 Decisions in Foreign Policy six lectures L and IR902 New States in World Politics 10 lectures L. It is also advisable to attend as many lectures in the series IR300.1 The Foreign Policies of the Powers as possible (30 lectures L). 16 weekly seminars (IR411) will run from week five of the MT.

Written work: All students who attend the seminar will be expected to

write three 2,000 word essays for their seminar leader. Each student will also be expected to present at least one seminar topic.

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; 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; R Ned Lebow, Between Peace and War, Johns Hopkins University Press, 1984; W Carlsnaes, Ideology and Foreign Policy, Blackwell, 1986; A L George & W E Simons (Eds), The Limits of Coercive Diplomacy (2nd edn), Westview Press, 1994; P T Hart, E K Stern & B Sundelius, Beyond Groupthink, University of Michigan Press, 1997. A more detailed reading list will be provided at the beginning of the course

Assessment: Formal three-hour examination in the ST. Copies of previous years' papers, together with lecture and seminar programmes and further reading references will be distributed when the course begins.

IR412

International Institutions III

Teacher responsible: Mr N A Sims, D609

Availability: Master's degree students only, where permitted in degree regulations. 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.

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.

Content: The short duration of this course obliges us to be highly selective. We focus on the Covenant and Charter and on subsequent practice in the League of Nations and the United Nations. In recent years the Content of the Teaching given has focused on the following elements within the Core syllabus:' 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, as illustrating some of the maior ideas and issues of international organisation. The work and problems of Specialized Agencies in the UN system; regimes in Antarctica and elsewhere. Teaching and Written work: The Teaching exclusive to MSc students taking this option consists of a weekly seminar (IR412) from week one of LT until the end of week five of ST. Students take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. Three 2,000 (max) word essays and at least one presentation (introduction to discussion) will be set and marked by the seminar teacher.

In addition to the seminar, MSc 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 students) taking an International Institutions course: IR301. The more narrowly selected seminar programme pre-supposes regular attendance at these lectures, accordingly strongly recommended. 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. Newcomers to international organisation studies should read Inis L Claude, Swords into Plowshares: The Problems and Progress of International Organization (4th edn), Random House, 1971, and David Armstrong, Lorna Lloyd & John Redmond, From Versailles to Maastricht: International Organisation in the Twentieth Century, Macmillan, 1996. Introductions to the League and UN systems include Ruth B Henig, The League of Nations, Oliver & Boyd, 1973; F S Northedge, The League of Nations, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds), United Nations, Divided World (2nd edn) Clarendon Press, Oxford, 1993; Paul Taylor & A I R Groom (Eds), International Institutions at Work, Pinter, 1988; Paul Taylor, International Organization in the Modern World, Pinter, 1993; Douglas Williams, The Specialized Agencies and the United Nations; The System in Crisis, Hurst, 1987. 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.

Assessment: Three-hour written examination in the ST.

IR415

Strategic Aspects of International Relations III Teacher responsible: Professor C Coker, D511

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations. A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Core syllabus: This is not a conventional Strategic Studies course. It is about the cultural context of military conflict between states and within them. 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.

Content: The Western Way of War; Non Western Ways of Warfare; The new political economy of wars. The Revolution in Military Affairs. Clausewitz and the Western Way of Warfare; war and genocide; war in the developing world; terrorism and crime; policing the international order; NATO and its future; Globalisation and Security; the 'end of war' thesis. Teaching: Students are highly recommended to attend lectures on IR305 (MT and LT) and are required to attend 16 weekly seminars (IR415.1) commencing in week three of MT. The majority of seminar topics will be on

strategic aspects of postwar international relations and examination papers will reflect this.

Written work: Three 2,000-word essays will be set and marked by the seminar teacher

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. R Aron, Peace and War; C M Clausewitz, On War (Ed by M Howard & P Paret); J L Gaddis, Strategies of Containment; M E Howard, War and the Liberal Conscience; F M Osanka, Modern Guerrilla Warfare; C Coker, War and the Twentieth Century; J Keegan, A History of Warfare; C Coker, War and the Illiberal Conscience. Assessment: Three-hour formal examination held in the ST. Three questions must be answered from 12 or more. Examples of recent past examination papers will be appended to the Reading list.

IR416.1

External Relations of the European Union Teacher responsible: Professor C J Hill, D610

Availability: These lectures are primarily part of the Teaching for the MSc course IR416 The International Politics of Western Europe. The course is offered to all other interested students, but it is not separately examined as a self-contained option.

Core syllabus: The aim of the course is to cover the external activities of the European Communities since 1957. This includes both activities deriving from the Treaties and traditional, informal methods of national diplomacy, in a steadily more collaborative framework. The title 'European Union' is used but the course deals also with pre-Maastricht events.

Content: The syllabus deals with the external ramifications of common policies in trade, agriculture, and steel, together with the evolving relations between the Union and the Third World, and the emergence of European Political Cooperation from 1970 onwards, succeeded by The Common Foreign and Security Policy in 1993. Relations with important states or groups of states are given particular attention, namely the United States and Japan, the Eastern and Central European countries, and the Lomé Conventions with the African, Caribbean and Pacific countries. The impact on the Union of the end of the Cold War is also an important focus, as is the evolving security and defence dimension.

Teaching: There will be 12 weekly one-hour lectures, commencing in week three of the MT and ending half-way through the LT. They will be immediately followed by five weekly guest seminars which will last for 90 minutes each

Basic Reading list: Roy Ginsberg, The European Union in International Politics, Rowman and Littlefield, 2001; Elfriede Regelsberger, Philippe de Schoutheete de Tervarent & Wolfgang Wessels (Eds), Foreign Policy of the European Union: from EPC to CFSP and Beyond, Lynne Rienner, 1997; Reinhardt Rummel (Ed), The Evolution of an International Actor, Boulder, Westview, 1990; Charlotte Brotherton & John Vegler, The European Union as a Global Actor, Routledge, 1999; Martin Holland (Ed), Common Foreign and Security Policy: the Record and Reforms, Pinter, 1997; Simon J Nuttall, European Foreign Policy, Oxford University Press 2000; Christopher Piening, Global Europe: The European Union in World Affairs, Lynne Rienner, 1997: Christopher Hill & Karen E Smith (Eds), European Foreign Policy: Key Documents, Routledge, 2000.

IR416

International Politics of Western Europe Teacher responsible: Professor C J Hill, D610

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research, MSc Theory and History of International These do not count towards the examination. Policy in the European Union, Longman, 1999. invited to answer any three.

IR418

Teacher responsible: Dr C Hughes, D509 in region of prime importance. South-East Asia.

Teaching: The principal lecture course is International Politics: Asia and the Pacific (IR418.1) - 10 lectures, MT. A seminar on Asia and the Pacific in International Relations (IR418.2) will be held in the LT and ST. Students are also recommended to attend additional lectures on the foreign policies of some Asian states (normally China, India and Indonesia) in the course The Foreign Policies of the Powers (IR300.1) during the LT and New States in World Politics (IR902), 10 lectures in the LT, is also relevant and recommended.

Written work: Three 2,000-word essays will be set and marked by the seminar teacher 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). Michael Yahuda, The International Politics of Asia-Pacific; T W Robinson & D Shambaugh (Eds), Chinese Foreign Policy; Michael Leifer, ASEAN and the Security of South-East Asia; Michael Leifer, Dictionary of The Modern Politics of South-East Asia; Robert S Ross (Ed), East Asia in Transition Assessment: Students will be required to sit a three-hour examination in which they will be asked to answer three of 12 questions.

IR419

Teachers responsible: Dr K Dalacoura, D412 Availability: Course intended primarily for MSc in International Relations, MSc International Relations Research and MSc Theory and History of International Relations students. A knowledge of the international political system and of the major issues in its contemporary development is required. Core syllabus: The course is intended to provide an analysis of the regional

Relations, MSc European Studies and MSc EU Policy Making, MSc Nationalism and Ethnicity. Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics in the twentieth century.

Core syllabus: The International relations of the major states of Western Europe, understood in their evolving historical context, including the external relations and the Common Foreign and Security Policy of the European Union. Content: The foreign policies of the states of Western Europe, with particular reference to Britain, France, Germany, Italy and Spain. The neutral (and exneutral) 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 other regions of Europe and to the European Union. The external relations of the Union. European interests in wider international relations. Collective decisionmaking, and the interaction of political and economic issues.

Teaching: The core of the International Politics of Western Europe is the lecture course, together with a weekly seminar (IR416) which meets during the LT and for the first half of the ST. All students are also strongly recommended to attend relevant lectures in the Foreign Policies of the Powers (IR300.1) and The External Relations of the European Union (IR416.1).

Written work: Students will be asked to write three 2,000 word-essays during the course, to be handed in for marking to their seminar leader.

Reading list: Reading lists will be provided at the first meeting of each of the seminars. Students will find the following introductory books particularly helpful: C Hill (Ed), The Actors in Europe's Foreign Policy, Routledge, 1996; S Hoffman (Ed), The European Sisyphus: essays on Europe 1964-1994, Westview, 1995; J Howarth & Anand Menon (Eds), The European Union and National Defence Policy, Routledge, 1997; J Zielonka, Explaining Euro-Paralysis, Macmillan, 1998; Ian Manners and Richard Whitman, The Foreign Policies of EU Member-States, Manchester UP, 2000; Ben Soetendorp, Foreign

Assessment: Examination papers in these subjects are taken in the ST. The normal length of each paper is 12 questions, of which candidates are

International Politics: Asia and the Pacific

Availability: Optional course for the MSc in International Relations, MSc International Relations Research and MSc Theory and History of International Relations: available to other interested students where regulations permit. Desirable to possess a first degree in politics and/or history but special interest

Core syllabus: The international political experience of primarily post-colonial states in a region beset by recurrent conflict and external intervention during the Cold War and subject to a novel multilateralism in its wake.

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 primarily with reference to East and

International Relations of the Middle East

politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and superpower policies.

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; ideologies, national and religions.

Teaching and Written work: There will be 20 weekly lectures, (IR419.1)The International Relations of the Middle East commencing in week one of the MT and 10 seminars (IR419.2) commencing in week one of the LT. Seminar attendees will be expected to submit three 2,000-word essays, based on past examination papers, to be marked by their seminar teacher. The lecture course IR300.1 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: M E Yapp, The Near East Since the First World War; and/or G Lenczowski, The Middle East in World Affairs.

In addition they are recommended to consult: Reinhard Schulze, A Modern History of the Islamic World; B Lewis, The Middle East; F Halliday, Islam and the Myth of Confrontation; F Ajami, The Arab Predicament; S Bromley, Rethinking Middle East Politics; B Korany & A Dessouki (Eds), The Foreign Policies of Arab States; John Roberts, Visions and Mirages, The Middle East in a New Era; R Hinnebusch & AEhteshami (Eds), The Foreign Policies of Middle East States.

Assessment: Three-hour examination in the ST.

IR421

Concepts & Methods of International Relations Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations and MSc International Relations Research, MSc Politics of the World Economy (Research Track), MSc Theory and History of International Relations, and first year research students. The lectures for this course are also designed to provide advanced level coverage of theoretical issues for students taking the Diploma in World Politics and for third year students on the BSc International Relations. The course assumes a basic knowledge of the academic discipline of international relations

Core syllabus: A critical examination of the nature, assumptions and implications of the theoretical literature on international relations.

Content: Evolution and characteristics of theoretical debates in the discipline of international relations and associated fields; current trends and controversies. Schools of thought: traditional and behaviouralist; the interparadigm debate; neo-realism and neo-liberalism; normative, critical theory, post-modern, feminist and constructivist perspectives.

Teaching: There are 10 lectures (IR421.1) in the MT and a weekly seminar (IR421.2) commencing in week one of the LT for MSc candidates for examination in the subject. They are also open to research students.

Written work: Three 2,000-word essays are set and marked by the seminar teacher

Reading list: A detailed Reading list will be provided at the first meeting. Useful surveys and textbooks are: K Booth & S Smith (Eds), International Relations Theory Today (1994); C Brown, International Relations Theory: New Normative Approaches (1992); S Burchill & A Linklater (Eds), Theories of International Relations (1996); J George, Discourses of Global Politics (1994); F Halliday, Rethinking International Relations (1994); I Neuman & O Weaver (Eds), The Future of International Relations: Masters in the Making (1997); V S Peterson (Ed), Gendered States (1994); S Smith, K Booth & M Zalewski (Eds), International Theory: Positivism and Beyond (1996); C Sylvester, Feminist Theory and International Relations in a Postmodern Era (1994).

Assessment: The MSc examination in Concepts and Methods consists of a three-hour paper taken in mid-June, with three questions out of 12 to be answered. Copies of the question papers from the previous three years are attached to the Reading list which is distributed during the lectures.

IR422

Conflict and Peace Studies

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research, MSc Theory and History of International Relations, and MSc Development Studies. Other suitably gualified graduate students may only take this course with permission of the Teacher responsible. A basic background knowledge of the subject would be an advantage Students are encouraged to attend the lecture series Complex Emergencies (DV420) and Strategic Aspects of International Relations (IR415).

Core syllabus: This course draws upon the relevant interdisciplinary literature in order to examine the problems of conflict and peace in international relations. Content: A survey of theoretical approaches and practical responses to the problems of conflict, violence and peace, together with associated concepts

including stability, change, order and justice. General and particular theories and debates concerning the causes, dynamics, processes, functions and effects of conflict: social psychological, nationalism and ethnic identity, political economy, basic human needs, gender. Characteristics of contemporary conflicts: protracted social conflicts versus complex emergencies. Theories of peace: order, justice, procedural. Characteristics and techniques of official and unofficial approaches to conflict management, resolution and transformation. Applications of these to contemporary conflicts. Ethics of third party interventions.

Teaching: 10 lectures (IR422) beginning week one of MT; 18 one-and-ahalf-hour seminars (IR422.1) beginning in week three of MT, plus two revision seminars in ST

Written work: Three 2,000-word essays will be set and marked by the seminar teacher

Reading list: A detailed reading guide will be provided at the first meeting. Useful survey texts are: J Bercovitch & J Rubin (Eds), Mediation in International Relations: Multiple Approaches (1992); Hugh Miall, Oliver Ramsbotham & Tom Woodhouse, Contemporary Conflict Resolution (2000); J Burton (Ed), Conflict: Human Needs Theory (1990); C Crocker & F O Hampson (Eds), Managing Global Chaos: Sources of and Responses to International Conflict (1997); V Jabri, Discourses on Violence: Conflict Analysis Reconsidered (1996); C R Mitchell & M Banks, Handbook of Conflict Resolution: The Analytical Problem-Solving Approach (1996); W Zartman & L Rasmussen (Eds). Peacemaking in International Conflict: Methods and Techniques (1998). Assessment: Three-hour written examination in the ST, requiring three questions out of 12 to be answered.

IR425

Soviet and Post-Soviet Foreign Policy Teacher responsible: Professor M Light, D411

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research, MSc Theory and History of International Relations and MSc Russian and Post-Soviet studies. Other students may take this course as permitted by the regulations for their degrees. Familiarity with international relations theory and/or some knowledge of international history and Russian and Soviet history and government are desirable.

Core syllabus: The development of Soviet and post-Soviet foreign and defence policy from 1917 to 2002 in relation to its ideological and historical roots. Particular attention will be paid to the similarities and differences between the relations of the Soviet Union with different kinds of states: to the relationship of theory to practice and to the continuity and change in Soviet and Russian foreign policy.

Content: Historical, geographic and ideological factors affecting Soviet and Russian security perceptions. Foreign policy decision-making. Marxist-Leninist theory and its influence on foreign policy. Conflict and amity in East-West relations. The cold war and détente as case-studies of conflict and amity. Socialist internationalism and relations within the socialist system. Soviet-Third World relations. Perestroika, glasnost and the 'new thinking'. Russia and the 'near and far abroad'. Nationalism and foreign policy.

Teaching: Lectures (IR425.1) 15 weekly ML and 16 one-and-a-half hour weekly seminars (IR425.2) commencing in week five of MT. Students are also required to attend the foreign policy related seminars in the Post Communist Politics and Policies seminar EU451. Students without an International Relations background will find IR300.2 useful. Students are also highly recommended to attend the lectures on Soviet and Russian foreign policy in IR300.1 during the LT.

Written work: Students will be expected to write three 2,000-word essays for their seminar teacher, and to present at least one seminar topic.

Reading list: A more detailed list will be distributed at the beginning of the lecture course but students will find the following preliminary reading useful: Paul Dibb, The Soviet Union: The Incomplete Superpower, Macmillan, 1986; F Fleron, E Hoffman & R Laird (Eds), Classic and Contemporary Issues in Soviet Foreign Policy, Aldine de Gruyter, 1991; M S Gorbachev, Perestroika: New Thinking for Our Country and the World, Collins, 1987; Fred Halliday, The Making of the Second Cold War, Verso, 1983; Margot Light, The Soviet Theory of International Relations, Wheatsheaf, 1988; Joseph L Nogee & Robert H Donaldson, Soviet Foreign Policy since World War II (3rd edn), Pergamon Press, 1988; Mark Webber, The International Politics of Russia and the Successor States, Manchester University Press, 1996; N Malcolm, A Pravda, R Allison & M Light, Internal Factors in Russian Foreign Policy, CUP, 1996.

Assessment: Three-hour examination. Students must answer three out of 12 questions.

IR427

International Politics of Africa

Teachers responsible: Dr D Jacquin-Berdal, D413 and Dr C Alden, D608 Availability: Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations. Other students may take this course as permitted by the regulations for their degrees. Some familiarity with international relations theory would be useful.

Core syllabus: The international and regional dimensions of contemporary

African politics.

Content: The state in Africa; the impact and legacies of colonialism and the Cold War; nationalism and decolonisation; Africa and the World Economy; the foreign policies of African states; the role of extra-regional powers and international organisations in Africa; ethnicity and territorial integrity; the interplay between domestic, regional and international factors in African conflicts; development, democratisation and human rights.

Teaching: 15 weekly lectures commencing in week one of MT, and 15 oneand-a-half-hour seminars commencing in week six of MT. Students might also want to attend the relevant lectures in The Foreign Policy of the Powers (IR300.1) during the LT and the New States in World Politics (IR902).

Written work: Students will be expected to submit three 2,000-word essays to be marked by the seminar teacher, and to present at least one

Reading list: A detailed Reading list will be provided at the beginning but students will find the following preliminary reading useful: C Ake, Democracy and Development in Africa (1996); J-F Bayart, The State in Africa (1993); C Clapham, Africa and the International System (1996); J Harbeson & D Rothchild (Eds), Africa in World Politics (2000); Z Laidi, The Superpowers and Africa (1990); P Schraeder, African Politics and Society (2000); R Joseph (Ed), State Conflict and Democracy in Africa (1999); Stephen Wright (Ed), African Foreign Policies (1998).

Assessment: Three-hour written examination in the ST, requiring three questions out of 12 to be answered.

IR429

Economic Diplomacy

Teachers responsible: Mr Stephen Woolcock, D613 and Sir Nicholas Bayne KCMG c/o D611

Availability: Course is intended for graduate students studying for the MSc in International Relations or MSc in Politics of the World Economy and other graduates at the discretion of those running the course.

Core syllabus: This course will study the changing nature of economic diplomacy (defined as how states and non-state actors respond to international economic interdependence). The focus of the course will be on the decision making processes and includes, as an integral part of the course, an opportunity for dialogue with senior policy practitioners.

Content: The course will cover the theoretical and analytical foundations of decision making in economic diplomacy, focusing on national decision making but including the role of non-state actors and international organisations. There will be coverage of historical background to economic diplomacy in order to compare current developments with past experience and lessons. The course will then look at the changing nature of economic diplomacy including analysis of decision making at national, regional (ie the European Union) and multilateral levels. Theoretical and analytical work will be augmented by a series of case studies in economic diplomacy, on issues such as debt relief for poor countries, managing international financial crises. multilateral trade and investment agreements, etc.

Teaching: There will be a course of 20 lectures (IR429.1) beginning in the first week of the MT and continuing through the MT and LT. In addition to the lectures given by LSE staff responsible for the course, senior policy practitioners will make presentations on the case studies. These form an integral part of the course and are designed to provide insights into the factors shaping decision making in international economic relations. The course also includes a weekly seminar series (IR429.2) which will begin in the third week of MT and continue through the MT, LT and into the ST. The seminars will take the form of student presentations followed by group discussion. Students will be expected to write three 2,000-word essays during the course of the year to be marked by the seminar teacher.

Reading list: Students will be expected to read widely in appropriate books and journals. A detailed Reading list will be provided at the beginning of MT. The following provide general background to the topic: N Bayne & S Woolcock, The New Economic Diplomacy: Decision-Making and Negotiation in International Economic Relations, 2003; J Spero & J Hart, The Politics of International Economic Relations, 6th edn, 2002; P Kennen, Managing the World Economy: fifty years after Bretton Woods, 1994; R Putnam & N Bayne, Hanging Together: cooperation and conflict in the seven power summits, 1987; N Bayne, Hanging in There: The G7 and G8 Summit in Maturity and Renewal, 1999; V Cable, Globalisation and Global Governance, 1999. Assessment: Assessment will be by means of a three-hour examination in the ST based on the lecture course and work covered by the seminars.

Students will have to answer three of 12 questions.

IR430 Half unit

History and Theory of European Integration

Teacher responsible: Dr K E Smith, D415 Availability: Course available only for MSc European Politics and Governance and MSc International Relations students

Core syllabus: The course seeks to give students and understanding of the dynamics of West European integration over the past 50 years; the historical and geopolitical context within which European integration has developed; the role of the EU institutions in the integration process; and theories of integration.

Content: Theorising European integration; neo-functionalist, federalist, and intergovernmental approaches; the impact of the international system and international developments on integration. Origins and history of European integration from the 1950s to today. The key institutions of the European Union: the European Commission, the Council of Ministers, the presidency, the European Council, the European Parliament, and the European Court of Justice. Teaching: 10 Regional Integration in Western Europe (IR303) lectures in MT: 10 seminars (IR430) in MT.

Written work: Substantial seminar presentations are allocated at the first meeting of the seminar. Two 2,000-word essays are set and marked by the minar teacher

Reading list: No single book is exactly coterminous with the syllabus. The following are useful introductions: Desmond Dinan, Ever Closer Union?, Macmillan, 1999; Geir Lundestad, 'Empire'by Integration, Oxford, 1998; Brent Nelson & Alexander Stubb, The European Union: Readings on the Theory and Practice of European Integration, Lynne Rienner, 1998; John Peterson & Michael Shackleton, The Institutions of the European Union, Oxford 2002; Ben Rosamund, Theories of European Integration, Macmillan, 2000. Assessment: An unseen, two-hour written examination in the ST (100%).

IR431 Half unit

European Union Policy-making in a Global Context Teacher responsible: Professor W Wallace, D508 Availability: Course intended primarily for MSc International Relations, MSc European Politics and Governance, MSc Theory and History of International Relations, and MSc European Social Policy.

Core syllabus: The course places the development of EU policy-making in the context of the declining ability of European nation states to provide security, prosperity and welfare for their citizens, thus transferring a widening range of competences to this new level of governance. It examines the interaction between 'Europeanization' and globalisation, the impact of the end of the cold war and of successive enlargements, on the evolution of common policies and their implementation.

Content: The crisis of the European nation state; the USA, NATO and West European integration as a 'civilian' power, modernization, globalisation and regional integration; the political economy of European integration regulation, redistribution, taxation, money, social and labour policies; the pursuit of common foreign policy, and of a security and defence dimension, cooperation on police, justice, immigration and border control, enlargement as a policy and a process; problems of identity, legitimacy and democratic accountability; the EU as an emerging regional system Teaching: 10 Regional Integration in Western Europe (IR303) lectures in LT; 10 seminars (IR431) in IT

Written work: Substantial seminar presentations are allocated at the first meeting of the seminar. Two 2,000-word essays are set and marked by the seminar teacher

Reading list: No single book is exactly coterminous with the syllabus. The following are useful introductions: Desmond Dinan, Ever Closer Union?, Macmillan, 1999; Brent Nelson & Alexander Stubb, The European Union. Readings on the Theory and Practice of European Integration, Lynne Rienner, 1998; John Peterson & Michael Shackleton, The Institutions of the European Union, Oxford 2002; Ben Rosamund, Theories of European Integration, Macmillan, 2000; Helen Wallace & William Wallace, Policy-Making in the European Union, Oxford, 2000.

Assessment: An unseen, two-hour written examination in the ST (100%).

IR440

Internationalism and Its Critics

Teacher responsible: Professor F Halliday, D510 Availability: MSc International Relations and MSc International Relations Research, MSc Politics of the World Economy and MSc Politics of the World Economy Research, MSc Nationalism and Ethnicity, MSc Theory and History of International Relations. Other graduate students may take this course by agreement

Core syllabus: An introduction to theories of loyalty and organisation transcending the nation state. Classical, and contemporary theories. Statist, nationalist and communitarian criticisms. Internationalism and contemporary policy issues.

Content: Theories of internationalism - liberal, revolutionary, hegemonic, Core issues, Variants of internationalism in classical Greco-Roman, Islamic and Christian thinking, Enlightenment and after: Kant, Paine, Saint-Simon, Marx, Contemporary theorists: Beitz, O'Neill, Held, Linklater, Beck, Nussbaum. Internationalism in the contexts of globalisation and of protest movements, anti-globalisation and Islamist. Critics: Rousseau, Herder, Carr, Rawls, Walzer. Contemporary policy issues: migration, economic redistribution, human rights, intervention, global governance, nationalist revival. Teaching: 15 lectures in MT and LT, 15 seminars LT and ST. Written work: Students will be expected to write three 2,000-word essays at stipulated times during the course of the year to be marked by the seminar teacher.

Introductory Reading list: Daniele Archibugi & David Held (Eds), Cosmopolitan Democracy; Charles Beitz and others (Eds), International Ethics;

E H Carr, Nationalism and After; Pheng Cheah & Bruce Robbins (Eds), Cosmopolitics; Fred Halliday, Revolution and World Politics; Derek Heater, World Citizenship and Government; Stanley Hoffmann & David Fidler (Eds), Rousseau on International Relations; F H Hinsley, Power and the Pursuit of Peace; Ghita Ionescu (Ed), The Political Thought of Saint-Simon; Dominic Lieven, Empires; Andrew Linklater, The Transformation of Political Community; Roel Meijer (Ed), Cosmopolitanism, Identity and Authenticity in the Middle East; J Ostrom Moller, The End of Internationalism; Martha Nussbaum and others (Eds), For Love of Country; John Ruggie, Constructing the World Polity; Anthony Smith, Nations and Nationalism in a Global Era

Assessment: Three-hour unseen written examination in lune

IR450

International Political Economy Teacher responsible: Dr A Walter, D50

Availability: Course intended for MSc in Politics of the World Economy and MSc Politics of the World Economy Research.

Core syllabus: An advanced introduction to concepts and contending approaches in international political economy, and an overview of the evolution of international economic relations since the late nineteenth century. Content: The purpose of this core course for the MSc (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 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 the formerly planned economies in transition.

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. Specific phenomena like the functioning of the Bretton Woods order, international financial and trade relations and the spread of regionalism will also be examined. 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 the political economy of globalisation.

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. 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 encompasses the subject more generally.

Teaching and Written work: There will be a lecture course (IR450.1) on International Political Economy commencing in week one of the MT given by Dr Walter and others. Students will be assigned to International Political Economy seminar groups (IR450.1A) which accompany the lecture series; each seminar group will be run by a teacher involved in the MSc PWE programme. Three 2,000-word essays will be set and marked by the seminar teacher. A series of 10 lectures on Introduction to Some Concepts in Economics will also be given as part of IR450.1, 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 lecture series 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 provided in the course outline. A small amount of technical economics is required, and taught as part of the course. J Frieden & D Lake (eds), International Political Economy; Eli F Hecksher, Mercantilism; J Baechler, The Origins of Capitalism; F Braudel, Afterthoughts on Material Civilization and Capitalism; Rober Gilpin, The Political Economy of International Relations; Susan Strange, States and Markets; Angus Maddison, Phases of Capitalist Development; Phylis Deane, The State and the Economic System, Robert L Heilbroner, The Worldly Philosophers, 1955 edn, Chs 3, 4, 9 (and 6, if hitherto you have read nothing on Marx).

Assessment: 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 12 questions.

IR451

Politics of Money in the World Economy Teachers responsible: Dr D Josselin, D515 and Dr A Walter, D507

Availability: Course intended primarily for MSc Politics of World Economy and Politics of the World Economy Research and other graduates by permission. Core syllabus: This course is designed as a component of 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 international political economy. Content: It deals with the basic concepts regarding the creation, use and

management of money in the international system. Students are introduced to international monetary relations over the past century. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of international financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as financial crises and the politics of IMF conditionality, are best understood in a broader theoretical and historical context

Teaching and Written work: One lecture course (IR451.1) and one seminar course (IR451.2). Lectures begin in the first week of MT and continue in the LT. Seminars begin in the third week of the MT and continue in the LT, with a revision session in week one of ST. Students are expected to make presentations on topics of their choice and to write three 2,000-word essays, to be marked by the seminar teacher. A series of 10 additional lectures are given as part of IR451.1, Introducing Concepts in Monetary Theory and International Monetary Economics. Students intending to take the course must attend these lectures which also start in week one of MT.

Reading list: No one book covers the entire syllabus, but the following general works provide a useful introduction: B Eichengreen, Globalizing Capital; R Germain, The International Organization of Credit; A Walter, World Power and World Money; P Cerny (Ed), Finance and World Politics; R Gilpin, The Political Economy of International Relations, Chapters 4 & 8; 5 Strange, Mad Money; B Cohen, Organising the World's Money; E Holm, Money and International Politics; J Frieden & D Lake, International Political Economy: Perspective on Global Power and Wealth (4th edn), section IIIC; C Randall Henning, Currencies and Politics; L Pauly, Who Elected the Bankers.

A detailed list of recommended reading is provided at the beginning of the course

Assessment: Three-hour formal examination in the ST based on the lecture course and work covered in the seminars. The paper contains about 12 questions, of which three are to be answered

IR457

Politics of International Trade

Teacher responsible: Dr R Sally, D416

Availability: Course intended primarily for MSc in the Politics of the World Economy and MSc Politics of the World Economy Research though other interested MSc students may apply as permitted by the regulations for their degrees

Core syllabus: An examination of the major political issues and controversies in international trade.

Content: The evolution of trade policy in theory and practice. The course deals with the underlying theories of free trade and protection, and the political assumptions upon which they are based. It then considers the postwar evolution of the international trading system from the founding of the GATT through 'middle-age' protectionism to the conclusion of the Uruguay Round. It then looks at the key actors in international trade policy (US, EU, Japan, developing and transition countries, MNEs, NGOs), the WTO as an international organisation and 'new issues' such as labour and environmental standards.

Teaching and Written work: A series of lectures (IR457), and 17 seminars (IR457) based on student presentations. Lectures begin in week one of the MT and seminars begin in the third week of the MT. Five lectures on Introduction to Some Concepts in Economics will also be given as part of IR450.1, 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. These lectures, starting in week one of the MT, are primarily intended for those with little or no background in international economics; also recommended for MSc PWE students without any background in economics. Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: Paul Krugman & Maurice Obstfeldt, International Economics; Paul Krugman, Pop Internationalism; Douglas Irwin, Against the Tide: An Intellectual History of Free Trade; Jagdish Bhagwati, Protectionism and Writings on International Economics; B Hoekman & M Kostecki, The Political Economy of the World Trading System; Jacob Viner, International Economics and Studies in the Theory of International Trade; John Jackson, The World Trading System; Jagdish Bhagwati & Robert Hudec (Eds), Fair

Trade and Harmonisation: Prerequisites for Free Trade?

A detailed Reading list will be distributed at the beginning of the session. Assessment: ST formal three-hour examination, three questions to be chosen from 12

IR459

History of Ideas in International Political Economy

Teachers responsible: Dr R Sally, D416 and Dr A Walter, D507 Availability: Non-examinable lecture series intended primarily for MSc in the Politics of the World Economy and MSc Politics of the World Economy Research, though other interested MSc students may attend.

Core syllabus: An examination of the major thinkers and traditions in international political economy over the last two centuries.

Content: The lectures cover the intellectual history of political economy, introducing key thinkers and relating their thought to core concepts and issues in international political economy.

The course begins with mercantilism pre-Adam Smith and then the foundations of classical political economy in Smith and Hume, goes on to cover 19th century traditions (English classical political economy and Marx), followed by turn-of-the-century traditions (Austrian economics, Hayek, Keynes, German neo-liberalism, the post-Keynesian neoclassical synthesis, the early Chicago School, social democratic dissent). The course ends with a coverage of more recent schools of thought (new political economy, new institutional economics, and constitutional economics).

Teaching and Written work: 15 weekly lectures beginning in week one of the MT. No Written work is required.

Reading list: The following books provide an overview of many of the thinkers covered in the course. A more detailed Reading list is provided in the course outline: Jacob Viner, The Long View and the Short: Studies in Economic Theory and Policy; Lionel Robbins, History of Economic Thought: the LSE lectures; Razeen Sally, Classical Liberalism and International Economic Order: Studies in Theory and Intellectual History, Joseph Schumpeter, History of Economic Analysis; Douglas Irwin, Against the Tide: An Intellectual History of Free Trade; Robert Heilbroner, The Worldly Philosophers; Daniel Hausman (Ed), The Philosophy of Economics: An Anthology (1994).

IR460

Comparative Political Economy

Teacher responsible: Dr D Stasavage, D707

Availability: Course intended primarily for MSc in the Politics of the World Economy and MSc Politics of the World Economy Research although other nterested MSc students may apply.

Core syllabus: The comparative study of democratic institutions and economic policy choice.

Content: This course will investigate how theories emphasising distributional interests and domestic institutions can explain economic policy choices. Particular emphasis will be placed on giving students an understanding and critical appreciation of basic game theoretic models of politics, and the use of quantitative methods in political economy research. A third main objective will be to show how similar theories of political economy can be applied to both OECD and developing country cases. While there will be no formal prerequisite for the course, it would be preferable for students to have already completed an introductory sequence in microeconomics and macroeconomics. Students without a previous background in quantitative methods should attend lectures from MI451 and MI452

Teaching and written work: 20 two-hour sessions which combine lectures and seminars. Students will be required to submit three 2,000 word essays over the course of MT and LT. There will be one revision session in week one of ST.

Reading list: The bulk of this course will be taught using journal articles. In addition, students will find it useful to consult several overview texts in political economy. James Morrow, Game Theory for Political Scientists: Allan Drazen, Political Economy in Macroeconomics; Stephen Haggard & Mathew McCubbins, Presidents, Parliaments and Policy; Adam Przeworski, Susan Stokes & Bernard Manin, Democracy, Accountability, and Representation Assessment: Three-hour formal examination in the ST on the full syllabus of the course. Candidates are required to answer three out of 12 guestions.

IR499

International Relations Long Essay

Teachers responsible: Dr C Hughes, D509 and Dr R Sally, D416

MSc International Relations and MSc International Relations Research and MSc Politics of the World Economy and MSc Politics of the World Economy Research students are required to write a 10,000-word Dissertation on a topic within the field of International Relations/Politics of the World Economy approved by the student's supervisor. The Dissertation need not be an account of original research and may rely on secondary sources but it should be the product of work done independently and unaided by the student. Detailed advice on timing, deadlines and presentation will be given to students during the MT.

IR902

New States in World Politics Teacher responsible: Dr P Lyon, Institute of Commonwealth Studies (020-7862-8838)

Availability: Course intended for BSc, MSc and other graduate students. This course is not intended as preparation for any particular examination. 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.

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. The viability of statehood and future prospects. Teaching: One lecture course of one lecture a week taught in the LT (IR902). Written work: None.

Basic reading: Benedict Anderson, Imagined Communities; Hedley Bull (Ed), The Expansion of International Society; S E Finer, The Man on Horseback; C Geertz (Ed), Old Societies and New States: J Mavall, Nationalism and International Society; R Mortimer, Third World Coalition in International Politics; H Seton-Watson, States and Nations; Robert H Jackson, Quasi-States: sovereignty, international relations and the Third World; W David McIntyre, British Decolonisation 1946-1997. (Further reading will be provided as the course proceeds.)

IR903

Disarmament and Arms Litigation Teacher responsible: Mr N A Sims, D609

Availability: Course intended for all students interested. This course is not intended as preparation for any particular examination. Core syllabus: These lectures seek to identify and explore the essential problems of disarmament and arms limitation, and the patterns of diplomacy and theory they have generated; and to show how they relate to the central concerns of International Relations.

Content: Sequences of diplomacy, functions of the League of Nations, United Nations and treaties in the promotion of disarmament as an element in international public policy. Changing conceptions of disarmament and arms limitation. Nuclear arms control. Biological and chemical disarmament. The review conference and its significance as a feature of treaty régimes. Negotiations and proposals for new treaties. Evolution and reinforcement of treaty regimes in relation to theories of the disarmament process. Public opinion and other non-governmental influences on disarmament; institutional frameworks of policy formation and international negotiation; international behavioural assumptions underlying approaches to disarmament. Teaching: 15 lectures, MT and LT (IR903). Written work: None.

Reading list: C D Blacker & G Duffy (Eds) for the Stanford Arms Control Group, International Arms Control (2nd edn); H Bull, The Control of the Arms Race: N W Gallagher (Ed), Arms Control; J A Larsen & G J Rattray (Eds), Arms Control toward the 21st Century: S de Madariaga, Disarmament: A Myrdal, The Game of Disarmament; P J Noel-Baker, The Arms Race; N A Sims, The Evolution of Biological Disarmament. Contextual reading is also advised, for students to derive full benefit from this course, and a longer list is distributed at the first lecture in this series.

Office hour: Mr Sims is normally available to see students briefly without prior appointment during his regular 'office hour' in D609. For longer meetings appointments may be made with his secretary in D611.

IR904

International Verification

Teacher responsible: Mr N A Sims, D609

Availability: Course intended for all students interested. This course is not intended as preparation for any particular examination. This course is intended to complement the lecture series IR903 which students should attend in the MT and first half of the LT. Some familiarity with the elements of international organisation, in particular the United Nations system, is also expected.

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. Content: The social and legal bases of compliance. Problems of the Domestic Analogy in International Relations, applied to the conceptual vocabulary of verification. Concepts of compliance diplomacy: the adversarial and cooperative modes contrasted. Verification of biological and chemical disarmament. Transparency, evasion scenarios and verifiability. Intrusiveness, stringency and other qualities of verification procedures. The interaction of diplomacy, law, science, politics and international organisation in different patterns of verification.

Teaching: Five lectures, LT (IR904).

Written work: None.

Reading list: I Bellany & C D Blacker (Eds), The Verification of Arms Control Agreements; BritishMedical Association, Biotechnology, Weapons and Humanity; G Duffy, Compliance and the Future of Arms Control; A 5 Krass, Verification: How Much Is Enough?; M Krepon & M Umberger (Eds), Verification and Compliance; N A Sims, International Organization for Chemical Disarmament; VERTIC, Verification Yearbook; O R Young, Compliance and Public Authority. Office Hour: See under IR903.

IR910

Decision-Making in Contemporary United States Foreign Policy

Teacher responsible: Professor James P Rubin c/o D616

Availability: This course is not available as an examinable course in itself. It is available to a limited number of students registered for MSc Foreign Policy Analysis III course (IR411) who have relevant prior experience following graduation and to IR MPhil/PhD students researching a related subject. Application details will be available at the beginning of MT.

Core syllabus: The course will trace the processes of decision-making related to contemporary issues in US foreign policy.

Content: The course will provide a critical analysis of the practices and principles of US foreign policy decision-making, structured around presentations given by seminar participants on contemporary debates in US foreign policy. Each class will focus on a specific foreign policy topic, assessing the options open to decision-makers and the constraints imposed on them by the domestic and international realms.

Teaching: A course of 10 fortnightly seminars will be given over the MT and LT commencing in week four.

IS453

Systems Design in Context

Teacher responsible: Dr C Sørensen, U508. Other teacher involved: Dr Ela Klecun Dabrowska

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems, and is open to others. However, knowledge of information systems development to the level of IS471 Systems Development is assumed and required.

Core syllabus: The course aims to give the students a theoretical and practical introduction to the key issues in designing and building contemporary information and communication technologies (ICT).

Content: Introduction to design in the 21st Century:

Digital convergence of technologies and the role of information infrastructures in design.

Software design methods, tools and environments.

Design for communication, collaboration, co-ordination, and mobility.

Designing document systems and electronic commerce.

Supporting the management of knowledge work and dealing with information and interaction overload through navigation support and information filtering.

Teaching: 10 two-hour lectures, nine two-hour seminars in the LT where students discuss articles, practice design, and present design ideas. Regular project meetings with the course teachers. The full and half option consist of the same Teaching.

Reading list: G C Bowker & S L Star, Sorting Things Out, MIT Press, 1999; K Braa, C Sørensen & B Dahlbom (Eds), Planet Internet, Studentlitteratur, 2000; F P Brooks Jr, The Mythical Man-Month, Addison-Wesley, 1995; C U Ciborra, From Control to Drift, Oxford University Press, 2000; B Dahlbom & L Mathiassen, Computers in Context - The Philosophy and Practice of Systems Design, Blackwell, 1993; H M Dietel, P J Dietal & T R Nieto, Internet & World Wide Web: How to Program, Prentice Hall, 2000; L Groth, Future Organizational Design: The Scope for the IT-Based Enterprise, John Wiley, 1999; A Leer, Welcome to the wired world: Tune in to the digital future, ft. com, 2000; R Mansell & R Silverstone (Eds), Communication by Design: The Politics of Information and Communication Technologies, Oxford University Press, 1996; I Nonaka & H Takeuchi, The knowledge-creating company. How Japanese companies create the dynamics of innovation, Oxford University Press, 1995; D A Norman, The Invisible Computer, MIT Press, 1998; K Robins & F Webster, Times of the Technoculture: From the information society to the virtual life, Routledge, 1999; G I Rochlin, Trapped in the Net: Unanticipated Consequences of Computerization, Princeton University Press, 1997: Sommerville, Software Engineering, Addison-Wesley, 1995; L Sproull & S Kiesler, Connections, New ways of working in the networked organization, MIT Press, 1993; M Stefik, Internet Dreams: Archetypes, Myths and Metaphors, MIT Press, 1997; J Yates, Control through Communication: The Rise of System in American Management, Johns Hopkins University Press, 1989.

A study pack containing essential publications will be provided along with a list of references to additional relevant books and articles.

Assessment: Three-hour formal examination in the ST accounts for 60% of the mark. A practical group project accounts for 40%.

IS461 Half unit Not available in 2003/04

Nature and Society: the Contribution of Science Studies Teachers responsible: Professor Bruno Latour, U410 and Dr Edgar A Whitley, U304

Availability: This course is an optional stream for the MSc in Analysis, Design and Management of Information Systems and is also open to MSc and PhD students from other departments.

Core syllabus: The widespread use of information and computing technologies has lead to the myth that information is simply transportation without deformation. This course aims to provide a critique of this view by considering various regimes of enunciation of information which are not simply transportation without deformation.

Content: The course examines various regimes of enunciation: technology, reference, figuration, presence, interpolation, politics and law. Through the analysis of detailed empirical studies, the course will determine the various conditions of felicity associated with each regime to allow meaningful analysis of, and discrimination between, the various regimes. Students then apply this analysis to a contemporary case study to demonstrate the various regimes. Teaching: The course is taught through 20 hours of lectures in the LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course. Michel Callon, The Laws of the Markets, Blackwell, 1998; J Gibson, The Ecological Approach to Visual Perception Lawrence Erlbaum Associates, Hillsdale, New Jersey, 1986; E Hutchins, Cognition in the Wild, MIT Press, Cambridge, MA, 1995; W James, Pragmatism, Harvard University Press, Cambridge, MA, 1975 [1907];Carie Jones & Peter Galison, Picturing Science, Producing Art, Routledge, 1998; G Leibniz, The Monadology and other writings, 1925; Gilles Deleuze & Filix Guattari, What is Philosophy, Columbia University Press, New York, 1994; A Pickering, The Mangle of Practice: Time, agency and science, University of Chicago Press, 1995; R Richard Powers, Galatea 2.2: A novel, Farrar Straus Giroux, New York, 1995.

Assessment: The course is assessed by a 5,000 word essay and assignments completed during the term.

IS462 Half unit

Aspects of Systems Design in Context

Teacher responsible: Dr C Sørensen, U508. Other teacher involved: Dr Ela Klecun Dabrowska

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems, and is open to others. However, knowledge of information systems development to the level of IS471 Systems Development is assumed and required. This course is a half-unit version of IS453 Systems Design in Context and cannot be taken with that course. Core syllabus: The course aims to give the students a theoretical and practical introduction to the key issues in designing and building contemporary information and communication technologies (ICT).

Content: Introduction to design in the 21st Century:

Digital convergence of technologies and the role of information infrastructures in design.

Software design methods, tools and environments. Design for communication, collaboration, co-ordination, and mobility. Designing document systems and electronic commerce.

Supporting the management of knowledge work and dealing with information and interaction overload through navigation support and information filtering.

Teaching: 10 two-hour lectures, nine two-hour seminars in the LT where students discuss articles, practice design, and present design ideas. Reading list: G C Bowker & S L Star, Sorting Things Out, MIT Press, 1999; K

Braa, C Sørensen & B Dahlbom (Eds), Planet Internet, Studentlitteratur, 2000; F P Brooks Jr, The Mythical Man-Month, Addison-Wesley, 1995; C U Ciborra, From Control to Drift, Oxford University Press, 2000; B Dahlborn & L Mathiassen, Computers in Context - The Philosophy and Practice of Systems Design, Blackwell Publishers, 1993; H M Dietel, P J Dietal & T R Nieto, Internet & World Wide Web: How to Program, Prentice Hall, 2000; L Groth, Future Organizational Design: The Scope for the IT-Based Enterprise, John Wiley, 1999; A Leer, Welcome to the wired world: Tune in to the digital future, ft.com, 2000; R Mansell & R Silverstone (Eds), Communication by Design: The Politics of Information and Communication Technologies, Oxford University Press, 1996; I Nonaka & H Takeuchi, The knowledge-creating company. How Japanese companies create the dynamics of innovation, Oxford University Press, 1995; D A Norman, The Invisible Computer, MIT Press, 1998; K Robins & F Webster, Times of the Technoculture: From the information society to the virtual life, Routledge, 1999; G I Rochlin, Trapped in the Net: Unanticipated Consequences of Computerization, Princeton University Press, 1997; I Sommerville, Software Engineering, Addison-Wesley, 1995; L Sproull & S Kiesler, Connections. New ways of working in the networked organization, MIT Press, 1993; M Stefik, Internet Dreams: Archetypes, Myths and Metaphors, MIT Press, 1997; J Yates, Control through Communication: The Rise of System in American Management, Johns Hopkins University Press, 1989.

A study pack containing essential publications will be provided along with a list of references to additional relevant books and articles. Assessment: Two-hour formal examination in the ST.

IS470 Half unit

Information Systems

Teachers responsible: Dr Tony Cornford, U511 and Professor C Ciborra, U506

Availability: This course is compulsory for the MSc in the Analysis, Design and Management of Information Systems and for the MSc in New Media, Information and Society. It is available as an outside option to other MSc students. A basic knowledge of computing is required. Core syllabus: This course elaborates on the theoretical and epistemological

foundations of the study of information systems Content: The course provides an introduction to information systems in terms of themes studied and major theoretical perspectives. The course focuses closer on some of the theoretical perspectives used currently in the social study of information and communication technologies: transaction cost economics, institutionalist theory, and the sociology of technology.

Teaching: 10 two-hour lectures, and 10 one-hour classes in the MT. Reading list: Many readings will be made available in a study pack for students. Other references include: C Ciborra, Teams, Markets and Systems, Cambridge University Press, 1993; C Avgerou, Information Systems and Global Diversity, Oxford University Press, 2002; W L Currie & B Galliers, Rethinking Management Information Systems, Oxford University Press, 1999.

Assessment: 50% course work (5% for the language skills Assessment exercise, 45% for a 3,000 word research essay) and 50% for a two-hour unseen examination.

IS471 Half unit

Systems Development

Teachers responsible: Dr C Sørensen, U508 and Mr Will Venters Availability: This course is compulsory for the MSc in Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students. A basic knowledge of computing, including hardware and software

Core syllabus: A critical review of the processes by which organisational problems are analysed, and information systems are developed to address these problems. An appreciation of the tools used in systems development. Content: The course considers the framing, resourcing and execution of systems development projects within organisational contexts. Particular attention is given to problem structuring and problem design issues. Contemporary analysis and design approaches are critically reviewed. Issues of the design and construction of systems are considered, as well as the implementation of new systems into organisational contexts. The course considers systems development activities within a life cycle model, but contrasts this approach with other contemporary process models.

Teaching: 10 two-hour lectures, five one-hour lectures and 10 one-hour classes in the MT

Reading list: C Avgerou & T Cornford, Developing Information Systems: Concepts, Issues and Practice, 2nd edn, Macmillan, 1998; G Booch et al, Unified Modelling Language User Guide, Addison-Wesley, 1999; E Yourdon, Modern Structured Analysis, Prentice Hall, 1989; P Checkland, Systems Thinking, Systems Practice, Wiley, 1981; D Avison & G Fitzgerald, Information Systems Development Methodologies, McGraw Hill, 1996; L Mathiassen et al, Object Oriented Analysis and Design, Marko, 2000. Selected reading references to other books and papers will be provided.

Assessment: Two-hour examination in the ST 60% of the final Assessment and a team project provides the remaining 40%.

IS472 Half unit

Information Systems Management

Teacher responsible: Professor I O Angell, U302. Other teacher involved: Dr S Smithson, U310

Availability: This course is compulsory for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students. A basic knowledge of computing is required. Core syllabus: This course examines management and organisational issues involved in the introduction and operation of computer-based information systems in business.

Content: The course discusses the proposals for the use of information technology for competitive advantage in business and examines 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.

Teaching: 10 one-hour lectures, 10 classes and 10 two-hour seminars in the MT

Reading list: R D Galliers, D E Leidner & B S H Baker, Strategic Information Management, 2nd edn, Butterworth Heinemann, 1999; R H Sprague & B C McNurlin, Information Systems Management in Practice, 3rd edn, Prentice Hall, 1993; J C Wetherbe, V T Dock & S L Mandell, Readings in Information Systems, D Knights & F Murray, Managers Divided, Wiley, Chichester 1994plus other books and journal articles. Assessment: Three-hour formal examination in the ST.

15473

Interpretations of Information Teacher responsible: Professor C Ciborra, U506 and Dr Jannis Kallinikos, U408

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students.

Core syllabus: The course explores the socio-philosophical foundations of information and information systems. It introduces students to the key theoretical principles underlying information systems and applies them to practical issues of information systems development and management. Content: The course is structured around a number of themes. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues. Teaching: The course is taught through 20 hours of lectures and 10 hours of classes in the LT and 10 hours seminar LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course. C Ciborra, Labyrinths of Information OUP, 2002; U Beck, The Risk Society: Towards a New Modernity, Sage, 1986/1992; W E Bijker, T P Hughes & T Pinch, The Social Construction of Technological Systems: New directions in the sociology and history of technology, MIT Press, Cambridge, MA, 1987; M Heidegger, Being and Time (trans J Macquarrie & E Robinson); B Latour, We Have Never Been Modern (trans Catherine Porter), Harvester, New York, 1993; M Polanyi, The Tacit Dimension, Peter Smith, Gloucester, MA, 1996; L Wittgenstein, Philosophical Investigations (trans G E M Anscombe), Basil Blackwell 1956; C Ciborra, From Control to Drift, Oxford University Press, 2000; H Collins & M Kusch, The shape of actions: What humans and machines can do, MIT Press, Cambridge, MA. 1998.

Assessment: Three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

IS474

Innovation and Technology Management Teacher responsible: Dr N Mitev, U401. Other teacher involved Dr Jonathan Liebenau

Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems

Core syllabus: The course examines technology management and innovation studies in order to understand the emergence, success and failure of technological systems, and explore the relevance to information systems implementation and management. Content: The course introduces different theoretical perspectives on

innovation studies and technology management. Topics include: systems and management approaches to technology development, sociology of technology, science and technology studies. Technology case studies will be examined including software and information systems failures, IT expertise, decision-making, project escalation in information systems projects, and technology disasters

Teaching: 10 two-hour lectures, five one-hour research classes, and five two-hour seminars in LT.

Reading list: D MacKenzie, Knowing Machines: Essays on Technical Change, MIT Press, 1998; M Bauer (Ed), Resistance to New Technology: Nuclear Power Information Technology and Biotechnology, CUP 1995; M Biagioli (Ed), The Science Studies Reader, Routledge, 1999; H Collins & T Pinch, The Golem at Large: What you should know about technology, Cambridge University Press, 1998; C Perrow, Normal Accidents: living with high-risk technologies, Basic Books, 1984; H Drummond, Escalation in Decision-making: The Tragedy of Taurus, Oxford University Press, 1996; D Vaughan, The Challenger Launch Decision: Risky Technology, Culture and Deviance at NASA, University of Chicago Press, 1996; D Mowery & N Rosenberg, Paths of innovation: technological change in 20th century America, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, Valuing technology: organisations, culture and change, Routledge, London and New York, 1999; J R Chiles, Inviting disaster: Lessons from the edge of technology, 2001; P Hall, Great planning disasters, 1982; C Sauer, Why information Systems Fail: A Case Study Approach, Alfred Waller, 1993. Assessment: Individual seminar (20%), an individual essay (up to 5,000 words, 30%) based on case material in LT, and a three-hour examination in the ST (50%).

IS475

IT and Development Teacher responsible: Dr S Madon, U306

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. Other MSc students may follow this course and extra readings on information systems concepts will be provided. Core syllabus: This course is concerned with understanding the different viewpoints found in the literature about the role of IT in achieving development. This provides the basis for discussing a variety of issues regarding policy and implementation of IT production and consumption in the context of

developing countries.

Content: The unit is organised as follows:

a. Foundation sessions covering concepts of development and concepts of information systems.

b. IT innovation in development administration and E-Governance

c. The significance of E-Governance as a vehicle for reform.

d. IT in business

Developing countries in the global information society.

Teaching: 10 two-hour seminars and nine workshops in the LT Reading list: C Avgerou & G Walsham, Information Technology in Context, Ashgate, 2000; S Krishna & S Madon, The Digital Challenge: Information Technology in the Development Context, Ashgate, 2003; D Archibugi & J Michie, Technology, Globalisation and Economic Performance, Cambridge University Press, 1997. A full reference list from other books and journals will be provided.

Assessment: Three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

IS476 Not available in 2003/04

Security in Information Systems for Organisations Teacher responsible: Dr James Backhouse, U409

Availability: This stream is optional for the MSc in the Analysis, Design and Management of Information Systems and compulsory for the MSc in Information Systems Security and Access.

Core syllabus: The study of IS security from a social perspective, analysing the role of technical, formal and informal elements in the security of systems

Content: Social approaches to IS security; using social theory to study IS Security; security policy and security management; risk management: methods and limitations; evaluation of security technology; trusted platforms; interoperability in secure e-commerce; certification and accreditation; the limits of law for IS security; regulation and compliance as security issues.

Teaching: 10 two-hour lectures, 10 classes, five two-hour security colloquia seminars in the LT.

Reading list: R Anderson, Security Engineering, A guide to building dependable distributed systems, John Wiley, 2001; J R Beniger, The Control Revolution, Technological and Economic Origins of the Information Society, Harvard University Press, 1986; W Caelli et al, Information Security Handbook, Macmillan, 1994; J Liebenau & J Backhouse, Understanding Information: an Introduction, Macmillan, 1990; Adams & Lloyd, Understanding Public Key Infrastructure, 1999; C Pfleeger, Security in Computing, Prentice Hall, 1989; G Robb, White Collar Crime in Modern England, Cambridge, 1992; W Cheswick & S Bellovin, Firewalls and Internet Security, Addison Wesley Professional Computing Series, 1994; W Stallings, Network Security Essentials, Prentice Hall, 2000; S Gafinkel, Database Nation: the death of privacy, O'Reilly Associates, 2000.

Assessment: Three-hour examination in the ST and a group essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

IS477

Interorganisational Information Systems

Teacher responsible: Dr Steve Smithson, U310. Other teacher involved Mr Antonio Cordella

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems.

Core syllabus: The organisational, managerial, and theoretical aspects of computer-based interorganisational information systems.

Content: Underlying technologies: interorganisational. Practical and management aspects of the diverse technologies. Electronic commerce and the impact on interorganisational relationships. Theoretical perspectives of interorganisational information systems. New organisational forms, such as networked organisations and electronic markets.

Teaching: 10 two-hour seminars, nine one-hour classes.

Reading list: E Turban, J Lee, D King & H M Chung, Electronic Commerce: A Managerial Perspective, Prentice Hall, NJ, 2000; P Timmers, Electronic Commerce: Strategies and Models for Business-to-Business Trading, Wiley, 1999; R Kalakota & A B Whinston, Frontiers of Electronic Commerce, Addison- Wesley, 1996; plus various journal articles.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

IS481 Half unit

Aspects of Information

Teachers responsible: Professor C Ciborra, U506 and Dr Jannis Kallinikos 11408

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems and New Media, Information and Society. Other MSc students may follow this course but a good knowledge of information technology is required. This course is a half-unit version of IS473

Interpretations of Information and cannot be taken with the latter course. Core syllabus: The course explores the socio-philosophical foundations of information and information systems. It introduces students to the key theoretical principles underlying information systems and applies them to practical issues of information systems development and management.

Content: The course is structured around a number of themes. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues. Teaching: The course is taught through 20 hours of lectures in the LT and

20 hours of classes.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

C Ciborra, Labyrinths of Information, OUP, 2002; U Beck, The Risk Society: Towards a New Modernity, Sage, 1986/1992; W E Bijker, T P Hughes & T Pinch, The Social Construction of Technological Systems: New directions in the sociology and history of technology, MIT Press, Cambridge, MA, 1987; M Heidegger, Being and Time (trans J Macquarrie & E Robinson); B Latour, We Have Never Been Modern (trans Catherine Porter), Harvester, New York, 1993; M Polanyi, The Tacit Dimension, Peter Smith, Gloucester, MA, 1996; L Wittgenstein, Philosophical Investigations (trans G E M Anscombe), Basil Blackwell, 1956; C Ciborra, From Control to Drift, Oxford University Press, 2000; H Collins & M Kusch, The Shape of Actions: What humans and machines can do, MIT Press, Cambridge, MA.

Assessment: Three-hour examination in the ST.

IS482 Half unit

Aspects of Innovation and Technology Management

Teacher responsible: Dr N Mitev, U401. Other teacher involved Dr Jonathan Liebenau

Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems. This course is a half-unit version of IS474 Innovation and technology management and cannot be taken with the latter course.

Core syllabus: The course examines technology management and innovation studies in order to understand the emergence, success and failure of technological systems, and to explore the relevance to information systems implementation and management.

Content: The course introduces different theoretical perspectives on innovation studies and technology management. Topics include: systems and management approaches to technology development, sociology of technology, science and technology studies. Technology case studies will be examined including software and information systems failures. IT expertise, decision-making, project escalation in information systems projects, and technology disasters.

Teaching: Five two-hour lectures, five two-hour seminars in LT.

Reading list: D MacKenzie, Knowing Machines: Essays on Technical Change, MIT Press, 1998; M Bauer (Ed), Resistance to New Technology: Nuclear Power Information Technology and Biotechnology, CUP 1995; M Biagioli (Ed), The Science Studies Reader, Routledge, 1999; H Collins & T Pinch, The Golem at Large: What you should know about technology, Cambridge University Press, 1998; C Perrow, Normal Accidents: living with high-risk technologies, Basic Books, 1984; H Drummond, Escalation in Decision-making: The Tragedy of Taurus, Oxford University Press, 1996; D Vaughan, The Challenger Launch Decision: Risky Technology, Culture and Deviance at NASA, University of Chicago Press, 1996; D Mowery & N Rosenberg, Paths of innovation: technological change in 20th century America, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, Valuing technology: organisations, culture and change, Routledge, London and New York, 1999; J R Chiles Inviting disaster: Lessons from the edge of technology, 2001; P Hall, Great planning disasters, 1982; C Sauer, Why information Systems Fail: A Case Study Approach, Alfred Waller, 1993.

Assessment: Individual seminar (40%), an individual essay (up to 5,000 words, 60%) based on case material in LT.

IS483 Half unit

Aspects of IT and Development Teacher responsible: Dr 5 Madon, U306

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. Other MSc students may follow this course and extra readings on information systems concepts will be provided. Core syllabus: This course is concerned with understanding the different viewpoints found in the literature about the role of IT in achieving development. This provides the basis for discussing a variety of issues regarding policy and implementation of IT production and consumption in the context of developing countries.

Content: The unit is organised as follows:

a. Foundation sessions covering concepts of development and concepts of information systems. b. IT innovation in development administration and E-Governance

initiatives.

c. The significance of E-Governance as a vehicle for reform.

d. IT in business

e. Developing countries in the global information society. Teaching: 10 two-hour seminars.

Reading list: C Avgerou & G Walsham, Information Technology in Context, Ashgate, 2000; S Krishna & S Madon, The Digital Challenge: Information Technology in the Development Context, Ashgate, 2003; D Archibugi & J Michie, Technology, Globalisation and Economic Performance, Cambridge University Press, 1997. A full reference list from other books and journals will be provided.

Assessment: Three-hour examination in the ST.

IS484 Half unit

Aspects of Security in Information Systems Teacher responsible: Dr Carol Hsu

Availability: This is optional for the MSc Analysis, Design and Management of Information Systems. Familiarity with computer-based information systems is required. This course is a half-unit version of IS476 Security in Information Systems for Organisations and cannot be taken with the latter course. Core syllabus: The study of IS security from a social perspective, analysing the role of technical, formal and informal elements in the security of systems. Content: Social approaches to IS security; using social theory to study IS Security; security policy and security management; risk management: methods and limitations; evaluation of security technology; trusted platforms; interoperability in secure e-commerce; certification and accreditation; the limits of law for IS security; regulation and compliance as security issues. Teaching: 10 two-hour lectures in LT.

Reading list: R Anderson, Security Engineering, A guide to building dependable distributed systems, John Wiley, 2001; J R Beniger, The Control Revolution, Technological and Economic Origins of the Information Society, Harvard University Press, 1986; W Caelli et al, Information Security Handbook, Macmillan, 1994; J Liebenau & J Backhouse, Understanding Information: an Introduction, Macmillan, 1990; Adams & Lloyd, Understanding Public Key Infrastructure, 1999; C Pfleeger, Security in Computing, Prentice Hall, 1989; G Robb, White Collar Crime in Modern England, Cambridge, 1992; W Cheswick & S Bellovin, Firewalls and Internet Security, Addison Wesley Professional Computing Series, 1994; W Stallings, Network Security Essentials, Prentice Hall, 2000; S Gafinkel, Database Nation: the death of privacy, O'Reilly Associates, 2000.

Assessment: Three-hour formal examination in the ST.

IS485 Half unit

Aspects of Interorganisational Information Systems

Teacher responsible: Dr Steve Smithson, U310. Other teacher involved Mr Antonio Cordella

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems.

Core syllabus: The organisational, managerial, and theoretical aspects of computer-based interorganisational information systems

Content: Underlying technologies: interorganisational. Practical and management aspects of the diverse technologies. Electronic commerce and the impact on interorganisational relationships. Theoretical perspectives of interorganisational information systems. New organisational forms, such as networked organisations and electronic markets.

Teaching: 10 two-hour seminars, nine one-hour classes.

Reading list: E Turban, J Lee, D King & H M Chung, Electronic Commerce: A Managerial Perspective, Prentice Hall, NJ, 2000; P Timmers, Electronic Commerce: Strategies and Models for Business-to-Business Trading, Wiley, 1999; R Kalakota & A B Whinston, Frontiers of Electronic Commerce, Addison- Wesley, 1996; plus various journal articles. Assessment: Three-hour examination in the ST.

IS486 Half unit

Topics in Information Systems

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems and MSc New Media Information and Society. Students will choose one of the two options below. IS486(a) is compulsory for MSc in Information Systems Security and Access. Core syllabus: An examination of new trends in information systems. This course has three parts:

A. Global consequences of information technology

- B. Knowledge, organisations and technologies
- C. E-Government

Teacher responsible (A): Professor I O Angell, U302

Content (A): Taught by Professor I O Angell. An investigation into the effect of advances in information technology on underlying social structures particularly commercial and political structures.

Reading list (A): William Gibson, Neuromancer, Grafton Books; Jane Jacobs. Systems of Survival, Hodder & Stoughton; Friedrich Hayek, The Road to Serfdom, University of Chicago Press; Sun Tzu, The Art of War, OUP Press; Ronald Coase, The Firm, the Market and the Law, University of Chicago Press; Robert Reich, The Work of Nations, Simon & Schuster; Kenichi Ohmae, The Borderless World, Fontana; Michael Porter, The Competitive Advantage of Nations, Macmillan; I Angell, The New Barbarian Manifesto, Logan, 2000; J Kerry, The New War, Simon & Shuster, 1997; A Rand, Atlas Shrugged, Signet. 1957; L Elliott & D Atkinson, The Age of Insecurity, Vesso, 1998; N Nicholson, Managing the Human Animal, Texere, 2000; Fredrick Nietzsche, Beyond Good and Evil, Penguin, London, 1990.

Teachers responsible (B): Mr M Cushman, U403 and Mr W Venters Content (B): This course will explore the concepts of knowledge, organizational forms, human activity systems and the development and application of information and communication technologies. The course will not see these as independent areas of concerns but as structures, processes and artefacts that mutually define each other but are imperfectly reflected in each other

Reading list (B): M Alavi & D E Leidner, 'Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues', MIS Quaterly 25 (1), 2001; C U Ciborra & R Andreu 'Sharing Knowledge across Boundaries', Journal of Information Technology, 16 (2), 2001; P Hendriks, 'Many Rivers to Cross: From ICT to Knowledge Management Systems', Journal of Information Technology, 16(2) pp 57-72, 2001:S Little, P Ouintas & T Ray (Eds), Managing Knowledge: An Essential Reader, The Open University in association with Sage Publications, London, 2002; S Newell, M Robertson, H Scarbrough & J Swan, Managing Knowledge Work, Palgrave, 2002; I Nonaka & H Takeuchi, The Knowledge-Creating Company, Oxford University Press, New York, 1995; H Scarbrough, J Swan & J Preston 'Knowledge Management and the Learning Organization: A Review of the Literature', Institute of Personnel and Development, London, 1999; U Schultze, 'Investigating the Contradictions in Knowledge Management' in IFIP WG8.2 & WG8.6 Joint Working Conference on Information Systems: Current Issues and Future Changes, Helsinki, Finland, 10-13 December 1998, pp 155-174, Omnipress, Wisconsin, 1998; J-C Spender, 'Making Knowledge the Basis of a Dynamic Theory of the Firm', Strategic Management Journal, 17 (Special Issue (Winter)), pp 45-62, 1996; R V Tenkasi & R J Boland, 'Exploring Knowledge Diversity in Knowledge Intensive Firms: A New Role for Information Systems', Journal of Organizational Change Management, 9 (1), 1996; H Tsoukas & E Vladimirou, 'What Is Organizational Knowledge?' Journal of Management Studies, 38 (7), 2001; E Wenger, Communities of Practice: Learning, Meaning, and Identity, Cambridge University Press, Cambridge, 1998.

Teachers responsible (C): Mr A Cordella and Dr T Cornford Content (C): The course explores the consequences of government's adoption and implementation of Internet based initiatives. This is analyzed in terms of effects on the organization of the public administration and in terms of societal consequences. Core questions addressed in the course include: what government functions and practices are changed by e-government initiatives; what are the sociopolitical implications; how e-government initiatives are designed and evaluated; how public administrators are challenged by such initiatives; and what are the consequences for the relationships between public institutions and private citizens. Reading list (C): R D Atkinson & J Ulevich, Digital Government The Next Step to Reengineering the Federal Government, Progressive Policy Institute Technology & New Economy Project; B G Peters, The Politics of Public Administration, Routledge, 2000; M Bovens & S Zouridis, From Street-Level to System-Level Bureaucracies: How Information and Communication Technology is Transforming Administrative Discretion and Constitutional Control, Public Administration Review; 62 (2) pp 174-184, 2002; IT M Snellen & W B H J v d Donk (Eds). Public Administration in an Information Age. A Handbook, Rotterdam, IOS-Press; C U Ciborra, Unveiling E-Government and Development: Governing at a distance in the new war, IS Working Paper 126, LSE London, 2003; A Kakabadse, N K Kakabadse & A Kouzmin, Reinventing the Democratic Project through Information Technology: A Growing Agenda for Debate, Public Administration Review; 63 (1) pp 44-60, 2003; R Heeks (Ed), Reinventing Government in the Information Age, Routledge, 1999; A Tat-Kei Ho, Reinventing Local Governments and the E-Government Initiative. Public Administration Review 62 (4), 2002.

Assessment: Individual seminar in the last three weeks of term (40%): Individual written assignment of no more than 5,000 words at the end of term (60%); Both will be based on case material and guidelines will be made available prior to the seminars.

IS489 Half unit

Principles of Privacy and Data Protection Teacher responsible: Mr S Davies, U410

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems and MSc New Media, Information and Society. Other MSc students may follow the course. Core syllabus: History and definition of privacy, Privacy in context: Cultural and personal perspectives, Privacy and the law, Globalisation and the internet; Financial privacy, Data mining and data matching, Privacy in the workplace. Encryption and other privacy enhancing techniques. Content: The course provides a detailed overview of the key elements of privacy and data protection. Its Content is international in nature, and discusses technical, social, legal and political dimensions of key issues including visual surveillance, national security, policing, internet and medical privacy. Reading list: The course covers a wide spectrum of aspects of data protection

and will use the following texts: Privacy International: Privacy & Human Rights 2000 at www.privacyinternational.org; David Flaherty, Protecting Privacy in Surveillance Societies, University of North Carolina Press, 1989; Colin Bennet, Regulating privacy: data protection and public policy in Europe and the United States, Cornell University Press, 1992; Phillip Agre & Marc Rotenberg (Eds), Technology and privacy: the new landscape, MIT Press, 1997; James Michael, Privacy and human rights, UNESCO, 1994.

Teaching: There are 10 two-hour seminars in the LT, Assessment: The course is assessed by a 5,000 word research essay.

15490

Information Technology: Issues and Skills

Teacher responsible: Dr Jonathan Liebenau

Availability: This course is a compulsory but non-assessed part of the MSc in the Analysis, Design and Management of Information Systems

Core syllabus: This course provides students with the technological context of information systems and the opportunity to learn (or revise) essential skills in the use of particular software packages as well as research skills relevant to the study of information systems. It also provides a forum for seminars by visiting speakers.

Content: A critical overview of the changing nature of information technology. Practical laboratory-based instruction in relevant software packages. Weekly seminars given by various visiting speakers from academia and industry who will discuss a wide range of issues relevant to contemporary information systems.

Teaching: 20 two-hour seminars in MT and LTs, 10 one-hour lectures (MT), eight three-hour computer workshops (MT) and three two-hour classes (LT). Reading list: T Cornford & S Smithson, Project Research in Information Systems, Macmillan, 1996; F Adam & M Healy, A practical guide to postgraduate research in the business area, Blackhall, Stillorgan, 2000. Other books and journal articles will be recommended.

Assessment: This course is not formally assessed.

15900

Nature and Society: The Contribution of Science Studies Teacher responsible: Professor Bruno Latour, U410

Availability: This course is open to all staff and students at the School.

Core syllabus: This course will explore the intersection among science studies and social theory. The thread will be, first, to review and, second, to renew the close connection that has always existed between the science and constantly changing conceptions of society.

Content: Comparative anthropology, the invention of the collective; the politics of non-humans; an alternative to the difference between facts and alues; the redistribution of skills necessary for nonmodernity.

Teaching: The course is taught through 10 one hour lectures and 10 one hour seminars in the LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course. U Beck, *Ecological politics in the* age of risk Polity Press, 1995; Luc Boltanski & Laurent Thivenot, De la iustification. Les iconomies de la grandeur, Gallimard, Paris, 1991; P Descola & G Palsson, Nature and society: Anthropological perspectives, Routledge, 1996; Peter Galison, Image and Logic. A Material Culture of Microphysics, University of Chicago Press, 1997; D Western, R M Wright & S Strum, Natural Connections: Perspectives in Community-based Conservation, Island Press, Washington DC, 1994; S Shapin & S Schaffer, Leviathan and the airpump: Hobbes, Boyle, and the experimental life, Princeton University Press, 1985; Isabelle Stengers, Cosmopolitiques La dicouverte & Les Emplcheurs de penser en rond, Paris, 1996.

Assessment: This course is not assessed.

LL400

Jurisprudence and Legal Theory

Teachers responsible: Dr J Penner, Professor H Collins, A342, Professor N Lacey and others

Availability: For LLM students, MSc Law, Anthropology and Society students, and other Master's level students with permission

Content: The course is divided into two parts. During Michaelmas term a range of topics in modern jurisprudence will be considered. In Lent term four or five important philosophers of law/schools of thought will be examined in turn, which will involve the close reading of important texts. Teaching: 21 two-hour seminars.

Reading list: Readings will be provided in advance on a weekly or fortnightly basis.

Preliminary reading: Penner, Schiff & Nobles, Introduction to Jurisprudence and Legal Theory: Commentary and Materials (Butterworths, 2002); H L A Hart, The Concept of Law (2nd edn, OUP, 1994).

Assessment: This subject is examined by one three-hour paper.

LL402

Alternative Dispute Resolution

Teacher responsible: Professor S Roberts, A150 Availability: For LLM degree. No previous knowledge of alternative dispute resolution is required.

Core syllabus: The principal focus of the course is upon methods of resolving disputes other than by adjudication. The course brings together theory and practical exercises. It is divided into two parts: following an examination of the history of the 'informal justice' movement, and contemporary debates surrounding it, the focus of the first part of the course is on the general features of negotiation and mediation and hybrid processes. In the second half the course examines alternatives to adjudication in particular subject areas, as well as giving students some opportunity for regional specialization. The course is designed to complement the option on Commercial Arbitration.

Teaching: Teaching will be by 23 two-hour (LL402) seminars, held weekly. at LSE. Reading list: A reading list will be distributed at the beginning of the course.

Main texts are: M Palmer & S Roberts, Dispute Processes (Butterworths, 1998); S Goldberg, F Sander & N Rogers, Dispute Resolution (Little Brown, 2nd edn, 1992); J Murray, A Rau, & E Sherman, Processes of Dispute Resolution (Foundation Press, 2nd edn, 1996).

Assessment: The subject will be examined by one three-hour paper and one course essay, not exceeding 5,000 words on a topic chosen in consultation with the Teachers responsible for the course. In the overall Assessment of the candidate's performance such essay shall carry weighting of 25% of the total marks awarded in the examination in the subject. Essays to be submitted by end of Lent Term

LL403

International and Comparative Law of Copyright and Related Rights

Teacher responsible: Ms A Barron

Availability: For LLM students and other Masters level students with permis

Core syllabus: An examination of the law of copyright and related rights in the UK, in the context of an analysis of the history of the institution of copyright; the arguments that have been advanced to justify or oppose its expansion; its role in UK cultural policy; and its relationship with the technologies, institutions and investment strategies that sustain the global culture industries.

Content: Topics to be covered will include: the major international conventions on copyright and their role in bringing about the global harmonization of copyright norms; the role of the EU in determining the contours of copyright law in its various Member States; the history and conceptual basis of copyright in the UK; the major rules and doctrines of copyright law in the UK, referring, where appropriate, to the copyright laws of other jurisdictions; case studies of particular areas of contemporary interest. Teaching: There will be one two-hour seminar weekly.

Reading list: Students will receive a detailed reading list for each topic. Preliminary Reading: David Hesmondhalgh, The Cultural Industries (Sage, 2002); Neil Netanel, 'Copyright and a Democratic Civil Society', 106, Yale Law Journal, 283-387 (1996); Mark Rose, 'The Author as Proprietor: Donaldson v Beckett and the Genealogy of Modern Authorship' in Brad Sherman & Alain Strouwel (Eds), Of Authors and Origins: Essays on Copyright Law (Clarendon, Oxford, 1994).

Assessment: Three-hour written paper.

LL404

Evidence and Proof

Teacher responsible: Dr M Redmayne, A158 Availability: For LLM.

syllabus and Content: This course examines key aspects of the processes of prosecution and trial in England and Wales. It considers the values underlying the criminal process, such as the need to deliver accurate verdicts and to respect the rights of suspects, defendants and victims. These values are considered in the context of various topics. While the topics considered may vary slightly from year to year, they are likely to include: police interrogations and confessions; identification evidence; prosecution; disclosure; entrapment and abuse of process; double jeopardy; privilege against self-incrimination; guilty pleas; the jury; relevance and admissibility; burden and standard of proof; cross-examination; hearsay; character evidence; experts; vulnerable witnesses; exclusionary rule; appeals.

Teaching: Weekly two-hour seminar.

Indicative reading: Ashworth, The Criminal Process; Dennis, The Law of Evidence; Twining, Rethinking Evidence. Assessment: Three-hour examination.

LL406 Half unit Introduction to Regulation

Teachers responsible: Professor R Baldwin, A455 and Mr L Stirton

Availability: This is an optional paper for LSE LLM students, the MSc ADMIS. MSc Law and Accounting, MSc Public Policy and a compulso paper for the MSc Media and Communications Regulation. Other MSc students may take the paper by arrangement. This paper is NOT available for students the MSc Regulation programme

Core syllabus: The course provides an introduction to key topics in the study of regulation from with a comparative and generic perspective drawn from public administration, socio-legal studies and institutional economics. Content: Topics include: defining regulation; regulatory institutions: the regulatory state; regulatory styles and processes; standard setting; enforcement and compliance; supranational regulation and regulatory competition; evaluation and accountability; counter-productive regulation and unintended effects.

Teaching: 10 weekly two-hour seminars in a variable format: some lecturediscussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Reading list: R Baldwin & M Cave, Understanding Regulation (1999); R Baldwin, C Hood & C Scott, Socio-Legal Reader on Regulation (OUP, 1998); A Ogus, Regulation (OUP, 1994); R Baldwin, Rules and Government (OUP, 1995); I Ayres & J Braithwaite, Responsive Regulation (OUP, 1992); L Hancher & M Moran, Capitalism, Culture and Regulation (OUP, 1989); M Derthick & P Quirk, The Politics of Deregulation (1985); M Bishop, J Kay & C Mayer, The Regulatory Challenge (OUP, 1995).

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for Assessment to be submitted by the end of the third week of the term following the conclusion of the course

LL407 Half unit

Media and Communications Regulation

Teachers responsible: Mr C Scott A340, Dr N Couldry (Sociology) 5216 and Ms A Barron, A155

Availability: This is an optional paper for the MSc Regulation, LLM students, the MSc ADMIS, MSc Law and Accounting, MSc Public Policy and a compulsory paper for the MSc Media and Communications Regulation. Other MSc students may take the paper by arrangement.

Core syllabus: This course provides a comparative and generic introduction to key issues in the regulation of media and communications, focusing on economic and Content regulation of print media, broadcasting, telecommunications and postal services and internet, and including problems relating to convergence of media and communications.

Content: Economic regulation topics include: regulation and liberalization of telecommunications and postal networks; spectrum allocation; price controls: licensing; cross-media ownership and general competition issues. Content regulation topics include: broadcasting and press standards; advertising controls generally; premium rate telecommunications services; copyright; defamation; freedom of information; data protection and interception of communications

Teaching: 10 weekly two-hour seminars in a variable format: some lecturediscussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay. Preliminary reading: T Gibbons, Regulating the Media, Chapter 1 (2nd edn, Sweet & Maxwell, 1998) M Feintuck, Media Regulation, Public Interest and the Law, Chapter 1 (1999).

It is also recommend you purchase (or download and print off) a copy of the Communications White Paper: 'A New Future for Communications' DTI/DCMS (London, The Stationary Office, 2000). Available on-line at: www.communicationswhitepaper.gov.uk/

Reading list: T Gibbons, Regulating the Media (2nd edn, Sweet & Maxwell, 1998); M Feintuck, Media Regulation, Public Interest and the Law (1999); D Goldberg, T Prosser & S Verhulst (Eds), Regulating the Changing Media: a Comparative Study (OUP, 1998); B Levy & P Spiller, Regulation, Institutions and Commitment (CUP, 1996); R Collins & C Murroni, New Media New Policies (Polity, 1996); R Collins (Ed), Converging Media?: Converging Regulation? (IPPR, 1996); S Venturelli, Liberalizing the European Media: Politics, Regulation, and the Public Sphere (OUP, 1998); Barendt & Hitchens, Media Law: Cases and Materials (Longman, 2000); Mansell & Silverstone (Eds), Communication by Design (OUP, 1996).

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for Assessment to be submitted by the end of the third week of the term following the conclusion of the course.

LL409

Human Rights in the Developing World Teacher responsible: Mr Michael Anderson Availability: For LLM and MSc Human Rights students. Core syllabus: The course examines the application of global human rights standards through the national legal systems of post-colonial states with an emphasis upon the judicial application of constitutional bills of rights.

Content: The problem of universal norms and diverse societies: International human rights law in national courts: Drafting and Content of bills of human rights;

Problems of judicial application: interpretation, derogation, limitations, horizontal effect, remedies, Civil and political rights, including: life, torture, death penalty, preventive

detention, expression, religion, and association; Economic, social and cultural rights, including: food, health, education, housing, environment:

Rights in circumstances of economic deprivation, abolition of forced labour, trade union rights and economic growth, rights and resource constraints; Methods of Implementation: public interest litigation, human rights commissions, role of NGOs.

Teaching: 23 two-hour seminars, including guest lecturers and student presentations

Reading list: Alston, Promoting Human Rights Through Bill of Rights; Anderson & Guha, Changing Concepts of Rights and Justice in South Asia; An-Naim, Human Rights in Cross-Cultural Perspectives: Quest for Consensus; An-Naim, Human Rights, Local Remedies, Baehr, Human Rights in Developing Countries Yearbook; Bauer & Bell, The East Asian Challenge for Human Rights; Basu, Human Rights in Constitutional Law; Boyle & Anderson, Human Rights Approaches to Environmental Protection; Demerieux, Fundamental Rights in Commonwealth Caribbean Constitutions; Dunne & Wheeler, Human Rights in Global Politics; Shivji, The Concept of Human Rights in Africa; Steiner & Alston, International Human Rights Law in Context. A full reading list will be distributed at the beginning of the course. Assessment: This subject is examined by means of a three-hour written paper. Informal Assessment by means of student reports and an optional practice examination is available, but does not count toward formal Assessment.

LL410 Not available in 2003/04

The Law and Policy of International Courts and Tribunals Teachers responsible: Professor Christine Chinkin (LSE) and Professor Philippe Sands (UCL)

Availability: For LLM students.

Core syllabus: The Course will examine responses to international disputes including the law, policies and practices of adjudicatory and non-adjudicatory institutions and processes. It will consider the creation, processes and functions of international courts, tribunals and other international bodies such as the human rights treaty bodies and the Inspection Panels of the international financial institutions

Content: Part One will examine the historical evolution of the obligation to settle international disputes peacefully. It will consider the concept of international disputes and state and non state participants within them. It will consider the use of non-adjudicatory methods of international dispute settlement, including negotiation, fact finding and mediation, in the context of particular disputes

Part Two will consider thematically institutional aspects of the adjudicatory methods of international dispute settlement including the appointment and role of adjudicators; the role of registry/secretariat; participants (and nonparticipants in proceedings) and their representation; applicable law: procedural and substantive; issues of access, including jurisdiction (Contentious and advisory), standing and admissibility; and financing of international courts and tribunals and proceedings before them. It will also look at procedural aspects including third party participation, including intervention and amicus curiae briefs; preparation and filing of written pleadings and the role of oral arguments; provisional measures; evidentiary rules and principles; the powers of the various courts and tribunals, including remedies; and interpretation, appeal and review. These issues will be considered through reference to a range of the international courts and tribunals now in existence.

Teaching: One two-hour seminar per week.

Reading list: J Merrills, International Dispute Settlement (3rd edn, 1998); P Sands, R Mackenzie & Y Shany, Manual of International Courts and Tribunals (Butterworths, 1999); J Collier & V Lowe, International Courts (Oxford, 1999). Additionally, reference will be made to other treatises and law review articles. Materials and information will be placed regularly on the course website. Assessment: Examination will be by three-hour written examination in June. Alternatively, students will be able to write an essay provided that they are able to identify a suitable supervisor from the college at which they are affiliated.

LL411 Not available in 2003/04 **Comparative Family Law**

Teacher responsible: Mr D C Bradley, A465 Availability: For LLM students.

Core syllabus: The objectives of the course are to examine from a comparative perspective systems of family law and issues of contemporary importance in developed and developing countries.

Content: Section A examines family laws of developed countries and Section B examines developing countries. The focus is on the evolution and structure of legal regulation, political and institutional influences on legislation; and the context in which family laws operate. Topics examined include: marital capacity and divorce, abortion, gender equality, economic and property relations, the status of unmarried heterosexual and same-sex relationships; domestic violence and concepts of child welfare.

Teaching: Weekly seminars over three terms.

Written work: Students are expected to produce an essay on either a prescribed topic or a topic of their choice.

Reading list: No single book covers the syllabus for this course. Students will be provided either with a detailed Reading list and/or photocopied material for seminar topics.

Assessment: One three-hour paper

LL412

European Community Tax Law

Teachers responsible: Dr I Roxan, A460, Dr A Mumford, A370 and Professor M Gammie

Availability: For the LLM degree. Students are required to have a prior knowledge of the principles of taxation (or to be taking other taxation courses in their LLM, particularly Elements of Taxation) and of the basic principles of EC law (or to be taking other courses in their LLM covering the institutions and basic policies of the EC and EU).

Core syllabus: The objective of this course is to introduce students to the EC rules relating to all forms of taxation. There is an emphasis on the background to these rules in the Treaties and in the institutions of the Community, as well as on the measures taken so far to harmonise the tax systems of the member states. The course also considers future directions for EC taxation, including draft directives and other proposals Content:

The Institutional Background;

Overview of the Development of EC Tax Law;

The Harmonisation of VAT:

The Harmonisation of Direct Taxes, Jurisprudence of the European Court of Justice on Direct Taxes:

The Harmonisation of Other Taxes and Duties;

The EC and International Tax Law; The Role of the ECJ in Taxation Matters;

The Future Directions of an EC Tax Law

Teaching: Two-hour lectures (LL412) weekly with occasional classes. Part of this course will be taught jointly with Queen Mary and Kings College.

Recommended preliminary reading: Farmer & Lyal, EC Tax Law (Oxford); Terra & Wattel, European Tax Law or Williams, EC Tax Law,

Reading list: Detailed reading lists will be provided during the course.

Assessment: The examination will be by three-hour written paper. Candidates may take into the examination room un-annotated copies of K van Raad (Ed), Materials on International and EC Tax Law, Vol 2 (ITC Leiden).

11414

Interests in Securities

Teacher responsible: Dr Joanna Benjamin

Availability: For LLM students.

Core syllabus: This course considers the proprietary aspects of the international securities markets, considering in particular the impact of computerisation. The course applies rigorous substantive law analysis to innovative developments in practice, and considers a range of domestic and cross border financial techniques and products. Special reference is made to the collateralisation of cross-border financial exposures and the impact of insolvency. The course will be as topical as possible and Content may change in the light of developments.

Content: Introduction to securities, interests in securities, the securities markets and settlement; the legal nature of securities and interests in securities: transfers: securities collateral: security interests: outright collateral transfers: the conflict of laws and securities collateral: international and UK clearing and securities settlement.

Teaching: One two-hour weekly session, comprising alternate lectures and seminars.

Reading list: Benjamin, Interests in Securities (2000) (student discount available) and assigned readings.

Assessment: Two-hour written examination paper and an assessed essay due 1 July.

LL415 Not available in 2003/04 Compensation and the Law

Teacher responsible: Dr Julian Fulbrook A368

Availability: For LLM and LLM (Labour Law) degree. Some knowledge of torts and welfare law will obviously be helpful, but is not essential.

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. Content:

A. Negligence Liability:

The inter-relationship of Torts Liability, private insurance and social security. A. Negligence Liability:

Elements of Personal Injuries litigation: duty, breach, causation, remoteness: Employer's Liability. Health and Safety at Work; Transport Liability; Medical Malpractice litigation; Psychiatric Damage; Occupier's Liability; Sports and Leisure Pursuits Liability; Trespass to the Person and the Criminal Injuries Compensation Board; Defences: Assumption of Risk and Contributory Negligence; Vicarious Liability; and Damages for personal injuries and

B. The Welfare State

Workman's Compensation and the origins of National Insurance; The Industrial Injuries system; Industrial Diseases; Disability and other benefits; and The personal social services.

Teaching: A weekly seminar (LL415) of two-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

Written work: Students are recommended to write an essay during both the Christmas and Easter vacations on assigned questions from former examination papers, which will help refine their examination technique.

Reading list: Students should purchase a copy of Atiyah's Accidents, Compensation and the Law (6th edition by Dr Peter Cane, 1999); Hepple, Howarth & Matthews, Casebook on Torts (5th edition 2000) and a torts textbook

Assessment: Three-hour written examination in June with a choice of four questions from a total of eight.

11416

Regulating New Medical Technologies

Teacher responsible: Ms Emily Jackson, A328 Availability: For LLM students.

Core syllabus: This course examines legal responses to developments in medical science. It addresses the ethical dilemmas raised by new biotechnologies and their regulation. Content:

Risk analysis; Reproductive technologies; Genetics and confidentiality Ownership of the human body; ownership of genes; Pre-implantation genetic diagnosis; Moral status of the embryo; Scarcity of human organs; alternative sources; Stem cell research; Reproductive cloning; Surrogacy; and Postponing death; euthanasia

Teaching: A weekly seminar of one-and-a-half-hours.

Reading list: A detailed Reading list will be provided. Assessment: This course is assessed by a 15,000 word dissertation due 1 July.

LL418 Not available in 2003/04

European Administrative Law Teachers responsible: Professor Carol Harlow (LSE) and Professor Richard Rawlings (LSE)

Availability: The course is open to students with and without a law degree. Students of public administration are welcome. A knowledge of the structure of European institutions is desirable. Familiarity with the administrative law of another European country will be helpful.

Core syllabus: The course is concerned with the development of a system of European Community administrative law. It focuses on the development of institutions for control of the administration; on principles of, and structures and processes for securing, accountability; and on the role and contribution of the courts, and of alternative methods of dispute resolution. Case studies will be used to illustrate the place of law in the administrative process.

While the course draws on administrative law as practised in the Member States, and also in the USA, direct comparison is not anticipated. Course Content: A. Law and Administration in the European Union

Introductory. European administrative law: purpose and ambit. The comparative law approach.

European Administration. The structure of European administrations. Direct and indirect administration; supervision and enforcement. Concepts of administration. Public service ethos. 'New Public Management'. **B** Administrative Functions and Processes

Law making. Different types of norms or the hierarchy of rules. 'Hard' and 'soft' law; Rule making procedures: the Council and the Parliament; the Commission and comitology. Citizen access to rule making procedures; Rules and discretion in administrative law: A case study of public procurement;

Regulation in action: the rise of the European agencies; Enforcement, or policing 'the level playing field': the role of the Commission; and The regional or sub-state dimension. A case study of the European structural

C. Courts and the Administrative Process: Human Rights

The multiple functions of the ECJ. Access to court and interest representation; General principles of administrative law. Fair procedure. Reasoned decisions. The principles of review; Judicial remedies and effectiveness. State liability; and Human rights and the EU Charter. D. Accountability. The Golden Thread

The diverse meanings of accountability; the contribution of national systems; Transparency and access to information; Political accountability and redress of grievance. The European Parliament: committees and enquiries: Complaint handling and investigatorial technique: the European Ombudsman and the Petitions Committee of the European Parliament; and Financial accountability and the audit culture. The European Court of Auditors.

Teaching: There will be 25 two-hour seminars. A full weekly seminar list of appropriate readings will be provided.

Written assignments will be distributed as appropriate throughout the course of the year. Opportunities will be provided for student presentations. Reading list: For general and reference purposes, we recommend P Craig & G de Burca, EC Law, Text Cases and Materials (2nd edn, 1998). The following books contain essential reading for different parts of the course: P Craig & C Harlow (Eds), Lawmaking in the European Union (Kluwer, 1998); R Dehousse, The European Court of Justice (Macmillan, 1998); J Hayward & E Page, Governing the New Europe (Polity); G Majone, Regulating Europe (1996); P Craig & G de Burca, The Evolution of European Law (Oxford, 1998); C Harlow, Accountability in the European Union (Oxford University Press, 2002, forthcoming). Relevant writings by the teachers include: R Rawlings, 'Law, Territory and

Integration. A View from the Atlantic Shore', Journal of the International Institute of Administrative Sciences (2001); R Rawlings, 'Engaged Elites. Citizen Action and Institutional Attitudes in Commission Enforcement', 6 European Law Journal 4 (2000); C Harlow, 'European Administrative Law and the Global Challenge' in P Craig & G de Burca, The Evolution of EU Law (Oxford, 1998); C Harlow, 'Francovich and the Problem of the Disobedient State', 2 European Law Journal (1996).

The principal journals used in the course are as follows: Common Market Law Review, European Public Law, European Law Journal, European Review of Public Law, Journal of Common Market Studies, Journal of European Public Policy, European Journal of Legal Integration, Public Law, Modern Law Review, West European Politics Assessment: Three-hour examination

LL420

Legal Regulation of Information Technology

Teachers responsible: Mr A Murray, A473 and Mr Mathias Klang, A473 Availability: For LLM.

Core syllabus: This course discusses the impact computers and the Internet are having on the substantive law of the United Kingdom, Europe and the United States, and analyses the socio-legal effects of regulatory structures on the development of the Internet community.

Content:

Part I - Electronic Media

a. An introduction to electronic media including hardware, software, connectivity and interoperability. An introduction to Internet technology including the role of Internet Service Providers, linking, framing, caching and domain names.

b. Software protection. Copyright protection for computer software. Includes and analysis of the EU Copyright in Computer Programs Directive 1992 and the provisions of the Trade Related Aspects of Intellectual Property Rights (TRIPS) Agreement of 1995.

c. Software protection by patent law. Analysing developments in the United States leading to the awarding of patent protection for computer software in 1996 and the response from the EU.

d. Software liability. Liability for defective software products. An analysis of the position of the UK and the EU in relation to defective software. Also a re-analysis of the Y2K bug and the legal effect of the bug.

e. Semiconductor Chip protection. The legal regime for the protection of microchips. Analysing the role played by the US Semiconductor Chip Protection Act 1984 and EC Directive 87/54 on Semiconductor Protection Directive (as implemented).

Part II - Privacy, Databases and Data Protection

a. An examination of the Data Protection Act 1998. The role of the Data Protection Registrar. Registered users data activities. Powers of supervising authorities in relation to protected data.

b. Databases and protection of database Content. Database structure and organisation. The development of digital databases from paper based databases and database protection by copyright law. EC Directive 96/9 on the Legal Protection of Databases. The Copyright and Rights in Databases Regulations 1997. Licensing and databases.

c. Interception and decryption of communications. The application of The

Regulation of Investigatory Powers Act 2000. Powers of investigatory authorities. Role of Internet Service Providers in intercepting communications and provide enforced decryption. An analysis of the Act in light of the right of privacy found in the ECHR.

d. Surveillance in the workplace. Effect of the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000 on the working environment. Meaning of 'unauthorised use'. Use of material gathered covertly in unfair dismissal claims. Part III - Computer Crime

a. Computer Fraud and the 'Prestel Hack'. Dealing with computer fraud. Classifications of Fraud - The Input Fraud, the Output Fraud and Internet Fraud. Impact of R v Gold (the Prestel Hack) and the subsequent Scottish Law Commission and Law Commission reports.

b. Hacking and the Computer Misuse Act 1990. An analysis of the unauthorised access offence (hacking), the unauthorised modification offence (virus seeding) and the ulterior intent defence, as dealt with by the Computer Misuse Act 1990. Further, an analysis of the applicability of the offence against employees and the question of authorised access for unauthorised purposes. c. Digital theft and digital distribution of pornographic materials. Traditional criminal activities facilitated by digitisation. Application of traditional legislation such as the Theft Act 1968, Obscene Publications Act 1959 and the Video Recordings Act 1984 to digital Content. Role, and liability, of Internet Service Providers in commission of digital crimes. Comparative study of US/UK approaches.

d. Detecting and prosecuting computer crime. Role played by the Regulation of Investigatory Powers Act 2000 and Police and Criminal Evidence Act 1984. Admissibility of computer-based evidence in court, and the problems raised by the cross-jurisdictional nature of the Internet. Part IV - Electronic Commerce

a. Off-line contracts. Dealing with distribution agreements and monopolistic practices. Includes an analysis of the Department of Justice v Microsoft Action.

b. On-line contracts. The conclusion of contracts on-line both by web-click. and e-mail. When is a contract formed? What are the terms of such a contract? and Where will the contract be enforceable? c. Digital systems. Electronic signatures and electronic payment methods. An analysis of the PKI signature system, including the role of Certification Authorities. The legality of digital documentation around the world. Electronic payment systems including the MS digital wallet system and digital currencies such as beenz.

Part V - The Use of IT in the Courts

a. The role of IT in case management and computer based evidence before the courts. Also the role of IT in the lawyer's office and the development of electronic practice management. Part VI - What Next?

a. Looking to future developments and future technologies including WAP and third generation mobile phones. Is the law ready to deal with such changes? Has the law caught up with the Internet revolution? Will it ever do so? Is legal regulation rendered redundant by technological innovation and community censure?

Teaching: The course is taught by weekly seminars throughout the year. Reading lists are handed out in advance of the seminars and students are expected to participate in discussions.

Preliminary reading: I Lloyd, Information Technology Law (3rd edn, Chs 1 & 2, Butterworths, 2000); L Lessig, Code and Other Laws of Cyberspace (Chs 6 & 7, Basic Books, 2000); R Susskind, Transforming the Law (Chs 1 & 2. OUP. 2000).

Reading list: | Lloyd, Information Technology Law (3rd edn, Butterworths, 2000); C Reed & J Angel, Computer Law (4th edn, Blackstone, 2000); L Lessig, Code and Other Laws of Cyberspace (Basic Books, 2000); R Susskind, Transforming the Law (OUP, 2000); C Reed, Internet Law, Text & Materials (Butterworths, 2000); I Lloyd, Legal Aspects of the Information Society (Butterworths, 2000); Bainbridge, An Introduction to Computer Law (4th edn, Longman, 2000); L Edwards & C Waelde (Eds), Law and the Internet: A Framework for Electronic Commerce (Hart 2000): Blackstones Statutes on IT and E-commerce (OUP, 2002); M Mueller, Ruling the Root, (MIT Press, 2002). Assessment: One two-hour formal examination contributing 50% of the final mark and one assessed essay contributing 50% of the final mark to be submitted by 1 September 2004.

LL421 Half unit

New Media Regulation

Teacher responsible: Mr A Murray, A473 Availability: Intended as an optional paper for the MSc Regulation, LLM students, and the MSc Media and Communications Regulation. This paper is intended to compliment the half unit in Media and Communications Regulation (LL407)

Core syllabus: The course provides an introduction to current issues in the regulation of new media focusing on the Internet, but also examining Wireless Application Protocol and Third Generation Mobile Technology. It focuses on the regulatory structures which control Internet navigation and Content and carries out a comparative socio-legal analysis of those structures

and the regulatory regimes in relation to new media. Content

1. Why Study Cyberlaw?

What value may be gained from the study of Cyberlaw and New Media Regulation

Code and Other Laws of Cyberspace: Lawrence Lessig's Modalities of Regulation

A review of Lawrence Lessig's 'modalities of regulation' model of Cyber-regulation

3. Architecture I - Internet Structure and Regulatory Bodies

To introduce students to the underlying architecture of the Internet and the standards-setting agencies who manage this structure including the Internet Engineering Task Force (IETF), the International Telecommunications Union (ITU), the Internet Society (ISOC) and the Internet Corporation for Assigned Numbers and Names (ICANN).

4. Architecture II - Domain Names

The role of ICANN and the Uniform Dispute Resolution Policy (UDRP) in regulating Cyberspace. ISOC. The registration process, including the role of registrars and the implementation of the UDRP. Cybersquatting and honest concurrent trade mark use.

Market Controls

The role of the market in allocating the scare resources in new media sectors. The practice of using market forces to allocate bandwidth in relation to both the 3G telecommunications sector and the Internet. 6. Social and Cultural Controls

The role played by 'norms' or community-based controls in Cyberspace.The growth of cybercommunites and cybernorms. The arguments for greater selfregulation, in the sense of regulation by self and community, in Cyberspace.

Law: Dealing with Illegal Content Analyse and review the role played by 'law as command' in structuring

Cyberspace. The effectiveness of hierarchical controls in a decentralised environment and the future role of law in the regulatory framework of Cyberspace

Case Study One - Copyright Management Systems

An analysis and discussion of the technology involved in Copyright Management Systems and the legal and social issues which surround the use of such system

Case Study Two - Free Expression and Content Control

A discussion of the competing interests of the community in protecting free expression against the rights of an individual to take steps to protect oneself and one's standing in the community.

10. The Future and the Commons

The concept of the commons and what it means for the future development of the structure and Content of Cyberspace.

Teaching: 10 weekly two hour seminars in a student-led discussion or debate format. Some quest speakers where appropriate.

Written work: All students are expected to submit one assessed essay on a topic of their choice as approved by the course organiser

Preliminary reading: Johnson & Post, Law and Borders - The Rise of Law in Cyberspace 48 Stan L Rev, 1367 (1996). Available at: www.temple.edu/ lawschool/dpost/Borders.html; Lessig, The Law of the Horse: What Cyberlaw Might Teach 113 Harv L Rev, 501 (1999); L Lessig, Code and Other Laws of Cyberspace (Chs 6 & 7, Basic Books, New York, 1998).

Reading list: L Lessig, Code and Other Laws of Cyberspace (Basic Books, New York, 1998); L Lessig, The Future of Ideas: The Fate of the Commons in a Connected World (Random House, New York, 2001); S Biegel, Bevond Our Control? Confronting the Limits of Our Legal System in the Age of Cyberspace (MIT Press, 2001); C Sunstein, Republic.com (Princeton University Press, 2001); R Mansell & E Steinmuller, Mobilizing the Information Society (OUP, 2002); M Castells, The Internet Galaxy (OUP, 2001); E Dyson, Release 2.1: A Design for Living in a Digital Age (Broadway Books, New York, 1998); N Negroponte, Being Digital (Vintage Books, New York, 1998); W Gates, The Road Ahead (Penguin, 1996); W Gates, Business @ the Speed of Thought (Penguin, 2000); Y Akdeniz, C Walker & D Wall (Eds), The Internet, Law and Society (Longman, 2000); L Edwards & C Waelde (Eds), Law and the Internet: Regulating Electronic Commerce (Hart, 2000); C Reed & J Angel (Eds), Computer Law (Blackstone Press, 2000); I Lloyd, Information Technology Law (3rd edn, Sweet & Maxwell, 2000).

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for Assessment to be submitted by the end of the week following conclusion of the course.

LL422 Half unit **Regulation of Global Markets**

Teachers responsible: Professor F G Snyder and Dr Deborah Z Cass Availability: For LLM students.

Core syllabus: The course aims to give a detailed introduction to the institutions, norms and dispute resolution processes that regulate global markets and govern economic globalisation today.

Content: The course consists of a general part and a modular part. Topics in the general part include theories of globalisation; sites of governance, and mechanisms, principles and actors in regulation. Each year a number of

modules will be offered drawn from the following:

Regulation of economic globalisation; External relations of the European Union: Regulatory relations between the EU and the WTO; The 'constitutionalisation' of international trade law; The regulation of dumping and subsidies; Internationalisation of competition law and policy; Foreign investment; Labour standards; Export processing zones; Telecommunications; Agriculture; Trade in services; Financial services; Genetically modified foods; Trade and competition law; Legal and accounting services; Regulatory competition; Intellectual property and TRIPS; Regulation of e-commerce; Trade regulation and the Internet; Mutual recognition; Trade between the EU and China; Transatlantic trade relations; Credit rating; Trade and environmental protection; Food; Drugs; Organised crime; Air transport; The legal profession and global regulation of markets; The process of China's accession to the WTO; Developing countries and the WTO; Legitimacy, democracy and international regulation; International regulation, global markets and global inequality; Law, science and international trade regulation; and Regional and global regulation of markets

Teaching: This is a half-subject. There is a seminar of one-and-a-half-hours duration each week during the first term. The course will be taught by the socratic method. Students are expected to read the assigned materials before each seminar.

Reading list: Recommended: J Braithwaite & P Drahos, Global Business Regulation (2000): F Snyder, International Trade and Customs Law of the European Union (1998): F Snyder (Ed), Regional and Global Regulation of International Trade (2001); M Trebilcock & R Howse, The Regulation of International Trade (2nd edn. 1999).

Assessment: Three-hour written examination.

11423

International Law: Theory and Practice Teachers responsible: Professor Christine Chinkin and Dr Gerry Simpson

Availability: For LLM Students.

Core syllabus: This course will be taught as an advanced level general course in Public International Law. It is intended to complement and underpin the specialist international law courses currently being taught in the LLM. The main purpose of the course is to give students at graduate level the opportunity to study the discipline of international law as a whole from different theoretical, historical and practical perspectives. The course's unusual structure is designed to reflect this aim. It is anticipated that students who have already completed an undergraduate course in Public International Law would find this course stimulating and demanding. The course will permit a re-acquaintance with and a development of many of the principles and problems studied at undergraduate level. The course will have the ancillary purpose of allowing an examination of some contemporary incidents of relevance to international law as they arise.

Content: The course will include a number of the following topics: rethinking the state and state sovereignty; contemporary forms of international lawmaking; use of force and intervention; 'globalisation' and international law; institutionalisation and regionalism; international law, capitalism and poverty; theories of international law; the settlement of international disputes and the practice of international law in courts and tribunals.

Teaching: 30 hours of seminars, 10 hours of classes.

Reading: LSE Course Pack (2003), H Charlesworth & C Chinkin, The Boundaries of International Law, Manchester (2000), G Simpson, Great Powers and Outlaw States (2003). Assessment: 100% Examination.

LL425

European Monetary and Financial Services Law Teacher responsible: Dr C Hadjiemmanuil, A360

Availability: For LLM.

Core syllabus: This course seeks to provide an in-depth understanding of the institutional and legal underpinnings of the European financial economy. In addition to examining the EC Treaty provisions on central banking and monetary management, capital movements and the freedom of movement of financial service providers, the course will involve a comprehensive analysis of secondary Community legislation in the fields of banking, securities and insurance.

Content: Introduction

Introduction: European integration, monetary issues and the financial sector Capital movements; Freedom of movement of capital (and current payments) under the EC Treaty; Central banking and monetary policy in EMU: The road to EMU: the economics of monetary union, history of European monetary integration, and the Maastricht Treaty; Institutional structure of the monetary union: European Central Bank and European System of Central Banks: decentralised structure: objectives: independence and accountability; The conduct of the single monetary policy in Stage III; Exchange-rate policy and external relations of the monetary union

European banking law and regulation; Introduction to EC banking law: freedom of establishment and freedom to provide services; Second Banking Directive and the 'passport' strategy for financial liberalisation: mutua recognition, minimum harmonisation, home-country control; Second Banking Directive and the national rules of the host state: market access and host-state rules 'adopted in the interest of the general good'; Minimum prudential requirements for credit institutions - I: capital adequacy; Minimum prudential requirements for credit institutions - II: consolidated supervision, large exposures, market risks; European banking regulation: organisational issues / Institutional structure of banking supervision in EMU; Payment systems in EMU: standards for European payment systems TARGET; Retail banking services and consumer protection in EC law; EC competition law and the financial sector European securities law and regulation: Integration of European securities markets: from the 'passport' directives to the Lamfalussy report; Investment Services Directive: freedom of movement, regulation of securities intermediaries and effective market access; Prudential regulation of trading risks in EC law: Capital Adequacy Directive; Primary markets: public offering and listing of securities Regulation of trading in secondary securities markets: insider dealing and market manipulation; Regulation of collective investment schemes; UCITS Directive European insurance law: European insurance law: A brief introduction to the issues Insolvency of financial institutions and the protection of clients; Failed financial institutions and policies aimed at their orderly resolution: Winding-up Directive; Settlement Finality Directive; Collateral Directive; Protection of investors exposed to insolvent financial institutions: deposit guarantees and investor compensation schemes Review: and Review class

Teaching: 22 two-hour lectures

Reading materials: A set of primary materials and essential secondary materials will be made available to the students. In addition, students are referred to Andenas, Gormley, Hadjiemmanuil & Harden (Eds), European Economic and Monetary Union: The Institutional Framework (1997); Eijffinger & de Haan, European Monetary and Fiscal Policy (2000); Dassesse, Isaacs & Penn, EC Banking Law (1994); Moloney, EC Securities Regulation (2002). A full Reading list will be distributed during the course.

Assessment: The subject will be examined by means of an essay, not exceeding 8,000 words, on a prescribed special topic, as well as a two-hour written examination at the end of the course. Students may bring an unannotated copy of primary materials into the final exam. The essay and the exam will each carry weighting of 50% of the total marks awarded in the examination of the subject. Essay due second week of Summer Term.

11477

EU Environmental Law

Teacher responsible: Veerle Heyvaert, A539

Availability: This course is optional for LLM; other graduate studies with an interest in Europe and/or the environment are welcome

Core syllabus: The aim of the course is to explore and critically assess, from an interdisciplinary perspective, the contributions made to environmental protection through European Union and international law.

Content: The course will address (i) international treaty negotiations and EU external relations; (ii) the development and application of supranational environmental philosophies and legal principles; (iii) environmental regulation, paying particular attention to the role of EU institutions in the development and introduction of new approaches to environmental regulation, including economic instruments and managerial styles of regulation; (iv) trade and the environment in a liberal economy; (v) issues of national implementation and enforcement of environmental standards; (vi) cross-border liability for environmental damage; and (vii) globalisation and environmental citizenship. These topics will be analysed and illustrated through the study of a range of EU and international policy areas, such as climate change, trade and animal welfare protection, water and air pollution, environmental impact Assessment, transport of hazardous waste, etc.

Teaching: 23 weekly seminars.

Reading list: Students will receive a detailed Reading list for each topic. Good reference books include L Krämer, European Community Environmental Law (2000): J Jans, European Environmental Law (2000), Some general introductory reading: R Revesz, Foundations of Environmental Law and Policy (1997), M Hajer, The Politics of Environmental Discourse (1995); Golub, Global Competition and EU Environmental Policy (1998), Revesz, Sands & Stewart, Environmental Law, the Economy, and Sustainable Development (2000). Assessment: This subject is examined by one three-hour paper and one course essay, not exceeding 8,000 words on a topic chosen in consultation with the Teacher responsible for the course. The essay must be submitted in duplicate not later than 1 July of the year of examination. In the overall Assessment of the candidate's performance the essay and the examination shall carry a weighting of 50% of the total marks awarded.

LL430

European Community Competition Law

Teachers responsible: Giorgio Monti, A362 and Imelda Maher Availability: For LLM students and MSc Regulation, MSc European Studies, MSc EU Policy Making. There are no pre-requisites but it is desirable that students should be, or become, familiar with the general law and principles

Core syllabus: A comprehensive review of EC law relating to competition

in the context of private market behaviour with some attention economic analysis.

Content: The competition rules and practice of the EC, notably Articles 81-82 EC and the Merger Regulation. The first term is devoted to exploring the economic and policy rationale for competition law and application of Article 81 to a variety of agreements including: price-fixing, market sharing, distribution, research and development, franchising, collective purchasing. The second and third term will review the relationship between competition law and intellectual property, the concepts of dominance and abuse of dominance under Article 82, the scope and application of the Merger Regulation and the control of oligopoly. Attention will be paid to the implications of the Commission's modernisation of EC competition law. Teaching: One two hour seminar each week.

Reading list: The main works for the student market are: Whish, Competition Law (4th edn, 2001); Jones & Sufrin, EC Competition Law: Cases and Materials (2001);Korah, An Introductory Guide to EC Competition Law and Practice (7th edn, 2000); Goyder, EC Competition Law (3rd edn, 1998);Cini & McGowan Competition Policy in the European Union (1998).

A full Reading list is distributed at the beginning of the course and each seminar sheet will contain references to relevant literature. Assessment: An essay of up to 4,000 words due at the end of the Lent term, counting for 25% of the mark and a three-hour examination counting for 75% of the mark.

LL432

Secured Financing in Commercial Transactions Teacher responsible: Professor Sarah Worthington Availability: For LLM students, and for other Masters level students with permission

Core syllabus: An examination of the proprietary and security aspects of commercial transactions.

Content: This course considers the legal and economic significance of property; the special protection the law affords to proprietary interests; and the impact of this on insolvency. It examines various types of substantial commercial transactions involving the transfer of property, the use of property, and the taking of security, and explores the legal strategies available to commercial parties and their practical and economic significance in managing commercial risk. The course provides a rigorous analysis of the fundamenta legal principles underlying the law of personal property, and the economic and social impact of these rules on modern commercial practice. Special reference is made to the significant differences between common law and civilian approaches to the issues.

Teaching: One two-hour weekly session.

Reading list: A detailed reading guide will be provided at the start of the course. For preliminary reading on the basic principles of property and insolvency law, see S Worthington, Equity, Part II (2003); S Worthington, Personal Property Law: Text and Materials, chs 1, 3 (2000); R Goode, Principles of Corporate Insolvency Law, chs 2, 3 (2nd edn, 1997). Assessment: Three-hour written examination paper.

11433

International and Comparative Commercial Arbitration Teacher responsible: Professor Simon Roberts Availability: For LLM students and other Masters level students with

Core syllabus: This course, which is divided into three main parts, is designed to provide an overview of domestic and international arbitration as a means of settling commercial disputes. The first part of the course examines the theory and institutional structure of arbitration and the legal framework within which arbitral disputes are resolved. In the second part of the course, there is a review of the principles and practices of international commercial arbitration. This section will also examine recent developments in international commercial arbitration, the emergence of common or converging laws, international efforts to achieve uniformity and an overview of the arbital institutions of China, Hong Kong and Japan. The English law and practice of arbitration is the subject of the final part of the course, with particular reference to the changing role of the court in providing assistance for the arbitrator(s) and in reviewing arbitration awards, in light of the Arbitration Act 1996.

Teaching: One weekly two-hour seminar. Reading list: Detailed reading lists will be provided during the course. Assessment: Formal three-hour examination.

LL434

Employment Law

Teacher responsible: Professor H Collins, A342 Availability: LLM students and available to other Masters students with sufficient legal background with permission of the teacher responsible. Core syllabus: The course provides a detailed examination of the purposes and effects of legal regulation of the employment relation between employees and their employers.

Content: Regulation of access to the labour market and the form of the

employment relation. Equality of opportunity: discrimination law. The Content of the employment relation: employee status, self-employment, express and implied terms of the contract of employment. Regulation of pay and hours: minimum wage, occupational pension schemes, sick pay, maternity pay, paid time off, equal pay, working time regulations. Discipline and protection from dismissal and termination of employment. Business reorganisation, insolvency and employment rights, and economic dismissals. Civil liberties in the workplace.

The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European Community law.

Teaching: The course involves a weekly seminar throughout the session. Detailed Reading lists are handed out in advance of the seminars, and students are expected to participate in discussions.

Written work: Students are advised to write at least two essays during the session and will be expected to make short presentations.

Reading list: H Collins, Employment Law (Oxford: 2003); H Collins, K Ewing & A McColgan, Labour Law: Text and Materials (Butterworths Employment Law Statutes (Ed Wallington).

Assessment: There is both a formal examination and an essay. The examination is a two-hour formal examination. The essay of 5000 words is written in response to questions set in the spring, and is completed before the ST.

Subject to confirmation by the examiners, candidates are allowed to take an un-annotated copy of a collection of statutory materials into the examination.

LL435

Corporate Governance

Teachers responsible: Professor P L Davies and Professor S Worthington Availability: For LLM students, Law and Accounting MSc students (with permission of the Law & Accounting course director) and other Masters level students (with permission of the teachers responsible).

Core syllabus: This course will focus on the role of boards of directors in large public companies and groups of companies. It will deal with the legal regulation of agency problems arising between the board and shareholders as a class; between the board/majority shareholders and minority shareholders; and between the board and other stakeholder groups, notably creditors and employees. Although the main focus will be on board and shareholder relationships, the aim of the course is to develop and apply a framework of analysis which illuminates relations between the board and all stakeholder groups. The course will not be systematically comparative but will have a large comparative element.

Teaching: 20 two-hour sessions weekly.

Reading list: Reading will be prescribed for each seminar. Preliminary reading can be found in P Davies, Introduction to Company Law (ch 5-9, 2002); B Cheffins, Company Law: Theory, Structure and Operation (Parts I and III, 1997); M Roe, Political Determinants of Corporate Governance (2003); K Hopt et al, (Eds) Comparative Corporate Governance (1998); J Parkinson, Corporate Power and Responsibility (1993). Assessment: Three-hour examination

LL437

Law of Corporate Finance

Teachers responsible: Professor P L Davies and Professor S Worthington Availability: For LLM and Law and Accounting MSc students and other Masters level students with permission.

Core syllabus: This course will examine the types of capital structure which the law makes available to companies and analyse the legal regulation of the agency problems which different types of financing generate as between management and investors. It will also examine legal issues arising out of the operation of the capital markets as intermediaries between investors and issuers and as facilitators of the transfer of investor interests independently of the ownership of corporate assets.

Teaching: 20 two-hour sessions weekly.

Reading list: Reading will be prescribed for each seminar. Preliminary reading can be found in E Ferran, Company Law and Corporate Finance (1999), Parts III-IV; G Ferrarini et al (eds) Capital Markets in the Age of the Euro (2002), Parts V and VI; R Romano (ed), Foundations of Corporate Law (1993), Part IV.

Assessment: Three-hour examination.

11438

Fundamentals of International Business Law Teacher responsible: Dr Joanna Benjamin

Availability: LLM.

Core syllabus: This course provides an overview of the substantive law aspects of international business transactions. The focus is on broad principles and policy issues rather than a detailed examination of statute, case law and drafting. The course is intended to provide a conceptual and cross-sectoral basis for the more detailed study of specialist areas offered in other LLM courses. It seeks to be as topical as possible, and the Content may change in the light of developments.

Content:

Introduction overview: the commercial contract: the business organisation; personal and property rights in insolvency; personal and proprietary security; commercial law and practice;

Risk trade finance; insurance; derivatives; contemporary risk management techniques; commercial conflict of laws; law and commercial risk; Capital bank finance; debt securities; equity; the rights and responsibilities of financiers:

Markets regulatory objectives and techniques: the market and market abuse; international trade law; globalisation.

Teaching: One two-hour weekly session.

Reading list: Goode, Commercial Law, 2nd edn, Penguin, London, 1995; detailed Reading lists will be provided for each topic. Assessment: One two-hour written examination paper and an assessed

essav due 1 July.

11439

General Principles of Insolvency Law Teacher responsible: Vanessa Finch, A540

Availability: For LLM and MSc Law & Accounting students.

Core syllabus: This course is concerned with the principles and policies underlying the legal treatment of insolvency. It considers how the nature of the problems raised by insolvency varies depending on the legal identity of the insolvent (for eq whether it is a company with limited liability or an individual), and it examines the legal responses to these problems. The legal procedures available for dealing with companies in distress and insolvent individuals are analysed as are the impact of these procedures on third parties. Content: Part I - Role, Objectives and Characteristics of Insolvency Law Introduction: Aims and Objectives; Particular problems posed by different entities; Outline of procedures available; and Why do companies fail and who goes bankrupt?

Part II - Averting Liquidation and Bankruptcy

Rescue Procedures I; Rescue Procedures II; and Business rescue comparative approaches

Part III - Liquidation and Bankruptcy

Control of Procedures

Assets available for distribution

Distribution of assets

Part IV - Administration of Insolvency Regimes

Insolvency Practitioners and the Insolvency Service

Part V - Repercussions of Insolvency on Individuals Company directors: and Employees

Teaching: Weekly seminars (LL439) of two-hours duration throughout

the Session

Reading list: A full Reading list and materials will be distributed during the course. Wider background reading will include some comparative law reform and other material including: Cork Report, Report of the Review Committee on Insolvency Law and Practice (Cmnd 8558, 1982); T H Jackson, The Logic and Limits of Bankruptcy Law, Harvard (1986); Justice, Insolvency Law: An Agenda for Reform (1994); V Finch, Corporate Insolvency Law: Perspectives and Principles (Cambridge University Press, 2002).

Assessment: A three-hour written examination at the end of the course.

11440

Corporate Accountability: Topics in Legal and Accouting Regulation

Teachers responsible: C Noke, A311, V Finch, A540, J Day, E307, A Mumford, A370 and others

Availability: This is the core compulsory course for students taking the MSc in Law and Accounting and is not available to others except in special circumstances and with the permission of the Course Director.

Core syllabus: The purpose of this course is to acquaint students with the central issues faced by law and accounting in relation to problems of corporate accountability and regulation. It is interdisciplinary in focus, and provides students from varying backgrounds with new perspectives and leads to in-depth study by way of long essay. Content: Topics may include:

Overview of functions of accountants and lawyers in corporate governance and the relation between them. Models of the corporate form: limited liability. Regulatory institutions and techniques: statutes, markets, financial reporting. The interrelated functions, rights and duties of directors, auditors, shareholders, creditors, employees and the 'public interest'. Audit committees, internal controls; the audit process and auditor liability. Form, substance and the 'true and fair view' in financial reporting; realised profits and capital maintenance.

Accounting standards and company law; accounting standards and tax law. Accounting for and regulating corporate groups and networks, SMEs and micro companies. Future of regulation and the professions.

Other issues in accounting and the law may be added.

Teaching and Written work: 20 sessions comprising of lectures/structured seminars of two-hours each plus three meetings with individual's extended essay supervisor. The long essay is a compulsory part of the course. The topic

for the essay must be selected by the student early in the IT in consultation. with their personal supervisor and the course teachers and must be approved. by the course director.

Reading list: Detailed reading lists will be provided during the course and will include articles from law, accounting, economics and sociology journals and books. Some illustrative references to texts and primary materials are: Bromwich & Hopwood, Accounting and Law (1992); Freedman & Power, Law and Accountancy: Conflict and Cooperation in the 1990s (1992): Power. The Audit Society (1999): Dezalay & Sugarman (Eds) Professional Competition and Professional Power: Lawyers. Accountants and the Social Construction of Markets (1995); Zeff & Dharan, Readings and Notes on Financial Accounting: Issues and Controversies (1994); Gower and Davies, Principles of Modern Company Law, (2003); Parkinson, Corporate Power and Responsibility (1993); Easterbrook & Fischel, The Economic Structure of Corporate Law (1991); McCahery, Piciotto & Scott, Corporate Control and Accountability (1993); Finch, Corporate Insolvency Law: Perspectives and Principles (2002) Assessment: An essay of up to 10,000 words due by July 31 [40%] and

one formal two-hour examination in May/June [60%]. Students will be required to answer three questions.

11441

Comparative Law: Theory and Practice

Teacher responsible: Dr Igor Stramignoni (LSE), A469 is the Director of this course. Invited guests for the academic session 2003-4 are: Professor S Roberts (LSE); Professor G Samuel (Kent and Paris I); Professor G Teubner (Frankfurt); plus others to be announced

Availability: For LLM students, and other students with some interest or background in philosophy, legal and political theory, social theory, architecture, literature or anthropology.

Core syllabus and Content: Several distinguished academics from both the LSE and beyond the LSE join forces to offer their critical Assessment of the opposition between the Anglo-American common law and the continental laws of Western Europe, as the privileged subject of comparative law. Does that opposition still make any sense? What are the politics that underlie such an opposition? What does that opposition tell us of the nature of comparative law? And, anyway, has comparative law any longer a future that is worth imagining? Each teacher in his or her seminars will tackle these questions in different ways and through different case studies - each time looking at comparative law either from within, or from without its established domains. Accordingly, students will be exposed to a range of diverse approaches and sources (including the non-legal and the non-written), and should expect to engage in a free but somehow irreverent examination of some of the most fundamental premises on which much comparative law theory and practice are currently based.

Teaching: Two-hour seminars.

Reading list: There is no general Reading list for this course, as each teacher will provide a specific list of readings designed to support his or her seminars. Assessment: This course will be assessed through a written dissertation of 15.000 words, on an approved topic. The dissertation is due 1 September.

LL442

International Business Transactions I: Litigation Teacher responsible: Professor T C Hartley, A467

Availability: For LLM students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essentia

Core syllabus: Litigation resulting from international business transactions. 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 Jurisdiction over companies (the 'doing business' test); Products liability actions; Branches and agents; Constitutional limitations on jurisdiction in the United States; Forum-selection clauses; Forum non conveniens; and 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. Enforcement of foreign judgements in commercial matters. Teaching: Seminars: Sessional (LL442).

Teacher: Professor Hartley. Extensive case materials are provided by the School

for sale to students. These should be read before each seminar. Students will not be admitted to the course unless they purchase the materials.

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; Henry J Steiner & 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 & Leflar American Conflicts Law: Russell J Weintraub. Commentary on the Conflict of Law; P E Nygh, Conflict of Laws in Australia; Eugene Scoles & Peter Hay, Conflict of Laws; J-G Castel, Canadian Conflict of Laws. Assessment: Normal three-hour written examinations.

11443

International Business Transactions II: Substantive Law

Teacher responsible: Professor T C Hartley, A467 Availability: For LLM students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essentia

Core syllabus: Legal problems (other than litigation) relating to international business transactions.

Content: The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community Law:

Applicable law in international commercial contracts; International sale of goods: The international reach of legislation for the regulation of business and the protection of consumers and employees; The private international law aspects of boycotts and embargoes; The application of international conventions to international business transactions; The international aspects agency; Exchange controls; Financing international business transactions: documentary credits and other financial mechanisms; Currency problems in international contracts; The international aspects of property transactions: The recognition of foreign expropriations and other governmental acts affecting property (including financial assets); and The problem of extraterritoriality with special reference to American antitrust law and EEC competition law.

Teaching: Seminars: (LL443) Sessional.

Teacher: Professor Hartley. Extensive case materials are provided by the School for sale to students. These should be read before each seminar. Students will not be admitted to the course unless they purchase the materials. 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 & Detleve F Vagts, Transnational Legal Problems; Dicey & Morris, The Conflict of Laws; Cheshire and 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 & 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; Richard

Plender. The European Contracts Convention. Assessment: Normal three-hour written examinations.

11444

Constitutional Theory Teacher responsible: Professor Martin Loughlin, A470 Availability: Available to LLM students; available to other Masters' students with permission of the Teacher responsible. Core syllabus: This course is an inquiry into the nature, functions and significance of constitutions. The inquiry proceeds by examining the ways in which various political and legal theorists have, over the course of history, contributed to our understanding of constitutions and of devising solutions to a range of constitutional problems.

Content: The course will examine a range of topics, drawn from the following themes, which divide into two parts. Part I: Classical Themes: the classical ideal, the civil condition, the nature of political conduct, public and private, the modern state, sovereignty, representation and accountability, parliamentarism, constitutionalism (limited government, separation of powers and the rule of law), and law, liberties and rights. Part II: Contemporary Themes: executive power, federalism, the revival of republicanism, democracy and constitutional adjudication, constitutional courts, human rights, transitional justice, the politics of recognition, the European polity, the cosmopolitan polity.

Teaching: The course involves a weekly two-hour seminar during the Michaelmas and Lent terms. Detailed Reading lists are provided in advance of seminars, and students are expected to participate in discussions. Reading: Much of the reading for the course consists of classic texts in political thought. Students will be advised of the detailed list of readings at the beginning of the course. As preliminary reading, students are advised to read: R C van Caenegem, An Historical Introduction to Western Constitutional Law (Cambridge University Press, 1995), Martin Loughlin, Sword and Scales: An Examination of the Relationship between Law and Politics (Hart, 2000). Assessment: Two-hour formal examination in June, which counts for 50% of the marks for the course. In addition, an assessed essay of 5,000 words (due 1 September) will contribute 50% of the marks for the course.

11445

International Criminal Law

Teachers responsible: Dr G J Simpson A471 and Professor C J Greenwood, OC A387

Availability: For LLM students and MSc Human Rights.

Core syllabus: The doctrine, theory and practice of international criminal law. Content: Michaelmas Term. Part One, Institutions: Introduction and Concepts; the Problem of International Criminal Law; Pre-History; Nuremberg and Tokyo; Municipal Trials (eg FintaBarbie); Jurisdiction (eg Eichmann); The ICTY (Yugoslavia); Internal and International Wars (Tadic); ICTR (Rwanda); The International Criminal Court.

Lent Term, Part Two, Substantive Law: General Principles of International Criminal Law; War Crimes and International Humanitarian Law; Crimes Against Humanity, Genocide (Milosevic); Crimes against Peace and Aggression; Gender-Based Crimes; Crimes as Torts (Karadzic); The Draft Code of Offences Against the Peace and Security of Mankind and 'New' International Crimes; Superior Orders (Calley); in Command Responsibilities; Sovereign Immunity and International Crimes (Pinochet).

Summer Term. Part Three, Alternatives to Trial: Fact Finding; Cooperation; Tort; Outlaw States; State Criminal Responsibility and the ILC; Truth Commissions,

Reading list: Kriangsak Kittichaisaree, International Criminal Law (Oxford 2001); Gary Bass, Stay the Hand of Vengeance. The Politics of War Crimes Tribunals (Princeton, 2000); Judith Shklar, Legalism (Harvard, 1964); Mark Osiel, Mass Atrocity, Collective Memory & the Law (Transaction Publishers, 1997).

Preliminary reading: T McCormack & G Simpson, The Law of War Crimes, (Kluwer 1997): W Schabas, The International Criminal Court, (Cambridge, 2001); H Arendt, Eichmann in Jersualem, (Penguin, 1997). Teaching: Seminars (LL445). 10 MT; 10 LT.

Assessment: Three-hour written examination.

11446

Regulation: Legal and Political Aspects

Teachers responsible: Professor Robert Baldwin, A455 and Mr C Scott, A340 Availability: LLM students and other MSc students when places available. Core syllabus: The course aims to give students an essential grounding in theories of regulation encountered in the public policy/administration/legal literature. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Content:

1. Surveying the Scene: Lenses for viewing regulation; paradoxes and unintended effects; regulation and institutional design.

Contrasting Perspectives on Regulatory Incidence: Regulation as functional response; public choice approaches; new institutional accounts; cultural theory

3. Regulatory Styles and Processes: Classical Regulation; economic alternatives

4. Regulatory Standard-Setting: Regulatory standard-setting; economics and optimal standard-setting; risk regulation.

Regulatory Enforcement: Compliance and deterrence; public and nt: self-regulation

Regulatory Regime Dynamics: The regulatory state; discretion, rules, proceduralization and juridification; regulatory reform; ideas, prophets and entrepreneurs.

7. Evaluating Regulation: What is good regulation?; accountability and regulation; CBA, compliance cost and regulatory review; regulatory competition: whither regulation?

Teaching: The course is taught: (a) by 22, two hour sessions in variable format (some lecture-discussions, student-paper led discussions, debates).

Written work: All students are expected to produce three written essays plus short presentations on topics assigned to them.

Core reading: R Baldwin, C Scott & C Hood, Socio-Legal Reader on Regulation (1998); R Baldwin & M Cave, Understanding Regulation (1998); A Ogus, Regulation (1994); R Baldwin & C McCrudden, Regulation and Public Law (1987); C Hood, Administrative Analysis (1986); The Tools of Government (1983); R Baldwin, Rules and Government (1994); S Breyer, Regulation and its Reform (1982); E Bardach & R Kagan, Going by the Book (1982); C Sunstein, After the Rights Revolution (1990); M Derthick & P Quirk, The Politics of Deregulation (1985); L Hancher & M Moran, Capitalism, Culture and Regulation (1989), M Bishop, J Kay & C Mayer, The Regulatory Challenge (1995).

Assessment: Students will be assessed by a three-hour examination in June. The examination will involve answering three questions out of 12.

LL447

International Economic Law

Teacher responsible: Dr D Cass

Availability: For LLM students, MSc Development Studies, MSc Global Market Economics, MSc Public Financial Policy.

Core syllabus: The aim of the course is to study in detail those aspects of public international law which are concerned with international economic relations, including the principles, norms and policies of : international trade governed by the World Trade Organisation, international monetary relations within the IMF, and international development assistance applied by the World Bank

Content: The course topics may include

The evolution of the international economic order; International monetary relations; International development assistance and debt relief; Challenges to the established international economic order: the NIEO, sustainable development, the post-colonial critique and globalisation; Institutional aspects of the GATT/WTO.; WTO decision-making and dispute settlement; GATT/WTO basic principles: MFN, national treatment, tariffs, quotas and general and security exceptions; Health, safety and environmental standards: TBT and SPS Agreements; Dumping and subsidies; Agreements on Agriculture and Textiles; General Agreement on Trade in Services; Trade Related Intellectual Property Rights; Regional Integration Agreements; Trade and Development: safeguards, escape clauses and special and differential treatment; and 'New' issues: investment, competition and institutional reform.

Teaching: There is a seminar (LL447) of one-and-a-half-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 (4th edition 2002); Trebilcock & Howse, The Regulations of International Trade (2nd edn, 1999); J Jackson, The World Trading System (1989).

Assessment: Three-hour formal examination in May or June, based on the full syllabus. The paper counts for 100% of the assessment of the course.

LL448 Not available in 2003/04

International Environmental Law

Teachers responsible: Dr L D M Nelson, Dr Elias (KCL) and Dr M Fitzmaurice (OMW)

Availability: For LLM students. Some knowledge of concepts of international law is required.

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. Content: Three parts:

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

Teaching: Teaching is by weekly two-hour seminars (LL448) held at the IALS for 10 weeks in the MT, 11 weeks in the LT and seven weeks in the ST.

Reading list: J Schneider, World Public Order of the Environment: Towards an Ecological Law and Organizations; 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; Birnie & Boyle, International Law and the Environment (1993).

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 are included in the comprehensive syllabus issued to participants. nent: Three-hour written examination paper in June, consisting of at least 10 questions, four of which must be answered.

LL451 Not available in 2003/04 International Law of the Sea Teacher responsible: Dr L D M Nelson

Availability: For LLM degree. Some knowledge of basic concepts of

International Law is required. Core syllabus: Resources and Uses of the Sea, and applicable international

principles, customs and treaties. Content:

Sources of the Law.

Historical Development of the Law of the Sea.

The Regime based on the 1992 Convention on the Law of the Sea and the Agreement Relating to the Implementation of Part XI of the United Nations Convention on the Law of the Sea of 10 December 1982.

i. The Territorial Sea and Contiguous Zone.

International Straits and Archipelagos.

iii. The Exclusive Economic Zone.

iv. The Continental Shelf.

v. High Seas.

vi. Fisheries.

vii. Deep Seabed Mining Regime.

viii. Landlocked and Geographically Disadvantaged States.

ix. Protection and Preservation of the Marine Environment.

x. Marine Scientific Research.

xi. Settlement of Disputes.

4. Current status of the 1982 Convention; its relation to customary law. Teaching: One seminar (LL451) of two-hours each week, Sessional. 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: Oppenheim's International Law, Vol I (9th edn, 1992), Jennings & Watts (Eds); Brownlie, Principles of Public International Law (5th edn. chs 9-11) and Basic Documents in International Law (4th edn); E D Brown, The International Law of the Sea, Vols I & II, 1994; Churchill & Lowe, The Law of the Sea (3rd edn, 1999); 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 UN Conference on the Law of the Sea, Official Records, Vols et seq; Nordquist (Ed), United Nations Convention on the Law of the Sea 1982: A Commentary, Vol I (1985), Vol II (1993), Vol III (1995), Vol IV (1991), Vol V (1989). The 1958 Geneva Conventions on the Law of the Sea; Convention on the Law of the Sea 1982. Agreement Relating to the Implementation of Part XI of the United Nations Convention on the Law of the Sea of 10 December 1982 (1994). Agreement for the Implementation of the Provisions of the United Nations Convention on the Law of the Sea of 10 December 1982 relating to the Conservation and Management of Straddling Fish Stocks and Highly Migratory Fish Stocks (1995).

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); International Journal of Marine and Coastal Law. Reading lists and materials will be issued to participants during the course of the academic year.

Assessment: Three-hour written examination in June; nine questions, four to be answered.

LL452

The International Law of Armed Conflict and the Use of Force

Teachers responsible: Professor C J Greenwood, CMG, QC, A387 Availability: For LLM students and MSc Human Rights. Some prior knowledge of international law is useful but not essential

Core syllabus: The aim of this course is to develop an understanding of the principles of international law which regulate the use of force in international society.

The course examines both the law relating to when it is permissible to use force (The Jus ad bellum) and the law governing the conduct of hostilities once the decision to resort to force has been taken (The Law of Armed Conflict or International Humanitarian Law).

Content: The first half of the course is devoted to the law on resort to force. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. This part of the course looks in detail at the right of self-defence, humanitarian intervention, intervention to promote democracy, self-determination and to protect nationals, reprisals and intervention in civil war. The use of force by or with the authorization of the United Nations is also considered.

The second half of the course is concerned with the legal regulation of the conduct of hostilities and examines the concepts of war and armed conflict, the right to participate in hostilities, the law of weaponry (including nuclear and chemical weapons), the protection of civilians, belligerent occupation, the law of naval warfare and the enforcement of the laws of war (including the activities of the Yugoslav and Rwanda international tribunals). Teaching: Teaching is by seminar given by Professor Greenwood. There is are to be answered.

LL453

The International Protection of Human Rights Teacher responsible: Dr C Beyani, A456 Availability: For LLM students, MSc Development Studies and MSc Human Rights. Some knowledge of public international law is required. Core syllabus: Comprehensive study of the expanding international law of human rights and institutions, both at a universal and regional level. Content: The course is divided in three parts. The first part deals with conceptual issues, namely: definitions of human rights; the role of international law in the protection of human rights; the individual and the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; the role of non-discrimination; individual and group rights; economic, social and cultural rights. The second part is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter as well as the UN Covenants. Among the rights examined through the case law are fair trial; property; freedom of expression; right to life; privacy; freedom from torture; and non-discrimination; minority rights; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees. The third part is concerned with the system of international protection of human rights. There is the UN System in respect of which a detailed examination of the various UN institutions and techniques for the protection of human rights is covered; the Inter-American System and the OAU System with regard to the standards, the institutions of the Commission and the Court, and procedural requirements for lodging complaints; and the European System, with emphasis on the Court, the procedural requirements for lodging complaints, and the incorporation of the European Convention in the United Kingdom by means of the Human Rights Act 1998. Also various non-institutional methods of promoting human rights, including the role of Non-Governmental Organisations, are studied. Teaching: This course (LL453) is taught by one-and-a-half-hour weekly seminars (10 in MT, 10 in LT, three in ST). Reading list: Course materials are available for purchase. Assessment: Three-hour formal examination in the June following the end of the course. There are usually niine questions, of which four are to be answered.

LL454

women refugees; the rights of the girl child. Assessment: 100% examination.

LL455

John Avery Jones and Professor David Oliver Taxation course.

normally one two-hour seminar each week.

Reading list: A detailed reading list will be issued at the first seminar. See, in particular: - Kalshoven, Constraints in the Waging of War; Gray, International Law and the Use of Force (2001); Roberts & Guelff, Documents on the Laws of War (3rd edn) and Rogers, Law on the Battlefield.

Assessment: Three-hour formal examination, based on the entire syllabus. The examination will contain not fewer than eight questions, of which four

Human Rights of Women

Teachers responsible: Professor C Chinkin, (LSE) and Dr F Banda (SOAS) Availability: For LLM students, MSc Gender, MSc Gender and Development, MSc Gender and Social Policy and MSc Human Rights.

Core syllabus: An introduction to a gender based analysis of the mainstream normative and institutional frameworks for human rights.

Content: The course explores the following issues: the concept of women's human rights; International Instruments guaranteeing civil and political and economic and social rights; the approach of the mainstream human rights mechanisms and institutions, including the Human Rights Committee and the European, American, and African Commissions and Courts of Human Rights; the Commission on the Status of Women and the development of specific normative standards relating to women; the background, drafting, Content and experience of the Convention on the Elimination of All Forms of Discrimination against Women 1979 and its Optional Protocol, 1999; the work of the Committee on the Elimination of Discrimination Against Women in report monitoring and the elaboration of recommendations; debates around universalism and cultural particularity; integration of gender into the mainstream human rights institutions; the establishment of new standards at the global and regional levels; violence against women, including in armed conflict; economic rights and the right to development; examples of domestic protection of women's rights, including India and Commonwealth Africa;

Teaching: This course is taught by two-hour weekly seminars in MT, LT Reading: Detailed readings are arranged for each class.

International Tax Law

Teachers responsible: Dr I Roxan A460, Dr A Mumford A370, Professor

Availability: For the LLM degree and MSc Law and Accounting. Students will be assumed to have a working knowledge of the tax system of at least one country (not necessarily the UK) or be studying the Elements of

Core syllabus: The course is designed to examine taxation law and policy from an international viewpoint. It is intended to complement the other taxation options in the LLM by providing an international, non-UK approach to taxation

Content: The main part of this course 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 (taking the OECD Model Convention as the starting point) and to the special problem of the taxation of corporations operating internationally. The course will also look at international tax policy to highlight those differences between various tax systems which give rise to problems in the international sphere.

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 UK, but the course is not and is not intended to be a course in UK tax law. Topics covered will include:

1. Taxation and public international law:

Causes of international double taxation of income/profits; Methods of unilateral relief from international double taxation; Bilateral relief from international double taxation: double taxation agreements and their operations: analysis of the major model double taxation agreements (OECD Model, UN Model, US Model); the double taxation agreements; and Special issues in the international taxation of multinationals and other corporations; the taxation of international financial transactions

2. International co-operation between tax administrations

3. Tax havens as fiscal systems: the uses of tax havens

4. International tax avoidance and evasion

Teaching: Two-hour seminars (LL455) weekly with occasional classes. Part of this course will be taught jointly with Queen Mary and Kings College. Recommended preliminary reading: Williams, Trends in International

Taxation (IBFD); Arnold & McIntyre, International Tax Primer (Kluwer). Reading list: General reading: P Baker, Double Taxation Conventions and International Tax Law; 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: Bulletin of International Fiscal Documentation (BIFD); Cahiers de Droit Fiscal International; Intertax; European Taxation; EC Tax Review; EC Tax Journal; Tax News Service; British Tax Review. Detailed Reading lists will be provided during the course.

Assessment: The examination will be by three-hour written paper.

Candidates may take into the examination room unannotated copies of K van Raad (Ed), Materials on International and EC Tax Law (Vol 1, ITC Leiden). Candidates will also be provided in the examination with copies of the OECD Model Tax Convention on Income and on Capital.

LL458 Not available in 2003/04 Mental Health Law

Teachers responsible: Dr Jill Peay (LSE, A462), Professor Genevra Richardson (QMW), Phil Bates (KCL) and Professor Nigel Eastman (St George's Hospital Medical School)

Availability: For LLM students and (with permission) MSc in Criminal Justice Policy.

Core syllabus: This course is designed to integrate a practical and theoretical understanding of mental health law, from the perspective of both law and mental health sciences. It tries to provide students with a broad conceptual understanding of the problems that bedevil mental health law.

Content: The first part of the course concerns the context of mental health law; the second, issues of capacity and compulsory treatment both in hospital and in the community; the third, methods of release from compulsion. Next we deal with mental health law, rights and discrimination. The fifth part concerns mentally disordered offenders. We deal both with issues of criminal law, with severe anti-social personality disorder and look at what happens in Inquiries after Homicide. The sixth part of the course examines law and ethics. Finally, we look at the future and examine the recommendations of the Richardson Committee and the proposals for reform in the 2000 White Paper 'Reforming the Mental Health Act'.

Teaching: Weekly seminars of one-and-a-half-hours for 11 weeks in the MT, nine in LT and up to seven in the ST.

Written work: Students are encouraged to prepare written work for the weekly seminars.

Reading list: There is no single satisfactory text. As a general textbook we recommend P Bartlett & R Sandland, Mental Health Law. Policy and Practice, Blackstone Press (1999). We will also make extensive reference to N Eastman & J Peay (Eds), Law Without Enforcement: Integrating Mental Health and Justice, Hart Publishing(1999). A study pack for purchase of some of the relevant articles will be made available.

Assessment: There will be one three hour examination which will count for 100% of the marks.

LL459

Constitutional and Institutional Law of the European Union

Teacher responsible: Professor T C Hartley, A457

Availability: For LLM students. No previous knowledge of European Community law is expected, but good general legal skills are required. Students without a law degree (or other qualification recognised as equivalent for the practice of law) may not take this course.

Core syllabus: Constitutional and Institutional Law of the European Union: the law relating to the institutions of the European Community and other aspects of European integration and co-operation, studied in a comparative global context

Content: Part I: The European Union

- 1. Origin and principles of the Community.
- 2. EU legislative institutions: Commission, Council and Parliament.

3. Legislative powers: procedures; legal basis; subsidiarity, Part II: International Adjudication: the European Court in **Comparative Context**

Composition and Jurisdiction

2. The Problem of Compliance.

3. Interpreting the Law

Part III: The Community and the Member States in Comparative Context

- International law, Community law and National law: general issues.
- 2. The Community treaties in the legal systems of the Member States.
- The direct effect of directives.

4. Enforcement of EU law in Member States: preliminary rulings;

governmental liability in tort.

Part IV: The Community in the World System

1. The conclusion of treaties: the Community compared with selected States. 2. The effect of treaties.

Part V: Human Rights

Human rights in the United States and Germany; the European Convention on Human Rights: structure, procedure and general issues; the EU Charter.

2. The development of human rights in EC law: the European Court and

the Bundesverfassungsgericht 3. Selected topics.

4. The European Convention on Human Rights and the EU: harmony or friction?

5. The international boundaries of European human rights.

Teaching: Two-hour weekly seminars for the discussion of cases and materials. Reading list: Trevor C Hartley, European Union Law in a Global Context (available in preliminary form prior to publication); T C Hartley, The Foundations of European Community Law (5th edn).

Assessment: Half the marks will be based on a two-hour examination; the other half will be based on a dissertation due Monday of third week of Summer Term.

11460

International Law and the Protection of Refugees, **Displaced Persons and Migrants**

Teacher responsible: Dr C Beyani, A456

Availability: For LLM students, MSc Human Rights, MSc Development Studies. Core syllabus: The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the protection of asylum seekers, refugees and refugee women, internally displaced persons and migrants are situated.

Content: The course explores the overlap between International Refugee Law, Human Rights, International Humanitarian Law and Humanitarian Assistance, the phenomenon of legal and illegal Migration, including Human Trafficking in the context of refugees, persons displaced within states during armed conflict, legal and illegal migrants. It covers: the definition of refugees, internally displaced persons, legal and illegal migrants, including trafficking in human beings; the concepts of 'well-founded fear' of persecution and group eligibility to refugee protection; procedures for determining refugee status on an individual and group basis, in Africa, Asia, Australia, the European Union, North America, and Latin America; temporary protection; the process of exclusion from refugee protection and individual criminal responsibility for persecution and associated crimes; the role of the ad hoc Tribunals with criminal jurisdiction and the International Criminal Court; the role, in refugee law and human rights, of the principle of non-refoulement in refugee protection; the cessation of refugee status, voluntary repatriation, and safe return; standards applicable in international law to the protection of refugees, internally displaced persons, migrants, and evolving standards against human trafficking; the regulation of migration in regional economic and political unions, namely the European Union, East African Community, the Union of West African States, the Caribbean Community and the Southern African Development Community; the regime of humanitarian assistance to displaced persons in armed conflict and in refugee settlements, including the Sphere Project and the Humanitarian Ombudsperson; and finally the institutional protection of refugees, displaced

persons, and migrants by the United Nations High Commissioner for Refugees, the United Nations High Commissioner for Human Rights and the United Nations Human Rights Treaty Bodies, the Red Cross, the International Organisation for Migration, and Non-Governmental Organisations. Teaching: This course is taught by two-hour weekly seminars in MT, LT, and ST. Reading list: A detailed Reading list for the whole course is provided. Assessment: Three-hour formal examination; 10 questions, four to be answered. Alternatively, candidates may elect to write an essay of not more than 10,000 words.

LL461

United Nations Law

Teacher responsible: Professor C J Greenwood, CMG, QC, A387 Availability: For LLM students, MSc Development Studies and MSc Human Rights. Some knowledge of public international law is required. 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.

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 voting of Security Council of UN. Functions and powers of major organs. Securing compliance with obligations: suspension, expulsion. The collective security mechanism. Case studies of Iraq and Kosovo. UN peacekeeping and dispute settlement. Enforcement through the Security Council. Regional agencies and peace enforcement. Law making by international institutions. The International Court of Justice: problems of use and jurisdiction; its role in dispute settlement; its advisory function.

Teaching: Teaching is by seminar (LL461), with one-and-a-half-hours per week being offered.

Reading list: Simma, Charter of the United Nations (2nd edn) for reference; Conforti, The Law and Practice of the United Nations; White, The Law of international Organisations.

Required readings of extracts from books, of articles and cases are available in the syllabus issued. UN materials are provided.

Assessment: Three-hour formal examination, based on the entire syllabus. There are usually at least nine questions, of which four are to be answered. The paper usually comprises both essay and problem questions.

11462

Criminal Law, Criminology and Criminal Justice

Teachers responsible: Professor N Lacey and Professor R Reiner Availability: For LLM students and for MSc Criminal Justice Policy, MSc Crime. Deviance and Control and MSc Regulation students (with permission) Core syllabus: Theories of crime and of social control: aims and functions of criminal law; theories of responsibility and punishment. Teaching: 20 seminars of two-hours' duration.

Selected Bibliography: H L A Hart, Punishment and Responsibility (1968); N Nicola Lacey, Oliver Quick & Celia Wells, Reconstructing Criminal Law (3rd edn, 2003); Alan Norrie, Crime Reason and History (2nd edn, 2001); M Maguire, R Morgan & R Reiner (Eds), The Oxford Handbook of Criminology (3rd edn, 2002); David Downes & Paul Rock, Understanding Deviance (4th edn, 2003); G Vold, T Bernard & J Snipes, Theoretical Criminology (5th edn, 2002). Assessment: Three-hour paper.

11463

Freedom of Association in International, European and National Labour Law

Teachers responsible: Professor P L Davies and Mr R C Simpson

Availability: For LLM students. The course is taught jointly with the Labour Law course for MSc Industrial Relations and Personnel Management students ID480.

Core syllabus: This course examines the scope of the principle of freedom of association within the workplace, including the rights of individuals, as against both the state and employers, to join trade unions and other organisations of workers and to participate in the activities of worker organisations. The course will examine also the rights of associations of workers to organisational autonomy. These questions will be studied with particular reference to rights to information, consultation and bargaining, legal impact of collective agreements and the right to strike. These issues will be studied with reference to international, European and national labour law, including some reference to national labour law systems other than those of the UK. Teaching: 20 two-hour weekly seminars.

Reading list: Reading will be prescribed for each seminar. Preliminary reading can be found in T Novitz, International and European Protection of the Right to Strike (2003); P Davies et al, (Eds), European Community Labour Law, ch 8-10; S Deakin & G Morris, Labour Law, (ch 1, 2, 7-11, 3rd edn, 2001). Assessment: 50% by one two-hour examination and 50% by one 8,000 word essay due by noon on Friday of the third week of the ST.

LL464

Investment Funds Law in Europe Teacher responsible: Vivien Prais, A367

Availability: For LLM students and any other suitably qualified MSc Students with the permission of the course convenor. Core syllabus: The purpose of this course is to acquaint students with the law relating to Investment Funds in the UK and selected European jurisdictions (eg Germany, France, Italy, Sweden). The course will include both study of the relevant law of the countries selected and also a comparative Assessment of the development and current features of the industry in the European context. Content: The history of the development of collective investment in the UK and the individual European countries selected with particular emphasis on the business association used as the vehicle; a comparative Assessment of the effect of the different systems of law on the growth of Investment funds, both historical and current; an examination of the different types of Funds developed with particular emphasis on variation in innovation; the regulation of the establishment of Investment Funds and the marketing thereof both domestic and cross-border, including consumer protection measures, taxation: state-funded incentives and the role of Investment Funds in relation to retirement pensions; the effect of EC law especially the 1985 UCITs Directive and the 2002 amendments thereto. Teaching: One two-hour weekly session comprising alternate lectures

Reading list: No single textbook covers the syllabus of this course. A full reading list and materials will be distributed during the course. We recommend Tony Golding, The City for introductory and background reading. The following cover some of the sources to which students are likely to be referred throughout the course: J Franks & C Meyer, Risk Regulation and Protection (1990); K F Sin, The Legal Nature of the Unit Trust (1997); Pennington, Company Law (2001); Blackstone's Guide to the Financial Services and Markets Act 2000 (2001);Niamh Moloney, EC Securities Regulation; T Cornick, The International Guide to Marketing Investment Funds. Assessment: Three-hour written examination

LL465

Law and Social Theory

Teacher responsible: Professor W T Murphy, A372 Availability: For LLM students and other students with some background in legal, social or political theory.

Core syllabus: This course is designed to introduce students to the study of law through the perspective of modern social theory. Content:

- A. Law, Modernity and Society
- B. Rules and the Boundaries of the Social

C. The Human and the Social Subject.

Select Bibliography: Bourdieu, The Logic of Practice; Habermas, The Philosophical Discourse of Modernity: Habermas, Between Facts and Norms; Luhmann, Social Systems; Luhmann, Risk; Foucault, The History of Sexuality (3 vols); Foucault, Discipline and Punish; Teubner, Law as an Autopoietic System; Murphy, The Oldest Social Science?; Butler, Bodies that Matter. Teaching: 23 two-hour seminars (LL465).

The seminars will be conducted by Professor Collins, Professor Lacey, Professor Murphy and Mr Pottage.

Assessment: The course is assessed by means of one two-hour examination. The marks obtained count for 50% of the composite mark for the course. In addition, students are required to submit an essay of 8,000 words maximum which is due by 1 September.

LL466 Not available in 2003/04 Media Law

Teacher responsible: Ms J Sheehan Availability: For LLM students, and other Masters level students

with permis Core syllabus: The course examines the legal and administrative regulation of the mass media, principally the press and broadcasting media. It covers the legal constraints placed on the media by the general law of breach of confidence, defamation, copyright, contempt of court and other statutory reporting restrictions. It also examines the central place of media freedom, the freedom to report and discuss matters of public interest, and looks at the impact of the Human Rights Act 1998, in particular the balancing act between press freedom and individual privacy. Other aspects covered include the open justice principle and its application to reporting court proceedings, protection of journalists' sources, and press self- regulation, including the Press Complaints Commission code and complaints procedure Content: The principle of media freedom, the special regulation of the broadcasting media, defamation (including case studies relating to the press, the broadcasting media and the internet) breach of confidence, contempt of court, the open justice principle, anonymity orders, statutory and other exceptions to the open justice rule, reporting children's cases, reporting rape and other sexual offences cases; protection of journalists' sources, copyright, statutory reporting restrictions, privacy, the Human Rights Act 1998, the European Convention on Human Rights, the Press

Complaints Commission and its code and complaints procedure. Teaching: 23 weekly two-hour seminars

Written work: All students are expected to submit one non-assessed essay and to use this as the basis of a presentation on a topic assigned to them. Reading list: Robertson & Nichol, Media Law (4th edn, 2001); Barendt & Hitchens, MediaLaw: Cases and Materials (Longman, 2000); Gibbons, Regulating the Media, (2nd edn, 1998).

Assessment: Consists of one three-hour examination accounting for 100% of the marks

LL467

Legal Aspects of International Finance

Teacher responsible: Mr Andrew McKnight

Availability: For LLM/MSc Law & Accounting students.

international finance transactions taking place in the London financial markets. It looks at the various forms of transaction, the relevant commercial and regulatory background and the risks and protections available to those providing such finance. The course is based upon an analysis of the relevant issues under English law with reference to other systems for comparative purposes.

Core syllabus: The course examines the legal issues which arise in Content:

An Introduction to International Finance Transactions and Relevant Principles of English Law; Euro-Currency Term Loans; Syndicated Loans; Euro-Bonds; Project Finance; Derivatives and Swaps; Conflict of Laws aspects; Sovereign immunity and state default; Legal opinions; Loan transfers and Securitisation; Banking Regulation; The Impact of Insolvency; and Secured and Ouasi-Secured Transactions and Guarantees

Teaching: There is a weekly lecture of two-hours' duration and weekly seminars of one-hour duration, Sessional (LL467). Reading list: Phillip Wood, The Law and Practice of International Finance

(6 volumes); Tennekoon, The Law and Practice of International Finance; R M Goode, Commercial Law; R Cranston, Principles of Banking Law.

A full Reading list will be distributed during the course.

Assessment: This subject is examined by means of one three-hour open book written paper (75% of the overall mark) and one essay (25% of the overall mark) which is due at the end of the LT.

LL468 Half unit

Law of Human Rights in the United Kingdom

Teachers responsible: Professor C A Gearty, Z127; Professor H Collins, A342 and Dr K Malleson, A357

Availability: For LLM students and other Master's level students with permission.

Content: This course will be made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. The course will identify the principles that underpin the Act and explain its proper place in English law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament.

Teaching: 12 two-hour seminars in the Lent and Summer terms of each academic year

Reading list: There is no set text. Students will receive a detailed Reading list for each topic. Assessment: This subject is examined by one two-hour paper.

LL469 Half unit

The Theory, History and Practice of Human Rights

Teachers responsible: Professor C A Gearty, Z127, Dr G Oberleitner, Z127, Ms A Barron A155 and others

Availability: For LLM students and MSc students in human rights; other Master's level students with permission.

Content: This course will provide a theoretical and historical introduction to the theory and practice of human rights. It will cover the development of the idea of human rights since the 18th century and in particular the flourishing of 'rights' talk since the second world war. This course will provide those taking it with a theoretical understanding of the subject but will ground that theory in practice. Designed in this way it will appeal to students interested in 'black letter law' as well as those more interested in the philosophy and/or history of human rights and civil liberties.

Teaching: 10 two hour seminars in the first term of the academic year. Reading list: There is no set text. Students will receive a detailed Reading list for each topic.

Assessment: This subject is examined by one two-hour paper.

LL470

Banking Law

Teacher responsible: Dr C Hadjiemmanuil, A360

Availability: For LLM. Knowledge of company law and contract law, as well as general EC law, is desirable but not necessary.

Core syllabus: Following a discussion of the new UK regulatory regime for financial services, the course will cover the legal responsibilities of banks towards their clients and then to the law of payments and payment systems. Knowledge of the UK approach to banking regulation is essential even for the international student, not only because the City of London is one of leading financial centres of the world, but also for the reason that UK regulatory practices are emulated by a large number of jurisdictions around the globe. The bulk of the course, however, concerns the private law of banking. More specifically, the course explores the legal duties and liabilities of banks to their customers and to third parties in selected fields of bank services activity. In this context, it deals with deposits and bank loans generally, the transfer of funds and payment mechanisms, the giving of advice and the use of confidential information. Particular attention is devoted to ongoing developments, such as electronic funds transfer. Although the discussion will focus on English law, the issues as well as many of the principles, especially in the field of payments law, have an international significance. The course also contains limited elements of European banking law.

Content: Introduction

Introductions to banks and banking transactions

UK banking regulation:

The UK regulatory framework: Financial Services & Markets Act 2000; Continuing supervision and prudential regulatory requirements / international bank regulatory standards; Regulation and remedies: appeals, judicial review, regulatory liability in tort

Bank-customer relationship:

Bank-customer relationship: deposit-taking and current accounts; Duty of confidentiality; Prevention of money laundering: international and UK perspectives; Transactional and advisory liability; Consumer protection and dispute resolution in retail banking: Banking Code; Financial Services Ombudsman scheme

Payments and payment systems:

Introduction to payments & payment systems; Paper-based payments: cheques; Electronic payments; Payment card transactions; E-money; Crossborder payments; Bank liability for fraud of third parties Bank lending operations:

Bank lending; Consumer lending; Fundamentals of secured lending; Receivables financing and) secondary trading of bank assets: loan sales and securitisation; Trade finance and letters of credit Bank insolvency:

Bank insolvency and deposit protection Teaching: 22 two-hour lectures.

Reading Materials: Part I: A set of primary materials and essential secondary materials will be made available to the students. In addition, students are referred to Cranston, Principles of Banking Law (2002); Ellinger & Lomnicka, Modern Banking Law (2002); Blair etal, Blackstone's Guide to the Financial Services & Markets Act 2000 (2000); Hadjiemmanuil, Banking Regulation and the Bank of England (1996)

Assessment: The course will be assessed by means of a three-hour, unseen examination paper, in which students are required to answer three questions. Students will be allowed to bring an unannotated copy of primary materials into the final examination

LL474

Modern Legal History

Teacher responsible: Professor W T Murphy, A372

Availability: For LLM students and MSc Regulation. Some knowledge of British political and economic history in the period is desirable.

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.

Content: Topics will be selected from the following list: 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, mental control, safety, education.

Teaching: One weekly two-hour seminar (LL474), Sessional.

Reading list: A detailed reading list is available at the beginning of the course from either of the teachers responsible.

Written work: No formal written work is prescribed but students will be expected to make presentations to the seminar.

Assessment: By means of 15,000 word long essay due by 1 September.

LL475 Half unit

Terrorism and the Rule of Law

Teachers responsible: Professor Gearty, Z127 and Dr Oberleitner, Z123 Availability: For LLM students and MSc students in human rights; other Master's level students with permission.

Content: This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late 18th century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail, and the half course will include three case studies, Northern Ireland, the Palestine/Israel conflict and the post 11 Sept 'war on terror'.

Teaching: 12 two-hour seminars in the Lent and Summer terms of each academic year.

Reading list: There is no set text. Students will receive a detailed Reading list for each topic.

Assessment: This subject is examined by one two-hour paper.

LL478

Policing and Police Powers

Teacher responsible: Professor R Reiner, A207

Availability: For LLM, MSc Criminal Justice Policy, MSc Crime, Deviance and Control, and MSc Regulation.

Core syllabus: The police are a central part of the criminal justice system and of the State's formal machinery for maintaining order and enforcing law. It is difficult to underestimate their importance in the process of criminal law enforcement and social policy more generally. There is a burgeoning research, policy-oriented and theoretical literature analysing the nature and functions of policing. Policing and police powers are central focal points for debate in the politics of criminal justice, as well as one of the fastest-growing areas in academic research and publishing within criminology. This course will review the extensive research literature and policy developments about policing in recent years.

Content includes:

The nature and functions of 'policing'. What is the role of the police in the State and legal system?; The historical development of policing. Theoretical debates about the explanation and interpretation of changes in policing in modern times.; Police work and the impact of police organisations. Particular stress will be laid on issues of police discretion, discrimination, and the measurement and enhancement of 'effectiveness'; The characteristics and dynamics of police organisations. Particular attention will be paid to questions of management, personnel issues, and 'canteen culture' ie informal organisation; Specialist aspects of policing organisations, notably criminal investigation, and the control of public order, will be examined; The relationship between State and 'private' forms of policing; The legal powers of the police. Police powers and the controls over their exercise will be analysed, with particular reference to The Police and Criminal Evidence Act 1984 and its impact; Police accountability and control. Who guards the guardians? The complaints system and the debates about police governance will be discussed; The role of police organisation in the formulation of law and criminal justice policy. The politics of police representative associations, and their role as pressure groups for legal and policy change; and Policing and the Mass Media. The representation of the police and policing in the mass media will be analysed, and its implications assessed.

Teaching: A weekly one-and-a-half-hour seminar Sessional.

Preliminary Reading list: General surveys of the field include: R Reiner, The Politics of the Police (3rd edn, 2000); R Morgan & Newburn, The Future of Policing (1997); P A J Waddington, Policing Citizens (1999); L Johnston, Policing Britain; D Dixon, Law in Policing (1998); N Walker, Police in a Changing Constitutional Context (2000); T Newburn (Ed), Handbook of Policing (2003). Useful collections of research and policy papers include: R Reiner (Ed), Policing Vols I and II Dartmouth (1996); F Leishman, B Loveday & S Savage. Core Issues in Policing (2nd edn, 2000) Detailed Reading lists for each topic will be provided.

Assessment: One three-hour examination, counting for 100% of the marks.

LL479

Issues in Taxation – Dissertation

Teachers responsible: Dr I Roxan, A460 and Dr A Mumford, A370, with contributions from Professor J F Avery Jones, Dr Jonathan Leape and others Availability: For LLM students. This course is required for the specialism in Taxation. Students will be expected to be taking other tax courses or to have a good background in taxation.

Core syllabus: This course will begin with the basic principles of tax policy and the methodology of applying these principles. It will go on to discuss a range of current issues in taxation and tax policy, often with an interdisciplinary approach.

Content: This course will provide support for students in writing an LLM dissertation on a taxation topic. It will also use the monthly Taxation Seminars, organised by the Law and Economics Departments, to provide students with direct exposure to current debates in taxation. The monthly seminars bring together a wide variety of participants, including lawyers, economists, accountants and government officials. Those attending the meetings are encouraged to participate and the meetings provide a forum for topical discussion on taxation. The precise topics for the seminars are chosen each year from subjects of current interest. Seminars in this course outside of the monthly series will provide students with background for the monthly seminars and will look at other topical issues in taxation. Teaching: Two-hour seminars (LL479). Sessional (weekly). Recommended preliminary reading: James & Nobes, Economics of Taxation, or another introductory tax policy book. Reading list: There is no fixed list, selections being made from year to year on the basis of topicality. Assessment: Dissertation of no more than 15,000 words due by 1 September. Students will also be required to make at least one presentation (not formally assessed) during the year. NB: The monthly Taxation Seminars are available to all with an interest in taxation including LLM and MSc students. Students wishing to observe are very welcome. For more information, see the LSE Financial Markets Group web pages.

LL480

The Principles of Civil Litigation Teachers responsible: Joe Jacob, A341 Availability: For LLM students. of the system of civil litigation. Teaching: There is one lecture per week. to do essays can get them marked. Procedural Law.

Assessment: Three-hour formal examination in June based on the syllabus and the series of lectures. There are normally nine or 10 questions out of which the candidate is expected to answer three.

LL484

Teacher responsible: Dr C Hadjiemmanuil, A360 Availability: For LLM, MSc in Regulation, MSc in Management and Regulation of Risk and MSc Law and Accounting. Core syllabus: This course aims to examine the regulatory structures governing financial markets and intermediaries and the conduct of banking and investment services in the context of economic theory. It abstracts from much of the detail of the regulation, in order to provide a broader perspective on the policies and philosophies underpinning those structures. The aim is to contribute to a critical understanding of the conceptual framework for financial regulation, including in particular central banking, banking supervision and securities regulation. The course does not aim to provide a comparative account of financial regulation across countries, but international comparisons will be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on public regulation of national and international aspects, rather than on contract law or transactional aspects; but the discussion will take into account the implications for financial regulatory

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.

Content: The course will consist of selected topics chosen from the following: general principles and practice of civil litigation, including: the organisation, jurisdiction and functions of the various Courts and Tribunals and of the legal profession including in particular the Courts and Legal Services Act 1990 and the Access to Justice Act 1999. The remedies afforded by civil proceedings (both interim and final) including enforcement 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; (knowledge of the law of evidence will not be required, except so far as it affects the general procedure). The social and economic effects and value

Written work: No Written work is set during the year but students wishing

Reading list: Students will be issued with a full Reading list at the beginning of the year with reading suggested for each lecture topic. The subject does not have a single book that covers the course. It is probable that the Reading list will be contained within the School's on-line Teaching package, WebCT. Other material is likely to be contained in a bound course pack.

Students will probably wish to buy one or two books. The most useful are: Joseph Jacob, Civil Litigation: Practice and Procedure in a Shifting Culture (2001); 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

Regulation of Financial Markets

policy of the broader legal context, eg company law.

No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. The course might be regarded as complimentary to a number of other courses, including the LLM courses in Regulation: Legal and Political Aspects, Banking Law, European Monetary and Financial Services Law, Corporate Finance and The Law or The Law and Practice of International Finance.

Content: The syllabus includes the following topics:

General introduction:

Introduction to financial markets and products;

Market failures and the rationales for financial regulation

Central banking and monetary policy:

Concept of money and rational for central banking; Institutional structure of monetary policy and central bank independence

Banking regulation.

Nature of banks and banking contracts; bank runs; Public 'safety nets': deposit insurance and lending of last resort; problem of moral hazard; Rationale of banking prudential regulation; Capital adequacy requirements and the New Basle Capital Accord

Regulation of investment business (securities regulation):

Rationales for regulating investment business; regulatory techniques; Regulation of primary markets: Issuance of securities and disclosure requirements; Global offerings of securities; Regulation of securities intermediaries - I: broker/dealers; conduct of business rules; customer differentiation; Regulation of securities intermediaries - II: conflicts of interest & chinese walls; Secondary securities trading: market organisation issues; Wrongful activities relating to secondary securities trading: insider dealing and market manipulation; US 'securities fraud' and insider dealing: A comparative approach

Innovation, globalisation and the new challenges for financial regulation: Derivatives trading: risks and regulation; Banking and securities finance: from separation to conglomerates; Institutional organisation of the supervisory function: a trend towards single (cross-sector) financial regulators?; Globalisation: market developments, international competition and regulatory dynamics; The emergence of an international regulatory consensus: fora and issues; The global financial economy and international capital flows: towards a 'new international financial architecture'? Teaching: 22 two-hour lectures.

Reading list: A full Reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: C Goodhart et alFinancial Regulation: Why, How and Where Now? (1998); S Valdez, Introduction to Global Financial Markets (2nd edn, 1997); Posner & Scott, Economics of Corporation Law and Securities Regulation.

Assessment: The course will be assessed by means of a three-hour, unseen examination paper, in which students will be required to answer three questions.

LL491

Taxation of Business Enterprises

Teachers responsible: Dr I Roxan, A460, Dr A Mumford, A370, Professor David Oliver, Jefferson VanderWolk and others

Availability: For LLM degree and MSc Law and Accounting. Students should be familiar with the UK tax system, or have working knowledge of another system of business taxation, and otherwise will be expected to be taking Elements of Taxation.

Core syllabus: The course examines the principles governing the taxation of corporate and other business transactions. The course will take a comparative approach in examining the business tax systems of the United Kingdom and other countries.

Content: The main tax system studied will be that of the United Kingdom (primarily income tax, capital gains tax and corporation tax), but there will also be extensive examination of the tax system of the United States and possibly another country. This course will concentrate on a number of key advanced topics that are central to corporate taxation, such as the treatment of shares, the taxation of corporate finance, the treatment of groups of companies, the taxation of corporate reorganisations (in the broader sense), and the taxation of multi-national companies from a domestic perspective.

Recommended preliminary reading: Hugh Ault et al Comparative Income Taxation: A Structural Analysis (Kluwer, 1997).

Reading list: Textbooks: Hugh Ault et al, Comparative Income Taxation: A Structural Analysis (Kluwer, 1997), Tiley & Collison, U.K. Tax Guide (latest edition): Tiley, Revenue Law: Abrams & Doernberg, Essentials of US Taxation Detailed Reading lists will be provided during the course.

Teaching: Two-hour seminars (LL491). Sessional (weekly).

Assessment: The examination will be by three-hour written paper. Candidates will be permitted to take into the examination room unannotated copies of approved statutory materials.

LL492

Taxation Principles and Policy

Teachers responsible: Dr A Mumford, A370, Professor Malcolm Gammie and others

Availability: For LLM degree and MSc in Law and Accounting. 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. Although UK based, this course provides a useful overview of the system for non UK students interested in comparative taxation. It is recommended strongly for those who have not studied taxation previously.

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 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.

Content:

A. Policy Issues:

Objectives of taxation and various criteria for evaluating tax systems; Introduction to basic concepts used in the economic analysis of taxation. (eg, neutrality, vertical and horizontal equity, progressivity, etc); Economic analysis of types of taxation - direct/indirect, capital/ income/expenditure; 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; Historical background; Sources of tax law; Interpretation of taxing statutes and introduction to tax avoidance debate.

B. Administration and Enforcement:

Structure of the Inland Revenue and Customs and Excise; The Court System in relating to tax cases, including Law and Fact; Assessment; Enforcement and Collection (including the Black Economy); Inland Revenue discretion practice statements and extra-statutory concessions - judicial review and the Inland Revenue.

C. Income Taxation:

The Schedular System; Personal allowances, rates of tax, computing personal liability to taxation; Schedule D, Cases I and II and Class 4 social security contributions; Schedule E and Class 1 social security contributions (omitting profit-sharing schemes and profit-related pay). Including foreign element; Losses (in outline): 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.

Teaching: Seminars (LL492) Sessional (weekly).

Reading list: Tiley, Revenue Law; Whitehouse, Revenue Law Principles and

Practice; Tiley & Collison's, U.K. Tax Guide; A Easson, Cases and Materials on Revenue Law; Kay & King, The British Tax System; James & Nobes, The Economics of Taxation. Current editions should be used. Detailed Reading lists will be provided during the course.

Assessment: The examination will be by three-hour written paper.

Relevant legislation may be taken into the examination room. (Butterworths Yellow Tax Handbook and Butterworths Orange Handbook or CCH Tax Statutes and Statutory Instruments) may be used if un-annotated.

LL493 Not available in 2003/04

Tax, Social Security and the Family

Availability: For LLM No previous knowledge of tax, social security or family law is required.

Core syllabus: The course aims to provide an integrated study of family finance from the perspectives of both tax law and social security law. Content:

1. Purposes of the tax law and social security systems and how they interact.

. 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 social security; arguments for and against aggregate systems of taxation and social security disaggregation.

b. Cohabitees: the cohabitation rule for social security; taxation of cohabitees.

c. Dependants: increases in social security benefits; taxation reliefs including arguments for and against the deductibility of child care expenses.

4. Social Security and the Family

a. Contribution rules (in outline), credits and home responsibilities

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.

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

Taxation of benefits and state pensions.

Marriage Breakdown

a. Support Rights: Between spouses and for children. The impact of the Child Support Act 1991. b. The effect of separation/divorce on benefit entitlement. The effect of

benefit entitlement on support rights.

c. Taxation effects: tax planning in relation to settlement and Court orders; impact of the reforms in the Finance Act 1988.

Interaction between taxation and social security on marriage breakdown and proposals for reform.

Impact of EEC Law

The application of EEC equal treatment principles to English social security and tax law

Integration of Tax and Social Security

The Poverty and Unemployment Traps.

Analysis of suggested models of integration (tax credit and negative income schemes)

Teaching: Teaching is by seminar (LL493) held weekly.

Reading list: Students are advised not to buy any particular textbook before attending the first seminar. The following are some of the books and other materials to which students are likely to be referred during the course. Butterworths Yellow Tax Handbook; or CCH British Tax Legislation; Butterworths U.K. Tax Guide (latest edition); O Wylie, Taxation of Husband and Wife, 1990; Butterworths U.K. Tax Guide Policy Supplement (latest edition); F R Davies, Introduction to Revenue Law, 1985; 5 Mayson, A Practical Approach to Revenue Law, 1987; Meade Committee, The Structure and Reform of Direct Taxation, 1978; Moores & Rowland, Tax Guide (latest edition). CPAG Social Security Handbooks, Family Law, Child Maintenance under the Child Support Act 1991, 1993 (latest edition).

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

Assessment: 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.

11494

Value Added Tax

Teachers responsible: Dr Ian Roxan, A460, Professor John Avery Jones and others

Availability: For LLM degree and MSc Law and Accounting. Students will be expected to have or acquire a general knowledge of the laws and institutions of the EC. They are not required to have prior knowledge of tax law, nor are they required to be taking or to have taken any other specific course.

Core syllabus: The main emphasis in the course will be on VAT as it operates in the United Kingdom. A significant part of the course will be devoted to EC legislation and jurisprudence. Opportunity will be taken to note on a comparative basis variations in the VAT regimes between the member states, and also EC proposals for reform of the system

Content: The course will begin with an introduction to VAT, which will include: forms of VAT; general framework of EC VAT; administrative and judicial framework for implementing the tax; taxable persons; taxable supplies; the value of supplies; exemption; the rate structure; deductibility of input tax. The course will then examine selected problems both of the theory of the tax and its practical application in the EC (particularly the UK). The precise problems studied will take into account current concerns and developments, but the list will include topics such as procedural issues; VAT and land transactions; VAT and financial and related services; taxation of international transactions and taxation of acquisitions from another member state.

Teaching: Two-hour seminar weekly. Part of this course will be taught jointly with Queen Mary and Kings College.

Recommended preliminary reading: Ogley, Principles of Value Added Tax: A European Perspective (Interfisc Publishing, 1998); Terra & Wattel, European Tax Law (Kluwer); or Farmer & Lyal, EC Tax Law (Oxford).

Reading list: Students will be expected to acquire either the Butterworths Orange Tax Handbook, or the CCH Tax Statutes for the relevant year. Students will be provided with detailed outlines and Reading lists for the course, together with selected materials for further study.

Assessment: Three-hour formal written examination. Candidates will be permitted to take into the examination room unannotated copies of the Butterworths Orange Tax Handbook or CCH Tax Statutes and Statutory Instruments Vol 2.

LLM Specialist Seminars

Teachers responsible: Professor Sarah Worthington and Dr Gerry Simpson Availability: For LLM students, and for other Masters level students with permission.

Content: A series of adhoc one-hour seminars running during Michaelmas and Lent terms. The programme changes annually, with sessions given by distinguished visiting academics, practitioners and other experts on issues related to their specialist interests. The aim is to expose LLM students to a wider range of material than is possible in many of the taught courses, and to explore and challenge some of the issues and themes that are currently controversial. Most sessions will run as seminars rather than public lectures, with students expected to interact with the seminar speaker and with each other. Teaching: Weekly or fortnightly one-hour sessions during the Michaelmas and Lent terms.

Assessment: Not assessed, although many sessions will be directly or indirectly related to material considered in other assessable LLM courses.

LL4A2

LLM Dissertation Seminars Teacher responsible: Professor Sarah Worthington Content: A series of seminars on dissertation research, writing and presentation skills. Theses sessions will give guidance on selecting and

managing a research project, organising research materials, analysing and formulating arguments, and delivering appropriate conclusions. These sessions include integrated input from LSE Library and Teaching and Learning Centre staff.

Teaching: Weekly or fortnightly one-hour sessions during Michaelmas and Lent terms

Assessment: Not assessed, but each LLM student is expected to attend regularly and to make periodic presentations.

MA401 Half unit

Computational Learning Theory Teacher responsible: Dr M Anthony, B409

Availability: For MSc students including those on the MSc in Information Processing and Neural Networks (King's). Students should have a good general knowledge of mathematics, such as might be obtained from a degree course in mathematics, computing, or a scientific subject (including economics). Core syllabus: Computational Learning Theory may be described as the study of how a machine can acquire knowledge without explicit programming. This course is intended to introduce the main ideas at a level suitable for postgraduate students.

Content:

Concepts, Hypotheses, Learning Algorithms; Learning Boolean Formulae; Probabilistic Learning; Consistent Algorithms and Learnability; Practical Considerations; Growth Functions and the VC Dimension; VC Dimension and Learnability; and Neural Networks.

For further information see www.maths.lse.ac.uk/Courses/MA401/ Teaching: 20 lectures in the MT.

Reading list: M Anthony & N Biggs, Computational Learning Theory (Cambridge, 1992); M Anthony, Discrete Mathematics of Neural Networks: Selected Topics (SIAM, 2001); M Anthony & P Bartlett, Neural Network Learning: Theoretical Foundations (Cambridge University Press, 1999). Assessment: MSc students will take a written examination paper in the ST.

MA402 Half unit

Game Theory I

Teacher responsible: Dr Bernhard von Stengel, B408 Availability: Students should have basic knowledge of matrices as covered in Mathematical Methods (MA100) or Quantitative Methods (MA107) and some knowledge of probability.

Core syllabus: The theory of games and its applications in economics. Content: Game trees with perfect information, NIM. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Commitment, Zero sum games, mixed strategies, Maxmin strategies, Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for twoperson games. Extensive games with information sets, behaviour strategies, perfect recall. The Nash bargaining solution. Multistage bargaining. Teaching: The lecture course MA300.1 Game Theory I consisting of two lectures a week and classes MA300.1A in the MT. Revision lectures will be arranged in the ST.

Written work: Weekly exercises are set and marked. Reading list: K G Binmore, Fun and Games Assessment: MSc students will take a written examination paper in the ST.

MA406 Half unit

Theory of Algorithms Teacher responsible: Dr B von Stengel, B408 Availability: Students should be familiar with abstract concepts and willing to cope with technical details of computer usage.

LL4A1

Core syllabus: Introduction to the theory of algorithms, data structures, and computational complexity.

Content: Basics of programming in Java, Sorting and searching, Running times. Stacks. Linked lists. Tables. Graphs and graph traversal. Polynomialtime algorithms.

For further information see: www.maths.lse.ac.uk/Courses/ma314.html Teaching: 20 lectures (MA406), 10 classes (MA406.A), and optional computer help sessions, in LT. Revision lectures will be arranged in the ST.

Written work: Weekly exercises are set and marked. Some are programming exercises in the programming language Java on school computers.

Reading list: T H Cormen, C E Leiserson & R L Rivest, Introduction to Algorithms, MIT Press 1990 (or 2nd edn, 2001). D Flanagan, Java in a Nutshell, 3rd edn. O'Reilly 1999.

Assessment: MSc students will take a written examination paper in the ST.

MC400

Theories and Concepts in Media and Communications (Power and Processes)

Teacher responsible: Dr Margaret Scammell, S213 and others

Availability: Available primarily for students taking the MSc Media and Communications. Students on degrees other than media and communications programmes may only attend subject to numbers, their own degree regulations and with the permission of the Teacher responsible.

Core syllabus: This course is the core theoretical and conceptual course for students studying media and communications and it takes a social science perspective on a range of issues in media and communications.

Content: An interdisciplinary, theoretical course, covering selected topics in contemporary media and communications research and addressing key concepts and debates at an advanced level. Topics will normally be chosen from among the following: traditions, concepts and debates in media and communications research, theories of media, society and power, media meanings and representations, media and cultural processes, media and identity, the influence of the media, media and development, globalisation, public opinion, public sphere, social aspects of emerging media and communication technologies.

Teaching: Lectures: (one-and-a-half-hours) x 20 MT and LT; Seminars: (onehour) x 20 MT and LT.

Written work: One written assignment of not more than 5,000 words is required plus additional coursework as set.

Reading list: N Abercrombie, Television and Society, Polity Press, 1996; N Couldry, The Place of Media Power: Pilgrims and Witnesses of the Media Age, Routledge, 2000; J Curran & M Gurevitch (Eds), Mass media and society (3rd edn), Edward Arnold, 2000; J Curran & J Seaton, Power Without Responsibility, Routledge, 1997; P Dahlgren, Television and the Public Sphere: Citizenship, Democracy and the Media, Sage, 1995; R Collins, J Curran, N Garnham, P Scannell, P Schlesinger & C Sparks (Eds), Media, culture and society: A critical reader, Sage, 1986; J Fiske, Television culture, Methuen, 1987; M R Levy & M Gurevitch, Defining media studies, OUP, 1994; R Mansell & W E Steinmueller, Mobilizing the Information Society: Strategies for Growth and Opportunity, Oxford University Press, 2000; O Boyd-Barrett & C Newbold, Approaches to media: A reader, Arnold, 1995; R Silverstone, Why study the media, Sage, 1999; J Thompson, The media and modernity, Polity, 1995; F Webster, Culture and Politics in the Information Age, Routledge, 2000. A number of more specialist texts will also be recommended. Assessment:

1. A formal three-hour examination in the ST; three questions from a choice of 10 (50%).

2. A written assignment of not more than 5,000 words (50%).

MC401 Half unit Citizenship and the Media

Teacher responsible: To be announced

Availability and restrictions: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The object of this course will be to examine the mass media social structures of communication from the perspective of their relationship to democratic citizenship. It will concentrate principally upon the UK, but will necessarily involve examples from several other countries and political systems. Content: Topics to include: Communicating citizenship; public access to the media; channels for public deliberation; civic journalism and community media: the internet and digital TV as interactive civic for a: the relationship between democracy and the global media.

Teaching: Lecture/seminar (two-hours) x 10 MT.

Written work: 3,000 word written assignment required.

Reading list: P Dahlgren & C Sparks (Eds), Communication and Citizenship: Journalism and the public sphere, Routledge, 1993; S Coleman, Stilled Tongues: From soapbox to soundbite, Porcupine Press, 1997; J Keane, The Media and Democracy, Polity Press, 1991; N Chomsky, Necessary Illusions, Verso, 1990.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC402 Half unit

The Audience in Mass Communications

Teacher responsible: Professor Sonia Livingstone and others

Availability: Students on degrees without a media and communications or social psychology component may only attend subject to numbers, their own degree regulations and with the permission of the teacher responsible. Core syllabus: This course examines a variety of social, cultural and

psychological issues as they relate to the television audience. Content: The analysis of the television audience. The active and critical audience. Comprehension and interpretation of texts by readers. Empirical research on audience reception, focussing on specific genres such as the audience discussion programme and the soap opera. Issues of gender, class and culture in audience interpretation. Methods of studying audiences. The shift from mass communication to interactive media. Developing models of communication and the future of audience research.

Teaching: Lectures (one-hour) x 10 LT; Seminar (one-hour) x 10 LT.

Written work: A 3,000 word written assignment is required. Reading list: S M Livingstone, Making Sense of Television, Routledge, 1998; J Fiske, Television Culture, Routledge, 1987; T Liebes & E Katz, The Export of Meaning, Polity, 1995; D Morley, Television, Audiences and Cultural Studies, Routledge, 1992; N Abercrombie & B Longhurst, Audiences: A Sociological Theory of Performance and Imagination, Sage, 1998. A number of more specialised texts will also be recommended.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC403 Half unit

Contemporary Issues in Media Policy

Teacher responsible: Dr Gordon Gow and Dr Damian Tambini

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: An introduction to contemporary issues in media and communication policy and to concepts relevant to their understanding. Content: Introduction: history of public service broadcasting and the public sphere; the market and competition; the information society; new communications technologies and convergence; the radio spectrum; globalisation and media imperialism.

Teaching: Lecture/seminar (two-hours) x 10 MT.

Written work: A 3,000 word written assignment required.

Reading list: A Reading list will be provided for each topic. General works relevant to the course include: R Collins & C Murroni, New Media New Policies, Polity, 1996; I de Sola Pool, Technologies of Freedom, Belknap, 1983; N Garnham, Capitalism and Communications, Sage, 1990; Department for Culture, Media and Sport/Department of Trade and Industry, White Paper, A New Future for Communications, 2000; H Tumber (Ed), Media Power, Professionals and Policies, Routledge, 2000.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC404 Half unit

Political Communication

Teacher responsible: Dr Margaret Scammell, S213

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of the course is to examine the relationship between the mass media and political processes.

Content: Critical review of key aspects of contemporary theory and research in political communications. This course examines a range of interconnected issues concerning the politics/mass media relationship: media and political influence, theories of democracy and the media, civic communication and the public sphere, political marketing, news management and political reporting, ions and prospects for the future in a world of increasing information abundance.

Teaching: Lecture (one-hour) x 10 MT; Seminar (one-hour) x 10 MT. Written work: A 3,000 word written assignment required.

Reading list: M Schudson, The Power of News, Harvard University Press, 1995; J Eldridge, Getting the Message: News, Truth and Power, Routledge, 1993; D Graber, D McQuail & P Norris (Eds), The Politics of News and the News of Politics, Congressional Quarterly, 1998; M Scammell, Designer

Politics, Macmillan, 1995; S lyengar & R Reeves (Eds), Do the Media Govern?, 1997; W L Bennett & R Entman (Eds), Mediated Politics, Cambridge University Press, 2001; J Lichtenberg (Ed), Mass Media and Democracy, Cambridge University Press, 1991; D Swanson & P Mancini, Politics, Media and Modern Democracy, Praeger, 1996; M Scammell & H Semetko (Eds), Media, Journalism and Democracy, Ashgate, 2000.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC405 Half unit

Current Issues in Media and Communications Teacher responsible: Shani Orgad

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible

Content: This course focuses on a range of issues that are central to developments in the field of global media and communications, with a particular emphasis on Internet development. Methodological issues are emphasised particularly in relation to undertaking research in virtual and offline environments. It has three objectives: to explore the research challenges posed by global media, new technologies and their applications; to explain how research methods can be applied and adapted; to illustrate the application of new research approaches to a range of global media services throughout the world.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: Caire Hewson, Peter Yule, Dianna Laurent & Carl Vogel, Internet Research Methods: A practical guide for the social and behavioural sciences, Sage (2003); Martin Lister, Jon Dovey, Seth Giddings, Iain Grant & Kieran Kelly, New Media: A Critical Introduction, Routledge (2003); Jakob Nielsen, Designing Web Usability: The Practice of Simplicity, New (1999); Manfreda Riders, Lozar Katja, Zenal Batageli, & Vasja Vehovar, 'Design of Web Survey Questionnaires: Three Basic Experiments', Journal of Computer Mediated Communication. Vol 7 No 3 (April) (2002); Barry Wellman & Caroline Haythornthwaite (Eds), The Internet in Everyday Life, Blackwell Publishing (2002).

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC406

The Media Seminar

Teachers responsible: Professor Robin Mansell, S210 and Dr Terhi Rantanen, 5113

Availability: Compulsory for students on the MSc Media and Communications programme. Students on the MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications Regulation and Policy and MSc New Media Information and Society are strongly encouraged to attend.

Core syllabus: A seminar series which addresses the interface between academic issues taught on the Media and Communications programmes and professional issues facing the media and communications industry.

Content: This is an invited speaker series. Speakers will normally include a mix of practitioners, regulators, journalists, and other media professionals working within the London area. The purpose of the seminar is to provide an opportunity for students to relate the topics and themes addressed within their academic studies to the debates and concerns currently facing those practitioners.

Teaching: 10 x one-and-a-half-hour sessions during MT and LT.

Assessment: The course is an additional, non-assessed lecture programme. It is therefore not one of the units taken as part of the degree programme, but is a compulsory seminar to accompany and complement the MSc Media and Communications programme.

MC407 Half unit

Audiences and Communities: Current Issues in Radio Teachers responsible: Dr Margaret Scammell, S213 and others

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and the discretion of the teacher

Core syllabus: The course aims to introduce the forms and structures characteristic of British radio through a range of theoretical approaches which illustrate current research work in this hitherto neglected sub-field of media and cultural studies

Content: The first three sessions will introduce the main ways radio is structured and organised, public service, commercial and community radio, while a fourth session will take advantage of the close proximity of Bush House

to hear from a guest lecturer how the BBC's World Service is addressing its post-colonial, post-communist audiences. Following sessions will examine the relationship between formats, genres and production styles and the identities of the individuals and communities who form the audience. A linking theme will illustrate how British radio has adapted, rejected or pioneered approaches which to some degree are found across the world. Lectures in this group will use a range of methodological approaches to illustrate contemporary academic studies. Radio's use in democratic development and armed struggle will be examined. A final session looks at the implications for regulation, funding and listening of digital and internet radio and will include a visit to the LSE Student Union's Pulse-FM. Teaching: Lecture/seminar (two-hours) x 10 LT Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list:

S Barnard, Studying Radio, Arnold, 2000; A Crisell, Understanding Radio (2nd edn), Routledge, 1994; A Crisell, An Introductory History of British Broadcasting, Routledge, 1977; T Crook, Radio Drama: Theory and Practice, Routledge, 1999; J Curran & J Seaton, Power Without Responsibility, Routledge, 1991; D Hendy, Radio in the Digital Age, Polity, 2000; International Journal of Cultural Studies Special Issue: Radiocracy, Vol 3, No 2, August 2000; Journal of Radio Studies, Vol 7, No 1 (British Symposium on Radio Studies), Spring 2000; P M Lewis & J Booth, The Invisible Medium: Public, Commercial and Community Radio, Macmillan, 1989; P Scannell, Radio, Television and Modern Life, Blackwell, 1996; M Shingler & C Wieringa, On Air: Methods and Meanings of Radio, Arnold, 1998; T van Leeuwen, Speech, Music, Sound, Macmillan, 1999.

Assessment:

of five (50%)

MC408 Half unit (Media and Power)

Core syllabus: This course is primarily intended as a core course for students on the above programmes. It addresses key theoretical and conceptual issues in the field of media and communications, taking an interdisciplinary social science perspective, with the focus centrally on issues of media power.

Content: Beginning with a broad introduction to theories and concepts in the field of media and communication, the course addresses a series of debates centred on the media and power, locating these in their historical and cultural perspective. The aim of the course is to enable students to develop their understanding, and formulate critical appraisals, of the relation between media and power at the level of institutions, culture and social processes. The course encompasses a selection of issues at an advanced level, relating media and communications to such topics as political economy, the culture industries, the public sphere, public opinion, regulation, impacts and influence. Teaching: Lectures: 10 x one-and-a-half-hours [MT]; Seminars: 10 x one-

hour [MT]. required.

Reading list: N Abercrombie, Television and Society, Polity Press, 1996; O Boyd-Barrett & C Newbold (Eds), Approaches to Media: A Reader, Arnold, 1995; N Couldry, The Place of Media Power: Pilgrims and Witnesses of the Media Age, Routledge, 2000; D Crowley & D Mitchell (Eds), Communication Theory Today, Polity Press, 1994; J Curran & M Gurevitch, Mass Media and Society (3rd edn), Arnold, 2000; J Curran & J Seaton, Power Without Responsibility, Routledge, 1997; P Dahlgren, Television and the Public Sphere: Citizenship, Democracy and the Media, Sage, 1995; N Garnham, Emancipation, the Media, and Modernity, Oxford University Press, 2000; S Herbst, Reading Public Opinion: How Political Actors View the Democratic Process, University of Chicago Press, 1998; S Livingstone, Making Sense of Television (2nd edn), Routledge, 1998; H Mackay & T O'Sullivan (Eds), The Media Reader: Continuity and transformation, Sage, 1999; R Mansell & W E Steinmueller, Mobilizing the Information Society: Strategies for Growth and Opportunity, Oxford University Press, 2000; M Scammell & H Semetko, Media, Journalism and Democracy: A Reader, Ashgate, Aldershot and Dartmouth, 2000; M Schudson, The Power of News, Harvard University Press, 1995; J Shanahan & M Morgan, Television and its Viewers: Cultivation Theory and Research, Cambridge University Press, 1999; R Silverstone, Why Study the Media?, Sage, 1999; J B Thompson, The Media and Modernity: A social theory of the media, Cambridge: Polity, 1995; F Webster, Culture and Politics in the Information Age, Routledge, 2001.

1. A formal two-hour examination in the ST: two questions from a choice

2. A written assignment of not more than 3,000 words (50%).

Theories and Concepts in Media and Communications

Teacher responsible: Dr Margaret Scammell, S213

Availability: This is a core course for students taking the following programmes: MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications Regulation and Policy and MSc New Media, Information and Society. It is also open to other appropriately qualified students with the agreement of the course convenor.

Written work: A 3,000 word (formally assessed) written assignment is

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC409 Half unit

Media, Technology and Everyday Life Teacher responsible: Professor Roger Silverstone, S102

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Content: Through historical and contemporary examples, the course aims to explore how the information and communication technologies encountered in everyday life are socially shaped, re-shaped, experienced and consumed. Major theoretical approaches to the study of these information and communication technologies are considered, as are the many and varied debates about their consequences and significance. Key concerns are the role of information and communication technologies in shaping orientations in time and space, and in experiences of home and community.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required

Reading list: L Spigel, Make Room for TV: Television and the Family Ideal in Postwar America, University of Chicago Press, 1992; R Silverstone, Television and Everyday Life, Routledge, 1994; R Silverstone & E Hirsch, (Eds), Consuming Technologies, Sage, 1992; W Dutton (Ed), Information and Communication Technologies: Visions and Realities, OUP, 1996; A Feenberg, Questioning Technology, Routledge, 2000; W Dutton (Ed), Society on the Line: Information Politics in theDigital Age, OUP, 1999; K Robins & F Webster, Times of the Technoculture, Routledge, 1999.

Assessment 1 A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC410 Half unit

Globalization, Regulation and Public Policy Teacher responsible: Professor Roger Silverstone, \$102

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of the course is to provide students with an advanced understanding of comparative law and policy approaches, including constitutional, regulatory and statutory schemes, to the changing media. The comparative approach to communications law and policy will draw lines between different episodes and different contexts to identify emerging tendencies.

Content: Courses are organised into thematic sections, and will address the intersections between globalisation, technology, regulation and public policy: Introduction; Internet Governance; Public Policy and Regulatory Concerns of the Internet; Internet and E-Commerce; Institutional and Regulatory Adjustment to Digital; Regulation of Satellite Content; Redefinition of International Broadcasting; Regulatory and Policy Approaches to Diasporic Communications; International Communications Regulation Challenged; Information Intervention in Conflict Zones and the International Community. Teaching: Lecture/seminar (two-hours) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: K W Grewlich, Governance in 'Cyberspace'. Access and Public Interest in Global Communications, Kluwer Law International, 1999; L Hitchens (Ed), 'Communications Regulation - New Patterns and Problems' (Special Feature), The Journal of Information, Law and Technology, Issue Three, 1997; David R Johnson & David G Post, Law and Borders - The Rise of Law in Cyberspace, Stanford Law Review, 1996; L Lessig, Code and other Laws of Cyberspace, Basic Books, 1999; D A Levy, Europe's digital revolution: broadcasting regulation, the EU and the nation state, Routledge, 1999; C Marsden & S Verhulst, Convergence in European Digital TV Regulation, Blackstone Publishers, 1999; Jamie F Metzl, Information Intervention: When Switching Channels Isn't Enough, Foreign Affairs, 1997; E Olechowska & H Aster, (Eds), Challenges for International Broadcasting: New Tools, New Skills, New Horizons, Mosaic Press, 1999; M Price & S Verhulst, 'The Concept of Self Regulation and the Internet' in J Waltermann & M Machill (Eds), Protecting our Children on the Internet: Towards a New Culture of Responsibility, Bertelsmann Foundation Publishers 1999: 5 Verbulst Diasporic Communications, Technologies and Regulations, Special Issue, Javnost-ThePublic, 1999. Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC411 Half unit Media and Globalization

Teacher responsible: Dr Terhi Rantanen, S113

Availability: Compulsory for students taking the MSc Global Media and Communications and available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of this course is to explore and demonstrate the role of the media in the process of globalisation by introducing the relevant literature, by examining various theories of globalisation and by identifying their relevance in understanding the media.

Content: Introduction, Theorizing Globalisation and Media: Mediated Globalisation, History of Mediated Globalisation; Time, Place and Space; Global Media Actors: Americanisation and Cultural Imperialism; Hybridisation, Localization and Resistance; Global, National and Local Audiences; Diasporic Communication; Cosmopolitanism: From Global Village to Global City?; Course Review

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT.

Written work: A 3,000 (formally assessed) written assignment is required. Reading list: A reading list will be provided for each topic. General works relevant to the course include: U Beck, What is Globalization?, Polity Press, 2000; O Boyd-Barrett & T Rantanen (Eds), The Globalization of News, Sage, 1998; A Giddens, The Consequences of Modernity, Polity Press, 1990; M Featherstone, S Lash & R Robertson (Eds), Global Modernities, Sage, 1995; E Herman & R W McChesney, The Global Media, Cassell, 1997; J Lull, Media, Communication, Culture: A global approach (2nd edn), Cambridge: Polity Press, 2000; A Sreberny-Mohammadi et al (Eds), Media in Global Context, Arnold, 1997; D K Thussu (Ed), Electronic Empires, Arnold, 1998; J Tomlinson, Globalization and Culture, Cambridge: Polity Press, 1999. Assessment:

1. A formal two-hour examination in the ST; two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (40%)

3. Active participation in on-line discussions (10%)

MC412 Half unit Media, Ritual and Public Life

Teacher responsible: Dr Nick Couldry, S216

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and the discretion of the teacher responsib

Core syllabus: The aim of this course is to explore how the media operate as a focus of ritual action, symbolic hierarchies, and symbolic conflict, introducing a range of relevant theoretical perspectives and applying them to specific themes from public life.

Content: The course begins with a general introduction to debates on the media's social impacts (integrative or otherwise). Key theoretical concepts are then outlined: sacred and profane, symbolic power, ritual, boundary, and liminality (two lectures). Specific themes relating to the media's contribution to public life and public space are then explored: celebrity and ordinariness; fandom and media pilgrimages; media events and public ritual: mediated selfdisclosure (from talk shows to the Webcam); 'reality' television and everyday surveillance; and the media and symbolic protest (total six lectures). The course concludes with a review of ethical questions arising from the media's role in public life and public space.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT.

Written work: A 3,000 (formally assessed) written assignment is required. Reading list: A detailed reading list will be provided for each topic. General works relevant to the course include: J Carey, Communication as Culture, Unwin Hyman, 1989; N Couldry, The Place of Media Power, Routledge, 2000; D Dayan & E Katz, Media Events, Harvard UP, 1992; E Durkheim, The Elementary Forms of Religious Life, Free Press, 1995; J Dovey, Freakshow, Pluto, 2000; N Gabler, Life: The Movie, Vintage Books, 2000; T Liebes & J Curran (Eds), Media Ritual and Identity, Routledge, 1998; A Melucci, Challenging Codes, Cambridge UP, 1996; P Scannell, Radio, Television and Modern Life, Blackwell, 1996; R Silverstone, Why Study the Media? Sage, 1999; V Turner, Dramas, Fields and Metaphors, Cornell UP, 1973.

Assessment:

1. A formal two hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC413 Half unit

New Media, Information and Knowledge Systems Teacher responsible: Professor Robin Mansell, S210

Availability: This is a core course for students on the MSc New Media, Information and Society. It is also available as an option for students on the MSc Global Media and Communications, MSc Media and Communications and MSc Media and Communications Regulation and Policy. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of this course is to provide insight into analytical perspectives on the social, organisational, and economic processes contributing to innovation within new media, information and knowledge systems.

Content: The course is designed to enable students to understand the interrelationships between innovations in information and communication technologies and the implications for transformations in society. The course begins from the premise that both new and old media and information and communication technologies are developed and used within an increasingly complex innovation system which has local and global dimensions. The aim of the course is to enable students to formulate critical appraisals of how the social and technical innovation systems associated with new media are creating new opportunities for individual and collective interaction. Normally, topics will encompass perspectives on innovation systems, eservices for citizens and businesses, Internet governance, intellectual property rights, policy and regulation, the Internet and the economy, and new media and social equity.

Teaching: Lecture: (one-hour) x five MT; (one-hour) x five LT; Seminar: (onehour) x five MT; (one-hour) x five LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: N Garnham, Emancipation, the Media and Modernity: Arguments about the Media and Social Theory, OUP, 2000; L Lessig, Code and Other Laws of Cyberspace, Basic Books, 1999; R Mansell & W E Steinmueller, Mobilizing the Information Society: Strategies for Growth and Opportunity. Oxford University Press, 2002; R Mansell & U Wehn (Eds), Knowledge Societies: Information Technology for Sustainable Development, OUP, 1998; R Mansell (Ed) Inside the Communication Revolution: Evolving Patterns of Social and Technical Interaction, OUP, 2002; R Mansell, R Samarajiva & A Mahan (Eds), Networking Knowledge for Information Societies: Institutions and Intervention, Delft University Press, 2002. Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC414 Half unit

Communications Regulation in Theory and Practice Teacher responsible: Dr Gordon Gow

Availability: Available primarily as a core course (half unit) for students taking the MSc Media and Communications Regulation and Policy, but also as an option for students taking the MSc New Media Information and Society. Other students may only attend subject to numbers, their own degree regulations and the discretion of the Teachers responsible.

Core syllabus: The aim of this course is to explore from an interdisciplinary perspective, first, the connections between the theory of regulation and fundamental research questions in the social sciences concerning regulation and, second, current themes in regulatory practice both as the object of sociological investigation and from the perspective of practitioners in the regulation and the media and communications industries.

Content: The first part of the course reviews how the theory of regulation draws on key issues in the social sciences, outlining the fundamentals of network economics, as they relate to regulation issues, and introducing key concepts relevant to regulation from political theory, sociology, political science, and the analysis of socio-economic development. The second part of the course explores current issues in the practice of media and communications regulation.

Written work: A 3,000 (formally assessed) written assignment is required. Teaching: Lecture (one-hour) x five MT, (one-hour) x five LT; Seminar (onehour) x five MT. (one-hour) x five LT.

Reading list: A detailed reading list will be provided for each topic. General works relevant to the course include: Seyla Benhabib (Ed), Democracy and Difference (Princeton University Press, 1995); Nicholas Garnham Emancipation, The Media and Modernity (Oxford University Press, 2000); G Le Blanc 'Market Efficiency in the Digital Economy: Lessons from the US and European Telecom Industry Dynamics', Communications & Strategies, Special Issue 2001 No 44 (4), pp 29-53; Clare Hall, Colin Scott & Christopher Hood, Telecommunications Regulation: Culture, Chaos and Interdependence Inside the Regulatory Process (Routledge, 2000); Lawrence Lessig, Code and Other Laws of Cyberspace (Harvard University Press, 1999); E Noam, Interconnecting the Network of Networks (The MIT Press, 2001); Amartya Sen, Development as Freedom (Oxford University Press, 1999); C Shapiro & H Varian, Information Rules: A Strategic Guide to the Network Economy (Harvard Business School Press, 1998); A Zerdick et al, E-conomics: Strategies for the Digital Marketplace, (European Communication Council Report, Berlin: Springer-Verlag, 2000). Assessment:

1. A formal two hour examination in the ST; two questions from a choice of five (50%).

2. A written assignment of nor more than 3,000 words (50%).

MC415

The Global Media Seminar

Teacher responsible: Dr Terhi Rantanen, S214 Availability: Compulsory for students on the MSc Global Media and Communications programme. This course is also open to students on the MSc Gender and the Media, MSc Media and Communications, MSc Media and Communications Regulation and Policy, and MSc New Media, Information and Society programmes where appropriate and with agreement of the course convenor.

Core syllabus: The seminar series offers students an opportunity to visit global media companies in London and to listen to invited speakers. Speakers will normally include a mix of journalists and executives working for global media companies in London. The purpose of the seminars is to relate the topics and themes on global media taught in academic courses to those faced by global media practitioners.

Content: This is a seminar series that combines global media theory and practice. Its aim is to take students to global media companies to see how they work, but also give students an opportunity to learn from global media specialists by inviting them to give talks at the School. Teaching: Seminar (one-and-a-half-hours) x five LT; Visits (one-and-a-halfhours) x five LT.

Assessment: The course is an additional, non-assessed lecture programme. It is therefore not one of the units taken as part of the degree programme, but is a compulsory seminar to accompany and complement the MSc Global Media and Communications programme.

MC499

Dissertation: Media and Communications Teacher responsible: Dissertation coordinator (to be announced). All members of the Media and Communications Department, and associated academic staff, may be involved in dissertation supervision. Availability: Compulsory unit for MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and Policy and MSc New Media Information and Society students. Core syllabus: The aim of this dissertation is for students to pursue an independent piece of research within the field of media and communications. Content: The dissertation is a quantitative or qualitative investigation of an issue in the field of media and communications. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their supervisors before embarking on any research. It includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available. These workshops will normally be in the MT. Arrangements for supervision: Supervisors will be allocated according to student dissertation proposals. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed. A one-day Dissertation Symposium is held towards the end of the LT where students present their topic to peers and staff for feedback. Detailed dissertation guidelines will be issued to all students during the MT.

Assessment: Two copies of the dissertation must be handed in to the Department of Media and Communications MSc Programme administrator by Monday 16 August 2004. The dissertation must be wordprocessed. It should be not less than 10,000 words and should not exceed 15,000 words in length.

MC4M1 Half unit

Methods of Research in Media and Communications Teachers responsible: Professor Sonia Livingstone and Shani Orgad Availability: MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and Policy, and MSc New Media Information and Society.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers. Content: The course has two components:

i. Principles of Social Research: students will attend the MI453 Fundamentals of Research Design lecture series offered by the Methodology Institute together with a series of workshops run by the Department of Media and Communications. These will cover the following topics fundamental to research design across the social sciences: the general nature of research as social inquiry, research ethics, research designs for investigating social change, basic principles of questionnaire and survey design, basic principles of qualitative inquiry, case selection sampling, comparative research, the case study method and ethnography (including the keeping of field notes)

i. Quantitative Analysis: Students will take one of the following courses offered by the Methodology Institute: MI451 Quantitative Analysis 1: Description and Inference; MI452 Quantitative Analysis 2: The Generalised Linear Model: and MI455 Quantitative Analysis 3:

Applied Multivariate Analysis. Please note that this course is automatically included when you register for MC4M1. Assignments:

i. Principles of Social Research: One formally assessed assignment. Workshops may have associated practical exercises.

Quantitative Analysis: weekly assignments are required.

Teaching:

i. Principles of Social Research: Lectures 10 x one-hour MT, Workshops five x two-hours MT

ii. Quantitative Analysis: MI451 nine x two-hour lectures and nine x onehour computer classes MT.

Reading list: U Flick, An Introduction to qualitative research, Sage, (1998): A Hansen et al Mass Communications Research Methods, Macmillan, (1998); R P Webster, Basic Content Analysis, Sage, (1985); R Kent, Measuring Media Audiences, Routledge, (1994); R C Adams, Social Survey Methods for Mass Media Research, Lawrence Erlbaum Associates, (1989) K B Jensen & N Jankowski (Eds). A Handbook of Oualitative Methodologies for Mass Communications Research, Routledge, (1991); P Alasuutari, Researching Culture, Sage, (1995); D Silverman (Ed), Qualitative Research. Theory, method, practice, Sage, (1997); J Habermas, Knowledge and human interest, Polity, (1997); M W Bauer and G Gaskell (Eds), Qualitative researching with text, image and sound: A practical handbook, London, Sage, (2000); D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage, (2000); C Robson, Real World Research: A Resource for Social Scientists and Practitioner Researchers, Blackwell, (1993).

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment

1. Coursework: One assignment relating to Principles of Social Research (80%). 2. Examination relating to Quantitative Analysis (20%).

MC4M2

Advanced Methods of Research in Media and Communications 1

Teachers responsible: Professor Sonia Livingstone and Shani Orgad Availability: MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and Policy, and MSc New Media Information and Society.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers. Assignments:

Principles of Social Research: Two formally assessed assignments. Workshops may have associated practical exercises.

Quantitative Analysis: Weekly assignments are required.

Content: The course has two components:

i Principles of Social Research: students will attend the MI453 Fundamentals of Research Design lecture series offered by the Methodology Institute together with a series of workshops run by the Department of Media and Communications. These will cover the following topics fundamental to research design across the social sciences: the general nature of research as social inquiry, research ethics, research designs for investigating social change basic principles of questionnaire and survey design, basic principles of qualitative inquiry, case selection sampling, comparative research, the case study method and ethnography (including the keeping of field notes).

ii. Quantitative Analysis: Students will take the following courses offered by the Methodology Institute: MI451 Quantitative Analysis 1: Description and Inference; MI452 Quantitative Analysis 2: The Generalised Linear Model. Please note that these courses are automatically included when you register for MC4M2.

Teaching:

Principles of Social Research: Lectures: 10 x one-hour MT; Workshops: five x two-hours MT and five x two-hours LT.

Quantitative Analysis: MI451 nine x two-hour lectures and nine x one-hour computer classes MT; MI452 nine x two-hour lectures and nine x one-hour computer classes LT.

Reading list: U Flick. An Introduction to qualitative research, Sage, 1998: A Hansen et al, Mass Communications Research Methods, MacMillan, 1998; R P Webster, Basic ContentAnalysis, Sage, 1985; R Kent, Measuring Media Audiences, Routledge, 1994; R C Adams, Social Survey Methods for Mass Media Research, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds), A Handbook of Qualitative Methodologies for Mass Communications Research, Routledge, 1991; P Alasuutari, Researching Culture, Sage, 1995; D Silverman (Ed), Qualitative Research. Theory, method, practice, Sage, 1997; J Habermas, Knowledge and human interest, Polity, 1997; M W Bauer and G Gaskell (Eds), Qualitative researching with text, image and sound: A practical handbook, London, Sage, 2000; D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage,

2000; C Robson, Real World Research: A Resource for Social Scientists and Practitioner Researchers, Blackwell, 1993.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: As follows

Coursework (67%). This is based on two coursework assignments. 2. Quantitative Analysis coursework and examination (Methodology Institute course quide).

MC4M3

Advanced Methods of Research in Media and Communications 2

Teachers responsible: Professor Sonia Livingstone and Shani Orgad Availability: MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and Policy, and MSc New Media Information and Society.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers. Content: The course has two components:

Principles of Social Research: students will attend the MI453 Fundamentals of Research Design lecture series offered by the Methodology Institute together with a series of workshops run by the Department of Media and Communications. These will cover the following topics fundamental to research design across the social sciences: the general nature of research as social inquiry, research ethics, research designs for investigating social change, basic principles of questionnaire and survey design, basic principles of qualitative inquiry, case selection sampling, comparative research, the case study method and ethnography (including the keeping of field notes)

Quantitative Analysis: Students will take the following courses offered by the Methodology Institute: MI452 Quantitative Analysis 2: The Generalised Linear Model and MI455 Quantitative Analysis 3: Applied Multivariate Analysis. Please note that these courses are automatically included when you register for MC4M3.

Assignments:

i. Principles of Social Research: Two formally assessed assignments. Workshops may have associated practical exercises Quantitative Analysis: weekly assignments are required.

Teaching:

i. Principles of Social Research: Lectures: 10 x one-hour MT. Workshops: five x two-hours MT and five x two-hours LT.

ii. Quantitative Analysis: MI452 nine x two-hour lectures and nine x one-hour computer classes MT; MI455 10 x one-hour lectures and seven x two-hour computer classes

Reading list: U Flick, An Introduction to qualitative research, Sage, 1998: A Hansen et al, Mass Communications Research Methods, MacMillan, 1998; R P Webster, Basic Content Analysis, Sage, 1985; R Kent, Measuring Media Audiences, Routledge, 1994; R C Adams, Social Survey Methods for Mass Media Research, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds), A Handbook of Qualitative Methodologies for Mass Communications Research, Routledge, 1991; P Alasuutari, Researching Culture, Sage, 1995; D Silverman (Ed), Qualitative Research. Theory, method, practice, Sage, 1997; J Habermas, Knowledge and human interest, Polity, 1997; M W Bauer & G Gaskell (Eds), Qualitative researching with text, image and sound: A practical handbook, London, Sage, 2000; D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage, 2000; C Robson, Real World Research: A Resource for Social Scientists and Practitioner Researchers, Blackwell, 1993.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC500

Research Seminar for Media, Communications and Culture Teachers responsible: Professor Sonia Livingstone and Dr Gordon Gow

Availability: For Research Students. The course is compulsory for students in the first and second years of the Department of Media and Communications Doctoral programme. Others may join with the agreement of the teachers responsible

Core syllabus: The aim of the course is to help raise awareness of theoretical, conceptual and methodological issues in media, communication and cultural studies.

Content: Analytical and interpretative strategies in media research with special reference to consumption, globalisation and the changing media environment.

Conceptual issues in media, communication and cultural theory.

Teaching: Seminar (MC500a) (one-and-a-half-hours) x 20 MT and LT (compulsory for first year students and open to others); Seminar (MC500b) (one-and-a-half-hours) x 20 MT and LT (compulsory for second year students and open to others).

Reading list: Roger Silverstone, Why Study the Media?, Sage, 1999; Klaus Bruhn Jensen & Nicholas Jankowski (Eds), Handbook of Qualitative Methodologies for Mass Communication Research, Routledge, 1991. Other reading will be given as appropriate during the course. Assessment: This course is based predominantly on student presentations

on their work in progress. First year students will be required to produce a 5,000 word essay based on their presentation by the end of the LT.

MI401 Half unit

Concepts and Methods of Social Inquiry Teachers responsible: Dr Paul Mitchell, K308 and others

Availability: For MSc Government and other MSc programmes.

Core syllabus: This course focuses on qualitative research design in the social sciences. It seeks to encourage a critical attitude towards the basic assumptions that might inform research projects in the political and social sciences. The broad aims are: to investigate the possibility that social scientific research can contribute to social progress; to heighten methodological awareness in postgraduate study; and to enable students to improve their dissertations. By the end of the course participants should have obtained a clearer understanding of some central issues that are basic to the idea ofasocial science. By achieving a solid grasp of important methodological debates, they should be able to employ appropriate criteria in assessing the scientific merits of scholarly literature in their area of study. Students will also be facilitated in their efforts to pursue their own research in an analytically rigorous manner

Content: The course is in two parts.

Research Design and Evaluation addresses broad conceptual and nethodological issues in the social science, including descriptive and casual inference in qualitative research, hypothesis testing, the logic and strategies of comparative research and rational theory evaluation. Theory will be balanced with some prominent case studies of influential political science research.

2. Techniques of Analysis shifts from broad conceptual matters to outline a partial 'menu' of some of the actual research techniques that have been used to great effect in the social sciences. Topics covered include: Content analysis of texts and documents; social and political surveys and questionnaires; how to design, conduct and analyse individual and group interviews; and, rational choice theory. There is also a stand-alone session on preparing an MSc dissertation.

Teaching: 10 sessions of two-hours in LT.

Reading list: G King, R O Keohane & S Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research (Princeton University Press, 1994); B Guy Peters, Comparative Politics: Theory and Methods (Macmillan, 1998). (A very readable introduction to the methodology of comparative politics); A F Chalmers, What is this thing called Science?, 3rd edn (OUP, 1999) (treatment by a rationalist philosopher); Paul Pennings, Hans Keman & Jan Kleinnijenhuis. Doing Research in Political Science: An Introduction to Comparative Methods and Statistics (Sage, 1999); G Sartori, 'Comparing and Miscomparing', Journal of Theoretical Politics, 3 (1991); R O'Kane, 'The Ladder of Abstraction', Journal of Theoretical Politics, 5 (1993); M Dogan & A Kazancigil, Comparing Nations: Concepts, Strategies and Substance (Blackwell, 1994); R Rose, 'Comparing Forms of Comparative Analysis', Political Studies, Vol 39, No 3 (1991). Assessment: Two-hour unseen examination

MI424

Interviewing Skills Workshop

Teacher responsible: Professor George Gaskell, B811 and others

Core syllabus: The aim of this course is to give students the basic principles, conduct and analysis of in-depth interviewing of individuals, elites and groups.

Content: Basic concepts in qualitative research, sampling of respondents and the design of the topic guide; interviewing skills for individuals, elite respondents and groups; the analysis of qualitative data, reporting results and the issue of quality indicators in qualitative research. Teaching: One-day course (to be arranged).

Assessment: Non-examinable

MI440

Evolution and Explanation: An Introduction to Darwinian Method in Social Sciences Teacher responsible: Dr C Badcock, S282

Availability: For research students and MSc students.

Content: The course aims to give graduates in social science an understanding of the evolutionary approach to explanation; to discuss the issues raised by evolutionary explanation and to suggest ways in which evolutionary explanation can be applied to social science. The course is built around four fundamental explanatory issues, each of which is related to both

social science and evolutionary methodology, and each of which will be illustrated by a linked series of case studies. 1) Proximate and ultimate causation: evolution as the neglected ultimate cause in social science explanation. 2) Holism and individualism: limitations of the holistic approach of social science and solutions to the problem of altruism, co-operation and social behaviour in other species. 3) Reductionism and anti-reductionism: the role of genetics, psychology and neuroscience in social science explanation. 4) Free-will and determinism: mentalism and anti-mentalism in psychology. evolution and the social sciences.

Teaching: 10 one-hour lectures.

Reading list: R Axelrod, The Evolution of Cooperation (1984); C Badcock, Evolutionary Psychology: A Critical Introduction (2000); M Daly & M Wilson, Homicide; L Ellis, 'A Discipline in Peril: Sociology's Future Hinges on Curing Its Biophobia', American Sociologist27: 21 41 (1996); D Freeman, The fateful hoaxing of Margaret Mead: a historical analysis of her Samoan researches (1998); W D Hamilton, Narrow Roads of Gene Land (1996); Judith Rich Harris, The Nurture Assumption; J Lopreato & T Crippen, Crisis in Sociology: The Need for Darwin; R Plomin & J C DeFries et al, Behavioral Genetics (1997); J Tooby & L Cosmides, 'The Psychological Foundations of Culture' in The Adapted Mind: Evolutionary Psychology and the Generation of Culture (1992); J Barkow, L Cosmides, J Tooby & R Trivers, Social Evolution (1985); R Trivers, Sociobiology and Politics (1981); E White, Sociobiology and Human Politics. Assessment: Non-examinable.

MI445 Not available in 2003/04

Ethical and Legal Aspects of Social Research Teachers responsible: Dr George Gaskell, B811 and others Availability: For MSc Social Research Methods students, research students, and staff of all departments.

Content: The ethical issues of social research will be examined over several seminars with experts from within and outside the LSE dealing with (a) general philosophical approaches to ethics; (b) ethical issues in experimental research; (c) ethical issues in survey research; (d) ethical issues in ethnographic research; (e) the legal protection of privacy and the conduct of social research; and as much of social research is conducted commercially; (f) business ethics. Teaching: A two day seminar/workshop (to be arranged) Reading list: I Kant, Grounding for the Metaphysics of Morals; P Singer (Ed), Applied Ethics; R Homan, The Ethics of Social Research; J A Barnes, Who Should Know What? Social Science, Privacy and Ethics; R M Lee, Doing Research on Sensitive Topics: T L Beauchamp et al (Eds), Ethical Issues in Social Science Research; M Bulmer (Ed), Social Research Ethics; A M Rivlin & P M Timpane (Eds), Ethical and Legal Issues of Social Experimentation. A course pack with further suggestions for preparatory reading will be made available prior to the course. Assessment: Non-examinable.

MI451 Half unit

Quantitative Analysis I: Description and Inference Teachers responsible: Paul Mitchell, K308 and others Availability: Optional for MSc Social Research Methods; also available for research students

Core syllabus: An intensive introduction to quantitative data analysis in the social sciences.

Content: The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of estimation and inference. At the end of the course students should be able to carry out uni and bi-variate data analysis and have an appreciation of multiple regression. The computer classes give 'hands-on' training in the application of statistical techniques to real social science research problems using the SPSS computer package (no prior knowledge of SPSS is necessary). Teaching: Nine x two-hour lectures and nine x one-hour computer classes in the MT. Weekly assignments are required.

Reading list: Students should buy the latest edition of J Healey, Statistics: A Tool for Social Research, Wadsworth. This is the core text for this course. A course pack will be handed out at the beginning of the course and additional reading will be recommended.

Assessment: A two-hour open book unseen examination in ST.

MI452 Half unit

Quantitative Analysis II: The Generalised Linear Model Teachers responsible: Dr Jouni Kuha, B808 and others Availability: This course is designed to follow in sequence from Quantitative Analysis I. Students are required to have passed MI451 or an equivalent level statistics course.

Core syllabus: The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the least squares regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are: leastsquares regression; logistic regression; log-linear models. Class exercises and homework will be carried out using the SPSS package.

Teaching: Nine x two-hour lectures and nine x one-hour computer classes. Weekly assignments are required. This course is given twice per Session, starting in the second week of each of the MT and LT.

Reading list: A Agresti & B Finlay, Statistical Methods for the Social Sciences; M Lewis-Beck, Applied Regression: An Introduction; J Aldrich & F D Nelson, Linear Probability, Logit, and Probit Models; D Knoke & P J Burke, Log-Linear Models. A course pack will be provided at the beginning of the course and additional reading will be recommended.

Assessment: A two-hour open book unseen examination in ST.

MI453 Half unit

Fundamentals of Research Design

Teachers responsible: Professor George Gaskell, B811 Availability: Compulsory for MSc Social Research Methods; also available for research students.

Core syllabus: The objective is to give students an appreciation of the basic concepts, debates and methodologies in social scientific research. The course is designed to enable students to critically evaluate empirical research, to understand the strengths and weaknesses of different methods and designs and to provide a foundation for research projects/dissertations.

Teaching: 10 x two-hours lectures and practicums in the MT:

Introduction: research as social inquiry; Ethnography and participant observation; The comparative method; Policy analysis; Case studies; Forms of interviewing; Questionnaire and survey design; Sampling and social measurement: Data sources and secondary analysis: and The pragamatics of research: management, ethics and dissemination.

Reading list: M W Bauer & G Gaskell (Eds), Qualitative Researching with Text, Image and Sound: A Practical Handbook (Sage, 2000); L Bickman & D Rog (Eds), Handbook of Applied Social Research Methods (1998); M Dogan & A Kazancigil, Comparing nations: Concepts, strategies and substance (Blackwell, 1994); A Fink & J Kosecoff, How to conduct surveys. A step by step guide (Sage, 1985); J Habermas, Knowledge and Human Interest (1987); J Hughes, The philosophy of social research (Longman, 1990); G King, R O Keohane & S Verba, Designing social inquiry: scientific inference in qualitative research, Chapter 1 (Princeton University Press, 1994); D Little, Varieties of social explanation (Westview Press, 1991); R K Yin, Case study research. Design and method, 2nd edn (Sage, 1994). Assessment: Two-hour unseen examination.

MI454 Half unit

Qualitative Social Research: Interview, Text and Image Teacher responsible: Dr Martin Bauer, B804

Availability: Compulsory for MSc Social Research Methods in conjunction with MI453 and MI555; also available for research students from other departments. Core syllabus: Building on the module 'Fundamentals of Research Design' this course covers the process of social research with an emphasis on qualitative inquiry. Given a research question and the requirement for evidence the process of research is captured in the stages of building of a corpus of data, for example texts or images, and in the choice among different analytic and interpretational approaches. The practicums will give give students hands on experience of different techniques including software packages for the analysis of texts. Teaching: Nine x two-hour lectures and practicums in the LT:

Corpus construction: Systematic observation: Individual and group interviewing; Content analysis: classical coding; Content analysis: indexing and memoing: Atlas T/I; Discourse analysis: narratives and rhetoric; Semiotic and image analysis; Data sources: quantitative data sets, qualitative and internet; and Quality indicators in social research

Reading list: M Bauer & G Gaskell, Qualitative researching with text, image and sound (Sage, 2000); U Flick, An introduction to qualitative research (Sage 1998)

Please Note: No single publication covers the whole Content of the course. Assessment: Two-hour unseen examination

MI455 Half unit

Quantitative Analysis III: Applied Multivariate Analysis Teachers responsible: Dr Jouni Kuha, B808

Availability: Optional for MSc Social Research Methods and for MSc Social Psychology; also available for research students. Pre-requisite: a basic knowledge of probability and statistical methods up to first degree level. Core syllabus: An introduction to the application of modern multivariate methods used in the social sciences.

Content: A selection from the following topics: cluster analysis, multidimensional scaling, principal components analysis, factor analysis, latent variable models and structural equations models.

Teaching: Lectures: 10 LT. Computer Workshops: 4 x two LT.

Reading list: D J Bartholomew, F Steele, I Moustaki & J I Galbraith, The Analysis and Interpretation of Multivariate Data for Social Scientists; B S Everitt & G Dunn, Applied Multivariate Data Analysis; C Chatfield & A J Collins, Introduction to Multivariate Analysis; D J Bartholomew & M Knott, Latent Variable Models and Factor Analysis

Assessment: A two-hour written examination in the ST. Students are also assessed on work done during the course.

MI460

Quantitative Approaches and Policy Analysis Teacher responsible: Darah Smith, E388c

Availability: This course is for the first year of the MPA in Public and **Economic Policy**

Pre-requisites: The second term of this course requires familiarity with quantitative methods. MPA students are assessed by their supervisors at the beginning of the course, and those who are advised to do so must attend courses provided by the Methodology Institute MI451 for beginners, and MI452 for people with intermediate skills.

Core syllabus: A graduate course providing an introduction to how quantitative and analytic techniques and research approaches can inform public policy development, analysis and evaluation. The course objective is that students should become intelligent users of the key analytic approaches in this area. Four variable length modules lead up to a practical ercise in policy evaluation

MT (weeks 1-5): Analysis and Policy-Auditing Approaches: Evidencebased policy making and the roles of quantitative and qualitative research: information for policy; approaches to policy analysis and auditing; quantifying non-numerical information; the design and implementation of performance indicators

MT (weeks 6-10): Analysing and evaluating policies: Conceptualizing policy analysis and evaluation; process-based evaluations (compliance models); information based evaluation; a set of practical cases studies illustrating principles and difficulties. A practical exercise in policy analysis and evaluation LT (weeks 1-10): Understanding Statistical Analysis: Exploratory data analysis and descriptive statistics; inference and hypothesis testing; bivariate statistics and contingency tables; regression; multivariate statistics; time series analysis

ST (weeks 1-4): Modelling decision-making: System dynamics; simulation; problem-structuring models; decision analysis; decision conferencing. Teaching: Seminars (24)

Reading list: A full reading list will be distributed at the beginning of the course. Useful early reading is: C Lindblom & D Cohen, Useable Knowledge: Social Science and Social Problem-Solving

Assessment: There will be short assignments at the end of each of the four modules which together will count for half of the Assessment, and an examination in the ST which will count for the other half (50%).

MI461

Quantitative Analysis I: Description

and Inference (Anthropology)

Notes: For MSc Social Anthropology (Research) only. See course guide for MI451

MI462

Quantitative Analysis II:

The Generalised Linear Model (Anthropology) Notes: For MSc Social Anthropology (Research) only. See course guide for MI452.

MI463

Fundamentals of Research Design (Anthropology)

Notes: For MSc Social Anthropology (Research) only. See course guide for MI453

MI4M1

Foundations of Social Research 1

Teachers responsible: Professor George Gaskell, B811, Dr Martin Bauer, B804 and Mr Colin Mills B809

Content: The course has three main components:

1. MI451 Quantitative Analysis 1: Description & Inference - this course is intended for students with no previous experience of quantitative methods or statistics. Students who have already studied statistics and data analysis should take MI452. Plus:

2. MI453 Fundamentals of Research Design

3. MI454 Qualitative Research: Interview, Text & Image. Teaching: See separate course outlines above.

Assessment: Examination is by two two-hour papers in the ST. Students registered on course MI4M1 will take paper MI4M1a (based on the MI451 syllabus) and MI4M1b (based on the MI453 and MI454 syllabuses).

MI4M2

Foundations of Social Research 2

Teachers responsible: Professor George Gaskell, B811, Dr Matt Mulford, B802, Dr Martin Bauer, B804 and Mr Colin Mills, B809 Availability: For MSc students (not Social Research Methods) and first year

research students Core syllabus: This programme is designed to give students a good

introduction to quantitative and qualitative methods and to acquaint them

with the strengths and limits of different methodologies.

Content: The course has three main components:

MI452 Quantitative Analysis 2: The generalized linear model. Plus: MI453 Fundamentals of Research Design

MI454 Qualitative Research: Interview, Text & Image.

Teaching: See separate course outlines above.

Assessment: Examination is by two two-hour papers in the ST. Students registered on course MI4M2 will take paper MI4M2a (based on the MI452 syllabus) and MI4M2b (based on the MI453 and MI454 syllabuses).

MN401 Half unit

Public Management Theory and Doctrine

Teachers responsible: Dr M Barzelay, G507 and Dr Martin Lodge Availability: Compulsory for MSc Management (Public Sector) and a core course for MSc Public Policy. Other postgraduates require permission of Teachers responsible

Core syllabus: The objectives of the course are to learn how to analyse processes of administrative reform and modernization, drawing on political science methods of analysing policy change; to understand similarities and differences among recent experiences with administrative reform and modernization, drawing on comparative research; and to learn essential concepts and knowledge related to administrative analysis and argumentation, applicable to any scholarship and practice in the field of public management. **Content:** Introducing public management. Explaining policy and organizational change. Public management policy-making. International policy transfer. Understanding policy success and failure in implementation. Positive and normative perspectives on administrative argumentation. Teaching: 10 lectures and 10 seminars in the MT and two seminars in the

first and second weeks of the ST.

Reading list: M Barzelay, The New Public Management, 2001; C Hood, The Art of the State, 1998; N C Roberts & P J King, Transforming Public Policy. Dynamics of Policy Entrepreneurship and Innovation, 1996; E Bardach, Getting Agencies to Work Together, 1998; P Aucoin, The New Public Management: Canada in Comparative Perspective, 1995; D N Walton, Plausible Argument in Everyday Conversation, 1992; C Hood & M Jackson, Administrative Argument, 1991; H Simons, Persuasion in Society, 2001. Assessment: Consists of two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay for Assessment by the end of Week one of LT, accounts for 25% of the marks.

MN402 Half unit

Contested Issues in Public Management

Teachers responsible: Dr Michael Barzelay, G507

Availability: Core course for MSc Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Policy. GV483/MN401 Public Management Theory and Doctrine is normally considered a pre-requisite for this course.

Core syllabus: This course is centrally concerned with management of public sector organizations, especially with the subject matter areas of executive leadership in government and managing government operations. The focus is upon 'what to do' theories and scientifically-oriented analysis of practices for performing organizational functions within government. The course further introduces students to management theory and research about strategic management, business process management, and performance management. The course builds on the foundation laid by 'Public Management Theory and Doctrine'.

Content: Case study discussion and analysis about executive leadership in government and managing government operations. Critical analysis of theoretical and research literature on strategic management, business process management, and performance management. Applicability of generic management practices to performance of public functions in varied governmental systems.

Teaching: 10 lectures and 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: Reading includes journal articles, book chapters, Teaching cases, and government documents. Among the works to be read are D M Moore, Creating Public ValueStrategic Management in Government (1995); M Barzelay & C Campbell, Preparing for the Future: Strategic Planning in the U.S. Air Force (2003); M Barzelay, The New Public Management: Improving Research and Policy Dialogue (2000); R Boyle, Managing Public Sector Performance: A Comparative Study of Performance Monitoring Systemsin the Public and Private Sectors (1989); R Heifetz, Leadership Without Easy Answers (1994), and several case studies.

Assessment: Consists of two parts: (i) one two-hour unseen written examination in June, accounting for 75% of the marks; (ii) one essay to be submitted by the middle of June, accounting for 25% of the marks.

MN403 Half unit

Negotiation Analysis

Teacher responsible: Dr Thomas Kirchmaier, G409 Availability: Core Course for MSc Management Public Sector. Optional

course for MSc Management Regular Route and CEMS/IMEX, MSc Global

Market Economics, MSc International Health Policy, MSc Public Financial Policy and MSc Development Management.

Core syllabus: This course adopts an interdisciplinary perspective to analyse negotiations, covering ideas from economics, decision sciences and psychology. Content: The course examines game theoretic, decision analytic, and cognitive psychological perspectives to negotiation problems. These approaches highlight the importance of interests, information, strategy and power in defining the structure and outcomes of inter-dependent interactions. Prescriptive as well as descriptive findings from research in negotiations will be discussed throughout the course. The first part covers the basics of distributive bargaining and the importance of pre-negotiation information in the division of a fixed negotiation surplus. The second part introduces the concept of integrative bargaining. The third part covers some basic game theoretic models of strategic interaction. The final part of the course concentrates on psychological mechanisms that can powerfully shape negotiation behaviour and outcomes

Teaching: 10 one-hour lectures and 10 two-hour classes in the MT. Written work: Students, individually or in groups, will be asked to make presentations and participate in negotiation exercises. Reading list: L Thompson, The Mind and Heart of the Negotiator, Prentice Hall (2001); A Dixit & S Skeath, Games of Strategy, Norton (1999); R Clemen, Making Hard Decisions: An Introduction to Decision Analysis, Duxbury Press (1996); M Bazerman & M Neale, Negotiating Rationally, Free Press (1992); H Raiffa, The Art and Science of Negotiation, Harvard University Press (1982). Note that no one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: A formal two-hour examination in January.

MN404 Half unit

Incentives and Governance in Organisations Teachers responsible: Dr Heli Koski, G508 and Sir Geoffrey Owen, G407 Availability: Core course for MSc Management. Available only to MSc Management Regular Route students.

Core syllabus: The course will draw on various disciplines including management science, industrial organisation and microeconomics. The course will include a case study component.

Content: The course uses economic theory to gain insight into issues related to internal organisation and management of firms. A major theme concerns the question of how to provide incentives efficiently in organisations. An economic perspective is used to explain how organisations can be designed to limit self-interested opportunism of the organisation's members. Other important themes include efficiency, coordination, incompleteness of contracts and the use of the market versus internal exchange.

The concepts of transaction costs and relationship-specific assets are developed. A section of the course deals with financial theory. The implications of asymmetric information are examined. Corporate governance is discussed in a principal-agent framework.

The case study component involves an examination of the recent history of a number of major companies, focusing in particular on strategic choices, organisational issues and overall performance. The aim is to use these case studies as a way of illustrating some of the topics dealt with in this and other courses

Each of the study groups into which the class is divided will be assigned a company, which will form the subject of its case study. Linked to these case studies is a set of talks on strategy and organisation given by outside speakers. Some of these talks will be related to the companies, which form the subject of the case studies. Others will deal more generally with management issues. Teaching: 10 lectures (MN404) and 8 classes (MN404.A) in the LT. Case study seminars in the MT and LT. Case study presentations in the LT. Reading list: P Milgrom & J Roberts, Economics, Organization and Management, Prentice Hall (1992). Additional materials (articles and case studies) will be made available

Assessment: Examination of two-hours in the ST (70%). Case study component (30%).

MN409 Half unit

Aspects of Human Resource Management Teacher responsible: Dr Rafael Gomez, G514

Availability: Primarily for MSc Management students, but other MSc students may take the course with the approval of the course teacher. Core syllabus: The course considers the policies and strategies that organisations adopt in order to deal with a range of human resource problems. Content: Problems of specifying the objectives, both underlying and operational, of human resource policies. The problems surrounding issues such as recruitment and selection, training and development, appraisal, securing commitment, control and incentive systems, strategies of human resource policy, internal labour markets and labour market segmentation, manpower planning models.

Teaching: There are 20 hours of lectures (ID410) and 10 hours of classes. Reading list: A key text is J Barsh & D Kreps, Strategic Human Resources, John Wiley, 1999. Further reading will be suggested at the start of the course.

Assessment: Assessment is determined by an essay of no more than 3 000 words

MN413 Half unit

International Marketing: A Strategic Approach

Teacher responsible: Dr Rafael Gomez, G514 Pre-requisites and excluded combinations: For MSc Management students, but other MSc students may take the course with approval of the course teacher

Core syllabus: The course covers the main theories in Marketing Management. It emphasises theories and a strategic approach to understand the marketing behaviour of firms in an international setting.

Content: The course focuses on the 'theory' of marketing with attention also paid to some applied research. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis will be on understanding strategic concepts with broader applicability. The course will encourage students to question the limitations and problems of marketing management.

Teaching: Lectures: 10 one-hour lectures. 8 one-hour classes (MN413.A) in the MT beginning in the 2nd week of the MT.

Reading list: Some useful texts are J-J Lambin, Strategic Marketing Management, McGraw-Hill, 1997. And S Jagpal, Marketing Strategy and Uncertainty, Oxford University Press, New York, 1999. Further references will be given during the course.

Assessment: Assessment is determined by a 'take-home' exam of no more than 3,000 words.

MN414 Half unit

International Marketing Research Topic Teacher responsible: Dr Rafael Gomez, G514

Pre-requisites and excluded combinations: This course is for students who have taken some marketing or market research courses or, who have taken MN302 or ST327. This course may be taken in conjunction with MN413 by students who do not have any of these perquisites subject to the agreement of Dr R Gomez.

Core syllabus: This course is designed for students who have followed an introductory course in the Marketing or Marketing research area and who wish to develop their research skills in this area.

Content: Students will use the techniques they have acquired in previous Marketing course to develop their ideas and technical capacity in an area connected with Marketing.

Teaching: There will be personal meetings with the instructor and then 10 hours of Workshops in the MT and a final presentation in the ST.

Reading list: Some useful texts are Kinnear & Taylor's, Marketing Research: An Applied Approach and Chisnall's, Marketing Research Assessment: Students will be assessed on a 10,000 word project and oral

presentation given in the ST.

MN415 Half unit

The Analysis of Strategy A

Teacher responsible: Dr Saikat Datta, G516

Availability: Compulsory course for MSc Management students. There is no guarantee that additional places will be available

Core syllabus: The objective of the two courses (A and B) is to provide students with a critical appreciation of what it takes to be a strategist - in the context of the real world, within and outside firms and with other strategists. The critical aspect of being a strategist is to anticipate and prepare in advance for possible reactions of other players (eg competitors). These two courses will help students to understand how managers in the real world ought to read situations from a strategic angle. The particular emphasis is on the perspective provided by economics on the subject of strategy. Besides applications, stress will also be given to the theoretical underpinnings.

Content: The course is an interaction of game theory, economics, and strategic management. In this course, students will be introduced to ideas of behaving in strategic situations. A powerful tool to study these situation is game theory, where the emphasis is on outplaying a competitor who is trying to outplay you. About three lectures and two seminars will be devoted to building up the flavour of game theory and basic equilibrium concepts (Nash and sub-game-perfect Nash). The second part of the course will be focused on applying these concepts to salient issues in competitive industries; in particular, we will be studying economies of scale and scope, vertical integration. The third part of the course introduces the concepts of creating and appropriating value, distinctive capabilities and ways to build and maintain competitive advantage. These issues will be deepened further in the accompanying seminars. Finally, a particularly important set of markets will be discussed in the last lecture and seminar of the course: We will be studying the dynamics of markets with network effects, ie where there are advantages to consumers in joining the same (compatible) network. Theoretical issues of analysing such markets will be enriched by case studies and examples

Reading list: D Besanko, D Dranove & M Shanley, Economics of Strategy,

John Wiley, 2000; A Dixit & B Nalebuff, Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life, Norton, 1998; J Kay, Foundations of Corporate Success, OUP 1995; C Shapiro & H Varian, Information Rules - A Strategic Guide to the Network Economy, HBS Press, 1999. Teaching: 10 two-hour lectures and one-hour classes in the MT Assessment: Two-hour examination in the ST.

MN416 Half unit The Analysis of Strategy B

Teacher responsible: Dr Jörn Rothe, G511

Availability: Compulsory course for MSc Management students. Other students may attend subject to numbers, degree regulations, and at the discretion of the teacher responsible. MN415 The Analysis of Strategy (A) is a pre-requisite.

Core syllabus: In this course we continue, deepen and extend the analysis of strategy. The success of a firm depends on the decisions it makes, and these decisions have to take the behaviour of competitors into account who themselves try to make optimal decisions. Thus the firm faces a problem of strategic interaction, and game theory takes this interaction into account. This course aims at a strategic understanding of the decision situations that a firm faces.

We will study the general principles of strategic thinking, the application of these principles to specific problems and the general conclusions we can draw in these situations

Content: This part of the course focuses on the strategic aspects of competing against other firms within the same industry. We start by analysing market structure and various dimensions of competition - pricing, capacity choices, research & development and advertising. We will then discuss different aspects of strategic commitment and the commitment aspects of pricing, investment and financing decisions.

We then focus on the dynamic aspect of pricing rivalry, in particular collusion, price wars, experimental pricing and information sharing. We will finally discuss the incentives for innovation and market entry and exit decisions. Our approach will be critical throughout, emphasising both the power and the limits of a game-theoretic approach. We will use case studies to emphasise the relationship between the analysis of strategy and managerial decision making. Reading list: There is no fully adequate textbook for this course

The most important text is D Besanko, D Dranove & M Shanley, The Economics of Strategy, John Wiley (1996). Among the other sources are:

L M B Cabral, Introduction to Industrial Organization, MIT Press (2000); P Ghemawat, Games Businesses Play: Cases and Models, MIT Press (1997); D M Kreps, Game Theory and Economic Modelling, Clarendon Press (1990); J Sutton, Technology and Market Structure, MIT Press (1998). A detailed reading list will be provided at the beginning of the course.

Teaching: There will be 10 two-hour lectures in the LT and 10 one-hour classes in the LT and ST.

Assessment: The course will be examined by a two-hour examination in the ST.

MN419 Half unit

Systems Thinking and Strategic Modelling Teacher responsible: To be announced

Availability: Compulsory course for students taking the MSc Management (CEMS Route)/IMEX Programme. Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of elementary differential equations and the practical use of computer packages. Core syllabus: The course provides an introduction to the form of systems thinking called system dynamics. The emphasis is on the creation and use of strategic models which allow the rigorous testing of different policies. This course introduces the causal feedback thinking at the centre of system dynamics and shows how this qualitative modelling approach can add clarity and precision to strategic debates. The benefits of fully specified and parametrised simulation models are then described using a range of examples and students are expected to explore and experiment with quantitative computer models using 'state of the art' simulation software with a graphical interface. This course concentrates on the use of simulation models and the contribution that they can make to management. It therefore compliments the course OR431 System Dynamics Modelling which gives greater emphasis to the process of model building and which offers a broader range of examples from business, public-policy making, epidemiology/ecology and elsewhere. Non CEMS/IMEX students may take either or both courses, subject to their specific degree requirements, the respective course restrictions, and the approval of the teacher responsible. Content: The course treats the following subjects: the core concepts of system dynamics and its intended contribution to management thinking, the symbols and conventions of causal loop diagramming, creating causal theories with CLDs, the benefits of simulations models, iconography for strategic modelling, managerial applications of strategic modelling.

Teaching: Two sessions per week (normally alternating lecture then class, some of these classes being held in computer rooms) for the 10 weeks of MT. Reading list: G P Richardson (Ed), Modelling for Management, J A M Vennix, GroupModel Building: facilitating team learning using system

dynamics; J D W Morecroft & J Sterman, Modelling for Learning Organizations; J W Forrester, Industrial Dynamics; G P Richardson & A L Pugh, Introduction to Systems Dynamics Modelling with DYNAMO; P M Senge, The Fifth Discipline; various research papers from the LSE Library offprints collection.

Assessment: The course is examined by two pieces of individual course work. These involve the following general areas and mark weightings: explanation and policy intervention using causal loop diagrams (50%) and analysis of the managerial implications of a simulation model in the form of a management

report (50%). For the first assignment students will be expected to choose their own policy issue to explore with CLDs.

For the second assignment students may use one of the examples on the course or explore some other application of system dynamics. For both assignments the student choices are subject to approval by the teacher responsible.

These pieces of work are made available at the mid-point and then towards the end of the course, with appropriately staged hand-in dates, the last being on the first day of LT.

MN425 Half unit

Business in the Global Environment

Teachers responsible: Sir Geoffrey Owen, G407, Mark Bleackley and Louis Turner, c/o G500

Availability: For MSc Management students taking the CEMS/IMEX route and incoming CEMS/IMEX students. Priority will be given in the following order: CEMS/IMEX students (home and visiting); other students from IIM and International Relations; all other LSE students.

Core syllabus: This course aims to cover the political economy of international business, dealing with key developments in the modern global business environment and putting them into theoretical and historical context. The objective is to familiarize students with the contemporary theoretical and empirical arguments such that they can debate the implications of these developments for companies and their key constituents operating in the global arena.

Content: The course looks at the key challenges facing business today in their increasingly global and complex environment, through such topics as globalisation, technology trends, regulation, competing models of capitalist operation, state-firm relations, industrial policy and stakeholder activism. It examines the nature of these challenges, their influence on business and, in turn, the way in which business can shape them.

Teaching: 10 lectures and 10 seminars in the MT. The course includes presentations from business executives.

Reading list: Two key texts are: P Dicken, Global Shift (3rd edn), Guilford 1998 and D Held, A McGrew, D Goldblatt & J Perraton, Global Transformations. Politics, Economics and Culture, Polity Press, 1999. Readings will be taken from these texts and complemented by journal articles, book chapters and articles from the business press.

Assessment: An essay of no more than 5,000 words, to be submitted in week nine of the MT. Each student will also provide a short introductory presentation on two seminar topics during the term (non-assessed).

OR401 Half unit

Techniques of Operational Research

Teacher responsible: Dr K Papadaki, G309

Availability: Students must have a knowledge of mathematics and statistics to the level of the undergraduate paper Quantitative Methods. The course is compulsory for most MSc Operational Research students.

Core syllabus: An introduction to Operational Research techniques. Content: Basic Operational Research Techniques (OR401.1): An introduction to stock control, scheduling, queueing theory, replacement: critical path analysis, dynamic programming, markov chains, game theory, linear programming, and forecasting.

Workshop in Computer Software (OR401.2): Applications of computers

Teaching: Lectures: OR401.1 19 MT & LT.

Classes: OR401 1A 19 MT & IT OR401.2 five x two-hour MT.

Written work: Written answers to problems set in OR401.1 will be expected weekly.

Reading list: Recommended books are: H G Daellenbach & J A George. Introduction to Operations Research Techniques, Allyn and Bacon, 1978; A Ravindran, D T Phillips & J J Solberg, Operations Research, Wiley & Sons, 1987. Students may also wish to consult: F S Hillier & G J Lieberman, Operations Research; H M Taylor & S Karlin, An Introduction to Stochastic Modelling. Assessment: A formal three-hour examination, based on the course OR401.1, in ST. The paper contains at least seven questions of which five must be attempted.

OR402 Half unit

Operational Research in Context Teacher responsible:: Dr D C Lane, G410 Availability: The course is intended for the MSc Operational Research, for which it constitutes a compulsory half-unit paper.

Core syllabus: This course is designed to complement the theoretical emphasis of Techniques of Operational Research OR401. 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. Content:

Operational Research Methodology (OR402.1): 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 OR and to the nature of OR's social responsibility. 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 (OR402.2): A series of invited speakers present practical illustrations of OR in business or in public agencies. Operational Research Tutorial Class (OR402.3): Students will be given an OR problem to be solved in groups of about 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 ST. A one day session will be held during the last week of the IT on presentation skills, and there will be sessions in the first week of the ST at which each student group will make a presentation of its report to the other students and the OR staff.

In addition, students are required to attend two of the following four courses: Financial Reporting and Management (AC490) Dr T Abrens: An overview of management accounting.

Strategic Planning and Management (OR402.4) Mr J Hargreaves: The competitive environment; technological forecasting and futures studies; strategic management; strategic formulation; organizational structure and strategy; implementation of strategy. Information Systems Issues (OR402.5) Dr G Harindranath: An

introduction to the relationship of OR and information system: Economics of Operational Research (OR402.6) Mr Max Steur: An introduction to economics.

Teaching:

- OR402.1 4 x 1 hour MT; 6 x 1.5 hours LT
- OR402.2 8 x 2 LT OR402.3 1 x 6 LT and 1 x 5 ST
- AC490 5 x 2 LT
- OR402.4 8 x 1.5 LT
- OR402.5 10 x 1 MT or LT

OR402.6 10 x 1 MT or LT

Written work: Any requirements in addition to those listed below will be announced by teachers at the start of their courses. Reading list: Recommended books (for Operational Research Methodology) are: P Keys, Operational Research and Systems; G Majone & E S Quade (Eds), Pitfalls of Analysis; J Rosenhead (Ed), Rational Analysis for a Problematic World

A more extensive reading list will be provided at the start of this lecture course. Useful preliminary reading for Financial Reporting and Management is C T Horngran & G L Sunden, Introduction to Management Accounting. Reading for other elements of the course will be recommended by the teachers. Assessment: There is no formal examination of this course. Assessment weight of 40% is given to a 2,000-3,000 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 class. 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 Reporting and Management;
- b. Strategic Planning and Management; Information Systems Issues;
- d. Economics for Operational Research.

OR403 Half unit

Computer Modelling in Operational Research Teacher responsible: Dr S Powell, G308

Availability: Students must have a knowledge of mathematics and statistics to the level of the undergraduate papers Quantitative Methods and Elementary Statistical Theory. Students must be prepared to use computer packages. Core syllabus: An introduction to simulation, mathematical programming,

and applied statistics. Content:

Basic operational Research Techniques (OR401.1): Lectures in weeks one and two only. An introduction to linear programming. Basic Mathematical Programming (OR403.1): Formulation of operational problems using linear and non-linear programming models; solution of such problems with available computer programs; interpretation

of the solutions; limitations of such models.

Workshop in Simulation (OR403.2): Computer simulation models: design, construction and implementation.

Applied Statistics (OR403.3): Revision of Descriptive stats, EDA, outliers, transformations; ideas of experimental design, one-way ANOVA; simple and multiple regression.

Teaching: OR401.1 2 MT

OR403.1 10 MT, OR403.1A 9 MT and 9 x 2 computer workshop hours MT OR403.2 10 MT and OR403.2A 9 MT

OR403.3 10 MT and OR403.3A 9 MT.

Reading list: Recommended are: R Paul & D W Balmer, Simulation Modelling; H P Williams, Model Building in Mathematical Programming; Wiley; Ramsey & Schafer, The Statistical Sleuth, Duxbury; M Chapman & B Mahon, Plain Figures; W W Himes & D C Montgomery, Probability and Statistics in Engineering and Management Science; D.C. Hoaglin, R.J. Light, B.McPeek & F.Mosteller, Data for Decisions; J A Rice, Mathematical Statistics and Data Analysis; B F Ryan & B L Joiner, MINITAB Handbook; E Tufte, The Visual Display of Quantitative Information; J W Tukey, Exploratory Data Analysis; T J Wonnacott & R J Wonnacott, Econometrics

Students may also wish to consult: A M Law & W D Kelton, Simulation Modelling and Analysis; M Pidd, Computer Simulation in Management Science; H P Williams, Model Solving in Mathematical Programming, Wiley; D Smith, Linear Programming Models in Business.

Assessment: This course is examined entirely by course work and projects, as follows:

35% for a management report covering the results of a computer simulation program. 35% for mathematical programming based on weekly exercises and/or a final project. Written work is marked on presentation as well as on Content. 30% for a final project for Applied Statistics.

The projects are given during the second half of MT for completion by the beginning of LT.

OR404

Applied Operational Research

Teacher responsible: Professor H P Williams, G314

Availability: MSc Operational Research only.

Core syllabus: A substantial project as an introduction to practical Operational Research.

Content: The student will carry out and report upon a substantial practical piece of Operational Research. The project will either be found by the department or may be suggested by the student, with the approval of his/her teachers.

Teaching: Lectures: OR404 Applied Operational Research and OR418 Applied Decision Sciences: seven MT, three x one LT, one x two LT and three x three-hour seminars LT.

In addition each student will be assigned an internal supervisor who will monitor his/her progress on a continuing basis and give tutorial guidance as required.

Reading list: Detailed suggestions for reading will be provided in the course of supervision.

Assessment: Assessment is based entirely on the report, two copies of which must be submitted by the beginning of September.

OR406 Half unit

Mathematical Programming

Teacher responsible: Dr S Powell, G308

Availability: Students must have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. Previous experience of computers and computer programming will NOT be called for, but students must be prepared to use computer packages and computer terminals.

Core syllabus: To cover the use of mathematical programming models in practice, and an introduction to the theory and computational methods.

Content: As described under the headings of the lecture courses below.

OR401.1 Basic Operational Research Techniques, Lectures weeks one and two only. An introduction to mathematical programming.

OR403.1 Basic Mathematical Programming

OR406 Mathematical Programming. Introduction to theory and the solution of linear and nonlinear programming problems: simplex and interior point algorithms, integer linear programming (ILP) methods (branch and bound, enumeration, cutting planes), decomposition methods, quadratic programming.

Teaching: OR401.1 2 MT

OR403.1, OR403.1A see Course Guide OR403 OR406 18 MT and LT OR406A 18 MT and LT.

Written work: Written answers to set problems will be expected weekly. Reading list: V Chvatal, Linear Programming; G Dantzig & M Thapa, Linear Programming 1 and 2; M Padberg, Linear Optimization and Extensions; M Bazaraa, J Jarvis & H Sherali, Linear Programming and Network Flows; J Nocedal & S Wright, Numerical Optimization; S Wright, Primal Dual Interior

Point Methods; Nemhauser & Wolsey, Integer and Combinatorial Optimization; A Schrijver, Theory of Linear and Integer Programming; J More & S Wright, Optimization Software Guide; H P Williams, Model Building and Mathematical Programming; H P Williams, Model Solving in Mathematical Programming.

Assessment: A formal three-hour examination in the ST.

OR408 Half unit

Combinatorial Optimization

Teacher responsible: Professor H P Williams, G314

Availability: Some familiarity with graph theory and some knowledge of programming could be desirable.

Core syllabus: The course is intended as an introduction to discrete and combinatorial techniques for solving optimisation problems, mainly involving graphs and networks.

Content: Shortest path algorithms in networks, various matching algorithms, the Chinese postman problem, solution techniques for Travelling Salesman and other Combinatorial Optimisation problems. Also polyhedral combinatorics, heuristic approaches and a brief introduction to complexity theory. Teaching:

OR408 18 lectures LT; OR408A 18 classes LT.

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: Relevant sections from the following texts will provide useful supplementary reading - N Christofidis, Graph Theory: An Algorithmic Approach; M R Garey & D S Johnson, Computers and Intractability; E Lawler, Combinatorial Optimization; E L Lawler, J K Lenstra, Rinnooy Kan & D H Shimoys (Eds), The Travelling Salesman Problem; Nemhauser, Rinnooy Kan & Todd, Optimization; Nemhauser & Wolsey, Integer and Combinatorial Optimization; C H Papdimitiou & K Steiglitz, Combinatorial Optimization; C F Laywine & G L Mullen, Discrete Mathematics using Latin Squares, Wiley & Sons 1998. As concise reference material for the graph theoretic part of the course R Wilson's book Introduction to Graph Theory should prove useful. Assessment: Students will be assessed by a three-hour formal examination

OR409 Half unit Not available in 2003/04 Dynamics Processes and Game Theory

Teacher responsible: Dr J Howard, B602

Availability: Students must have a knowledge of Statistics and Probability Theory to the level of the course Elementary Statistical Theory; Mathematics to the level of Quantitative Methods and ofOperational Research to the level of Basic Operational Research Techniques. Students must be prepared to use micro computers.

Core syllabus: The course aims to give an introduction to discrete and continuous dynamical systems and to deepen and extend students knowledge of game theory and stochastic processes.

Content: The precise Content will vary from year to year to reflect important developments. Areas normally covered are: discrete and continuous dynamical systems; game theory; auction design; queueing theory; replacement; ecology and evolution.

Teaching: OR409 18 LT, OR409A 18 LT.

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 (OR409A).

Reading list: Recommended books are: H M Taylor & S Karlin, An Introduction to Stochastic Modelling; K Binmore, Fun and Games; J T Sandefur, Discrete Dynamical Systems; H C Tijms, Stochastic Models; D W Jorgenson, J J McCall & R Radner, Optimal Replacement Policy; F S Hillier & G J Lieberman, Operations Research.

Assessment: A two-hour formal examination in the ST covering the whole syllabus.

OR411 Half unit

Problem Structuring Methods

Teacher responsible: Professor J Rosenhead, G311 and Mr M Cushman, U403 Availability: This course is available without prerequisites to students on any MSc programme where the regulations permit. However it is most likely to be of interest to those on the MSc in Operational Research, MSc in Decision Sciences, MSc in Analysis Design and Management Information Systems, MSc in Management, and MSc Management and Regulation of Risk.

Core syllabus: The course provides an introduction to a range of participative methods for structuring the understanding of problems situations under conditions of complexity, uncertainty and conflict. They are situated by a discussion of the debate on planning theory. Content:

Planning Theory (OR411.1) The debate on planning theory - rational comprehensive planning, incrementalism, mixed scanning, transactive planning, political economy school, communicative action.

Introduction to Problem Structuring Methods (OR411.2) The classical techniques of operational research provide solutions to well-structured problems. The course will cover, both descriptively and critically, the variety of interactive approaches which have been developed to structure such situations. These include Soft Systems Methodology, Strategic Choice, Robustness Analysis, Cognitive Mapping, and Metagames.

Teaching: OR411 1-8 IT

OR411.2: 22 MT, LT and ST; OR411.2A 10 MT and LT.

Written work: Students will be expected to produce a short essay in the LT. Reading list: Students should buy J Rosenhead (Ed), Rational Analysis for a Problematic World.

Recommended reading is: M Camhis, Planning Theory and Philosophy: P B Checkland, Systems Thinking, Systems Practice; C Eden & F Ackermann; Making Strategy: the journey of strategic Management; J K Friend & A Hickling, Planning Under Pressure; C Eden & J Radford (Eds), Tackling Strategic Problems.

Details of other relevant reading will be provided at the start of the course. Assessment: Examination will be by a three-hour paper in the ST.

OR413 Half unit Not available in 2003/04 **Operational Research in Less Developed Countries** Teacher responsible: Professor J Rosenhead, G311

Content: The course addresses the Content and practice of operational research in less developed countries, and explores its similarities to and differences from OR as practiced in developed countries. An introduction to theories of development and technology transfer leads to a discussion of factors limiting the practice of operational research in the Third World, Selected topics are addressed in greater depth. Various methods are used to explore the central issues. These include case studies, parallels with community operational research, and particular areas of application. Additionally students will be expected to attend selected sessions of other development-related courses.

Teaching: OR413 15 sessions of one-and-a-half-hours, MT and LT. Students should attend selected sessions from IS475 International IT Policy and Economic Development. Teaching will be by a mixture of teacher-led presentations, case exercises, case studies (including visiting speakers) and student presentations. Student presentations will consist of preliminary accounts of work towards course essays.

Reading list: M Luck & G Walsham (Eds), Selected Readings in Operational Research for Developing Countries. Other reading, notably special journal issues and conference proceedings, will be specified during the course. Assessment: The course is assessed by means of the course essay. Topics,

which may be particular issues in Operational Research and development, or accounts of the development of OR in a particular third world country, must be agreed with the course teachers. Essays of 4,000 to 7,000 words must be submitted by the end of the first week of the ST.

OR414 Half unit

Advanced Topics in Operational Research Teacher responsible: Dr D Read, G313

Availability: The course is intended for students on the MSc in Operational Research and, depending on the topics covered, students from other degrees may be admitted by agreement.

Core syllabus: An examination of new trends in Operational Research. Content: The topics selected differ year to year; information is available from the Operational Research office in G305.

Teaching: 15 x two-hour sessions in MT and LT.

Reading list: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.

Written work: Details will be provided at the start of the course. Assessment: This course is examined entirely by course work and/or project work. The nature of the work will depend on the topics offered.

OR417 Half unit

Advanced Topics in Decision Analysis Teacher responsible: Professor L Phillips, G307

Availability: MSc Decision Sciences only.

Core syllabus: The course is intended to deepen and extend students' understanding of decision analysis, and to show how the theory can be applied.

Content: Topics covered are the theory of decisions with multiple objectives, influence diagrams and belief nets, cascaded Bayesian inference, stratified systems theory and group processes. Teaching will be by lectures and case studies.

Teaching: OR417 10 x two LT, OR417A 10 LT.

Reading list: Students are advised to purchase 5 French, Decision Theory: An Introduction to the Mathematics of Rationality

Recommended readings include: S R Watson & D M Buede, Decision Synthesis; R Oliver & J Smith (Eds), Influence Diagrams, Belief Nets and Decision Analysis; E Jaques, Requisite Organisation, L Phillips & M Phillips, Facilitating Groups: Theory and Practice; R Clement, Making Hard Decisions: An Introduction to Decision Analysis (2nd edn), Duxbury Press, 1996; P Goodwin & G Wright, Decision Analysis for Management Judgment, John Wiley, 1991;

R A Howard & J E Matheson (Eds), Readings on the Principles and Applications of Decision Analysis, Strategic Decisions Group, 1983; R Keeney & H Raiffa, Decisions with Multiple Objectives, John Wiley, 1976; LD Phillips, 'A Theory of Requisite Decision Models', Acta Psychologica, 56, 1984; E H Schein, Process Consultation, Volume II, Addison-Wesley, 1987. Assessment: A three-hour examination in the ST. In addition a satisfactory standard must be achieved on three of the four case studies to be submitted during the course.

OR418

Applied Decision Sciences

Teacher responsible: Professor L D Phillips, G307 Availability: MSc Decision Sciences only. Core syllabus: An introduction to the use of Decision Sciences in practice. Content: The student will carry out and report upon a substantial practical piece of decision analysis. The projects will either be found by the department or may be suggested by the student, with the approval of his/her teachers

Teaching: See Course Guide OR404. Each student will be assigned an internal supervisor who will monitor their progress on a continuing basis and give tutorial guidance as required. Reading list: See course guide OR404. Assessment: See course guide OR404.

OR422

Decision Analysis in Theory and Practice Teachers responsible: Dr B Blight, B615 and Professor L Phillips, G307 Availability: Pre-requisites are Mathematics, Probability Theory and Statistics to the level of the course Quantitative Methods Core syllabus: This full unit 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 intended to be genuinely inter-disciplinary.

Content: 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. The lecture courses are: OR201.2 Elements of Probability (Lectures only). Definitions and rules of probability: Bayes theorem: random variables and expectation: discrete and continuous distributions.

ST331.1 Fundamentals of Decision Theory (Dr B Blight). The normative theory of subjective probability and expected utility. OR304.1 Behavioural Decision Theory (Professor L Phillips). An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories. ST331.2 Bayesian Statistical Methods (Dr B Blight). General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems OR304.2 Decision Analysis in Practice (Professor L Phillips). Presents applications of Decision Theory in both public and private sectors, illustrating how Decision Theory is modified and supplemented to provide a workable technology.

Teaching: There are four main lecture courses, each accompanied by a fortnightly class. In addition, the course OR201.1 provides an introduction to probability and statistics. Students attend lectures only for OR201.2. ST331.1 10 MT, ST331.1B 5 MT ST331.2 10 LT ST331.2B 5 LT

OR304.1 10 MT, OR304.1B 5 MT & LT, OR304.2 10 LT, OR304.2B 5 LT & ST, OR201.2 6 MT.

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading list: H Raiffa, Decision Analysis: Introductory Lectures on Choices Under Uncertainty; S R Watson & D M Buede, Decision Synthesis; P M Lee, Bayesian Statistics: An Introduction; P R Goodwin & G Wright, Decision Analysis for Management Judgment; D von Winterfeldt & W Edwards, Decision Analysis and Behavioural Research; D V Lindley, Making Decisions (2nd edn); J Baron, Thinking and Deciding (2nd edn)R Clemen, Making Hard Decisions: An Introduction to Decision Analysis (2nd edn). Assessment: The course is examined by an essay or project assignment during the year (20%) and by a three-hour formal examination (80%) in the ST. The paper will probably contain two questions on each of the four main topics, and five of these questions must be attempted, including at least one on ST331.1

OR423 Half unit

Topics in Decision Analysis Teachers responsible: Dr B Blight, B615 and Professor L Phillips, G307 Availability: Pre-requisites are Mathematics, Probability Theory and Statistics to the level of the course Quantitative Methods. 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 intended to be genuinely inter-disciplinary. Content: The foundations of decision theory: descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. Each student must cover the material in the first lecture course and one of the other three. The courses are as follows: ST331.1 Fundamentals of Decision Theory (see course guide OR422) OR304.1 Behavioural Decision Theory (see course guide OR422) ST331.2 Bavesian Statistical Methods (see course guide OR422) OR304.2 Decision Analysis in Practice (see course guide OR422).

Teaching: There are four lecture courses.

ST331.1 and ST331.1B, ST331.2 and ST331.2B see course guide OR422. OR304.1 and OR304.1B, OR304.2 and OR304.2B see course guide OR422. Written work: Written answers to set problems will be expected weekly. Up to three projects will be set during the year.

Reading list: H Raiffa, Decision Analysis: Introductory Lectures on Choices Under Uncertainty: S R Watson & D M Buede, Decision Synthesis: P M Lee, Bayesian Statistics: An Introduction; P.R. Goodwin & G. Wright, Decision Analysis for Management Judgment; D von Winterfeldt & W Edwards, Decision Analysis and Behavioural Research; D V Lindley, Making Decisions (2nd edn); J Baron, Thinking and Deciding (2nd edn);R Clemen, Making Hard Decisions: An Introduction to Decision Analysis (2nd edn).

Assessment: The course is examined by an essay or project assignment during the year (20%) and by a two-hour formal examination (80%) in the ST. The paper will probably contain two questions on each of the four main topics, and three of these questions must be attempted, including at least one on ST331.1.

OR424 Half unit

Analytic Frameworks for Policy Evaluation Teacher responsible: Professor G Beva

Availability: This course is intended for students on the MSc in Operational Research and the MSc in Decision Sciences. Students from other degrees may be admitted by agreement.

Core syllabus: This course develops analytic frameworks for understanding the nature of evaluation of policies where there are fundamental problems of measurement and production of data, outcomes may be uncertain, and where decisions are made (or, may not be made) through complex political processes. The conventional micro-economic solution of a market cannot be applied in a straightforward fashion to the policies examined in this course. These are for goods and services that are not traded, such as the environment, or where it is deemed unacceptable that access ought to depend on ability to pay, such as health and legal services.

Content: The course is organised into five sections: 1) Introduction and Agenda; 2) Measurement; 3) Analysing Decision-Making; 4) Case studies; 5) Overview. The three main sections are:

Measurement includes discussion of scientific measurement and measurement of social data.

Analysing Decision-Making includes discussion of social choice; decisionmaking and power; strategies of conflict; justice and equity; market and government failure, and quasi-markets.

Case studies include: the NASA Challenger explosion; developing program budgets in the US and the UK for allocating public expenditures; using social cost benefit analysis to choose a site for the third London airport (the Roskill Commission): using cost-utility analysis to allocate health care fairly to the indigent (the Oregon experiment); designing a hospital payment system to generate incentives for efficiency (US Medicare's Prospective Payment System by Diagnosis-Related Group); designing a system to allocate resources equitably for health care in the UK Hospital (methods of the Resource Allocation Working Party - RAWP); the development of quasi markets in health and legal services

Teaching: 19 one-and-a-half-hour seminars in MT and LT. These seminars are designed to allow discussion in class of material that should be read in advance. Reading list: The recommended text for the MT is D M Hausman & M S McPherson, Economic Analysis and Moral Philosophy, Cambridge University Press, 1996. Useful introductory material is provided by W Parsons, Public Policy: An Introduction to the Theory and Practice of Policy Analysis, Edward Elgar Publishing, 1997. In addition students will be introduced to classic works of leading scholars including: T 5 Kuhn, The Structure of Scientific Revolutions (2nd edn), University of Chicago Press, 1972; J Rawls, A Theory of Justice, Oxford University Press, 1971; S Lukes, Power: A Radical View, Macmillan Press, 1974; T C Schelling, The Strategy of Conflict, Oxford University Press, 1973; O E Williamson, Markets and Hierarchies, The Free Press, 1975. In the LT students will examine official reports including: Commission on the Third London Airport, Report, HMSO, 1971; Department of Health and Social Security, Sharing Resources for Health in England. Report of the Resource Allocation Working Party (The RAWP Report), HMSO, 1976; Secretaries of State for Health, Wales, Northern Ireland and Scotland, Working for Patients, CM555,HMSO, 1989. Lord Chancellor's Department, Modernising Justice, HMSO, 1998.

Assessment: Students will be required to produce two assessed essays of about 3,000 words each. There will be a choice of topics, but students may also, subject to agreement with the teacher responsible, write on a subject of their choice

OR430 Half unit

Decision Science Methods

Teacher responsible: Dr D Read, G313

Availability: MSc Decision Sciences only. It cannot be taken with OR402 Operational Research in Context, nor with OR403 Computer Modelling in Operational Research

Core syllabus: The course gives students an introduction to simulation and to strategic planning. It also gives an appreciation of the non-technical factors that enter into the successful execution of projects in Operational Research and Decision Sciences

Content:

Workshop in Simulation (OR403.2): Computer simulation models: design, construction and implementation.

Operational Research Methodology (OR402.1): The practice and context of OR - how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of OR and to the nature of OR's social responsibility. 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 reexamine cherished assumptions, and debate their validity.

Strategic Planning and Management(OR402.4): Mr J Hargreaves: The competitive environment; technological forecasting and futures studies; strategic management; strategic formulation; organizational structure and strategy; implementation of strategy.

Teaching: See separate entries on OR course guides: OR402.1; OR402.4; OR403 2 OR403 2A

Reading list: Recommended are: R Paul & D W Balmer, Simulation Modelling; A M Law & W D Kelton, Simulation Modelling and Analysis; M Pidd, Computer Simulation in Management Science; P Keys, Operational Research and Systems; G Majone & E S Quade (Eds), Pitfalls of Analysis. Other reading will be recommended by the teachers.

Assessment: The course is examined entirely by course work and a project. 45% weight is given to a management report covering the results of a computer simulation program. 35% weight is given to a 2,000-3,000 word essay from a list of topics based on the Operational Research Methodology course. The essay is evaluated on presentation as well as Content. The remaining 20% is allocated to a piece of written work relating to Strategic Planning and Management.

OR431 Half unit

System Dynamics Modelling

Teacher responsible: Dr D C Lane, G410

Availability: The course is intended for students on the MSc courses in Operational Research and Decision Science. Students from other degrees are most welcome but will only be admitted by agreement. Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of differential equations and the practical use of computer packages.

Core syllabus: This course introduces the theory and application of the system dynamics modelling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behaviour that result so as to gain qualitative insights and also to experiment with alternative policies in order to formulate ones which improve behaviour. It has three distinctive themes: the concept of information feedback, the use of computer simulation models to explore complex behaviour and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modelling process). The course deals with all stages of the modelling approach as well as introducing some research topics in the field. Students will use 'state of the art' simulation software with a graphical interface (currently STELLA/iThink) and will be expected to work extensively with quantitative computer models. The practical application of system dynamics will be emphasised throughout, using various cases studies from business, public-policy making and elsewhere.

Content: The course is structured primarily around three themes, each with its own topics:

Feedback: Modelling feedback with causal loop diagrams (the concept of feedback, CLDs, conceptualisation exercises, the limits of CLDs).

Simulation Modelling: Simple structures (positive loop, negative loop, coupled loops, loop polarity and shifts in loop dominance), model formulation (rate equations, auxiliary equations, table functions, levels, delays, representation of decision processes, principles of formulation), model testing (understanding model behaviour, sensitivity analysis), policy analysis (general approach, application to inventory management).

Working with Mental Models: Insights and archetypes (necessity and benefits of system dynamics, use and abuse of archetypes, general system insights), system dynamics in organisations (as group decision support tool, as organisational learning tool).

In addition students will be introduced to: critiques of system dynamics,

further applications, current research problems.

Teaching: 10 x three LT (primarily lectures but including problems classes). Reading list: J W Forrester, Industrial Dynamics: G P Richardson & A L Pugh, Introduction to Systems Dynamics Modelling with DYNAMO; J W Forrester, Principles of Systems; J Randers, Elements of the System Dynamics Method: J D W Morecroft & J Sterman, Modelling for Learning Organizations; G P Richardson, Feedback Thought in Social Science and System Theory; P.M. Senge, The Fifth Discipline; D H Meadows, The Global Citizen, various research papers from The British Library of Political and Economic Science offorints collection

Assessment: Examined by three pieces of individual course work. These involve the following general areas and mark weightings: problem conceptualisation using causal loop diagrams (30%), computer model formulation (30%) and analysis of a pre-built simulation model and production of a management report on resulting policy insights (40%). These pieces of work are made available throughout the course and have staged hand-in dates, the last being on the first day of ST.

PH400

Philosophy of Science and Scientific Method Teacher responsible: Dr Roman Frigg, T501a

Availability: The course is primarily intended for MSc Philosophy & History of Science, MSc Philosophy of the Social Sciences, MSc Economics & Philosophy. MSc Philosophy, Policy & Social Value and MSc Social Research Methods (Philosophy). The associated seminar is also available to research students. Core syllabus: The problem of induction and principles of scientific reasoning. The nature of scientific theories and laws of nature. Scientific Explanation. Realism versus Antirealism. Reductionism. Issues in the metaphysics of science. Sociological perspectives on science.

Content: The problem of induction and various responses to it. Different approaches to issues in the confirmation of theories by evidence. The structure of scientific theories and the character of laws of nature. Understanding and scientific explanation. Realism versus Antirealism: does science produce true theories or only ones that 'save the phenomena'? Reductionism. Philosophy of the special sciences: the metaphysics of space and time. Sociological points of view: social constructivism, feminism

Teaching: Lectures PH201 x 20 (ML). Seminars PH400 20 x one-and-a-half hour (ML). Students on this course may also benefit from attendance at PH551. Reading list: Detailed reading lists will be distributed during the course as part of handouts

Preliminary reading: T S Kuhn, The Structure of Scientific Revolutions; K R Popper, Conjectures and Refutations; B van Fraassen, The Scientific Image; N Cartwright, How the Laws of Physics Lie.

Assessment: Three-hour written examination in the ST.

PH402

Philosophical Logic and Metaphysics

Teacher responsible: Dr Helen Billinge, T401b

Availability: The course is primarily intended for the MSc Philosophy of the Social Sciences and MSc Philosophy & History of Science. Core syllabus: Some of the main contemporary philosophical problems in

philosophical logic and metaphysics. Topics may vary by year. Content:

a. Philosophical Logic: reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification vagueness and non-classical logics; probable content for 2003-2004: truth, names and descriptions, necessity and modality;

b. Metaphysics: universals and particulars, materialism and dualism, freewill and determinism, personal identity, substance, events, causation, time, realism and idealism; probable content for 2003-2004: modality, causation, substance and identity.

Teaching: PH209 x 20 (ML); Seminars PH402 20 x 1.5hrs (ML). Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list:

a. Philosophical Logic: P Geach & M Black (Eds), Translations from the Philosophical Writing of G Frege; B Russell, Logic and Knowledge; S Kripke, Naming and Necessity: R M Sainsbury, Logical Forms; J Etchemendy, The Concept of Logical Consequence; R Stalnaker, Inquiry; D Lewis, On the Plurality of Worlds; M Loux (Ed), The Possible and the Actual.

Metaphysics: P Geach, Reference and Generality; D Wiggins, Identity and Spatio-Temporal Continuity; J Perry, 'The Same F' in Philosophical Review; D Davidson, Essays on Actions and Events; P Horwich, Asymmetries in Time: J Perry (Ed), Personal Identity; R Le Poidevin & M Macbeath (Eds), The Philosophy of Time; E Sosa & M Tooley (Eds), Causation; G Watson (Ed), Freewill. The specific list of readings for the year will be announced in the course handbook. Assessment: Three-hour written examination in the ST.

PH403

Philosophy of Mathematics

Teacher responsible: Dr Helen Billinge, T501b Availability: The course is primarily intended for MSc Philosophy & History of Science. The lectures and associated seminars are also open to research students. Some knowledge of set theory is helpful but not essential. Advanced knowledge of mathematics is not required since the emphasis is on the broad philosophical issues raised by mathematics. Core syllabus: The course is concerned with the metaphysics and epistemology of mathematics - what its subject matter is, and how we can have knowledge of it

Content:

Part 1: The metaphysics and the epistemology of geometry and arithmetic: the nature and extistence of geometrical objects and numbers, and how we know about them, if we do.

Part 2: The main 20th century views of mathematics. (i) Versions of Logicism; logical paradoxes; type theory; the vicious circle principle. (ii) Finitism and Hilbert's programme; formal systems, consistency and finitary reliability: the significance of Godel's underivability theorems. (iii) Intuitionism: the challlenge to classical mathematics and to classical logic. (iv) Empiricism: Quine's holism - Mathematics as part of empirical science. Teaching: Lectures for this course are taught within the London Intercollegiate system at one of the other colleges of the University of London. As with all Master's courses, the chief focus is the seminars. The seminars will review the topics covered in the lectures but considerably deepen and extend the lecture material. Lectures PH403 x 20 (ML). Seminars PH403.1 x 20 (ML).

Written work: Students will be required to produce two essays per term and to give class papers.

Reading list: P Benacerraf & H Putnam (Eds), Philosophy of Mathematics: Selected Readings; W D Hart (Ed), The Philosophy of Mathematics; F Waismann, Introduction to Mathematical Thinking; C Parsons, Foundations of Mathematics in the Encyclopaedia of Philosophy Vol 5. Further detailed reading lists will be given during the course. Assessment: Three-hour written examination in the ST.

PH404

History of Science

Teacher responsible: Professor John Worrall T501b Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science. Core syllabus: Selected topics from the history of modern science with special emphasis on the rise and subsequent decline of Greek science, the revolutions in astronomy, and developments in optics from the 17th Century onwards; and an investigation of the light such historical episodes can shed on philosophical and methodological issues. Content: The course consists of two parts: lectures - PH404 and seminars - PH404.1 both given weekly at Kings College by Dr John Milton.

a. PH404: The Greek inheritance: Aristotelian natural philosophy and Ptolemaic astronomy. Medieval natural philosophy. The Renaissance and its consequences. The astronomical revolution: Copernicus, Tycho, Kepler and Galileo. The experimental philosophy and the mechanical philosophy: Bacon and Descartes. Inertial mechanics from Galileo to Huygens. The Newtonian Synthesis

b. PH404.1: weekly seminars aimed at strengthening understanding of the material covered in the lectures, and extending into other areas. Teaching: Lectures PH404 x 20 (ML): Seminars PH404.1 x 20 (ML) Written work: Students will be expected to write at least two essays per term and give class papers.

Reading list: E J Dijksterhuis, The Mechanization of the World Picture: D C Lindberg, The Beginnings of Western Science; J North, The Fontana History of Astronomy and Cosmology; D Lindberg & R Westman, Reappraisals of the Scientific Revolution; T S Kuhn, The Copernican Revolution; R S Westfall, The Construction of Modern Science; A R Hall, The Revolution in Science 1500/1750; R S Westfall, Force in Newton's Physics; T Hankins, Science and the Enlightenment; H Margolis, Paradigms and Barriers Assessment: Three-hour written examination in the ST. Students will be required to prepare presentations for the seminars but marks for these will not form part of the final assessment.

PH405

Philosophy of the Social Sciences Teacher responsible: Dr Jason Alexander, T506

Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science, MSc Economics & Philosophy and MSc Philosophy, Policy & Social Value and MSc Social Research Methods (Philosophy). The seminar is also open to research students. Core syllabus: Philosophical issues concerning the nature of social scientific theory and its applications.

Content: Topics to be covered will include some or all of the following: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism: functional and structural explanations: rationality and relativism: the role of values in social science; methods of evolutionary explanation in the social sciences; philosophical and methodological critiques of socio-biology and evolutionary psychology. Philosophical problems of particular social sciences

such as anthropology, sociology, and economics may also be addressed. Teaching: Lectures PH203 x 20 (ML); Seminars PH40520 x 1 1/2 hr (ML). Written work: Students will be expected to write at least two essays per term and may be asked to give seminar presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. Useful background readings are: D Little, Varieties of Social Explanation; A Rosenberg, Philosophy of Social Science; M Hollis, The Philosophy of Social Science; B Skyrms, Evolution of the Social Contract. A useful anthology is M Martin & L McIntyre (Eds), Readings in the Philosophy of Social Science.

Assessment: Three-hour written examination in the ST.

PH407

Foundations of Probability

Teacher responsible: Professor Colin Howson, T301c

Availability: The course is primarily intended for MSc Philosophy & History of Science, MSc Philosophy of the Social Sciences, MSc Economics & Philosophy and MSc Social Research Methods (Philosophy). No previous knowledge of probability is assumed

Core syllabus: The course covers the various interpretations of probability, and examines how the concept is used in science, economics, artificial intelligence, and philosophy of science.

Content: The classical, logical, subjective, frequency, and propensity interpretations of probability. Discussion of at least two of the following topics: Confirmation theory and the Bayesian controversy. The use of probability in the natural sciences compared and contrasted with its use in economics. The problem of representing uncertainty in expert systems - particularly those for medical diagnosis. No previous knowledge of probability is assumed. The mathematical side of the course requires only simple algebraic manipulations Teaching: Lectures PH407 x 20 (ML); Seminars PH407.2 x 20 (ML).

Written work: Students are expected to write at least one essay per term. Reading list: P Laplace, Philosophical Essay on Probabilities; J M Keynes, A Treatise on Probability; H E Kyburg & H E Smokler (Eds), Studies in Subjective Probability; R von Mises, Probability, Statistics and Truth; K R Popper, Realism and the Aim of Science; D A Gillies, An Objective Theory of Probability; C Howson & P Urbach, Scientific Reasoning: The Bayesian Approach. Assessment: Three-hour written examination in the ST.

PH408 Not available in 2003/04 Mathematical Logic

Availability: The course is primarily intended for MSc Philosophy & History of Science, MSc Philosophy of the Social Sciences. Logic (PH101) or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is required.

Core syllabus: A second course in deductive logic giving detailed proofs of the fundamental meta-theorems concerning the power and limitations of formal theories based on first-order logic; and a detailed analysis of the general notion of a computation or algorithm.

Content: Propositional logic; its decidability. The propositional calculus; its soundness and completeness. Propositional tableau method: its soundness and completeness. First-order languages; their (Tarskian) semantics. First-order tableau method; its soundness and completeness. The Elimination Theorem. The first-order predicate calculus; its soundness; the Gödel-Henkin completeness theorem; compactness; Loewenheim-Skolem theorem; Skolem's paradox. Computers; recursive functions and relations; recursively enumerable relations. Church's thesis. The MRDP theorem (every r.e. relation is diophantine) stated without proof. Register machines and the general idea of computability. Diagonalisation and the halting problem. Formal first-order theories of arithmetic. Non-categoricity of complete first-order arithmetic. Code-numbering. Tarski's theorem. Church's theorem. Gödel's incompleteness theorems.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, seminars are held at LSE. Lectures PH200 20 x 2hrs (ML); Seminars PH408.1 x 20 (ML).

Reading list: The text for the course is H Enderton, A Mathematical Introduction to Logic (Academic Press Inc, 1972).

Assessment: Three-hour written examination in the ST.

PH409

Philosophical Foundations of Physics

Teacher responsible: Dr Stephan Hartmann, T401a

Availability: The course is intended for MSc Philosophy & History of Science. The seminar is also open to all research students.

Core syllabus: The topic of the course is the philosophical analysis quantum physics. The first term covers non-relativistic quantum mechanics. the second quantum field theory and quantum information theory.

Content: Issues concerning non-relativistic quantum mechanics: the history and the mathematical formalism of the theory, the measurement problem, the EPR experiment, Bell's inequalities, Kochen-Specker paradox, interpretations of quantum mechanics (Copenhagen, spontaneous localization, pilot wave, modal, many worlds, many minds, decoherence), realism versus instrumentalism, quantum mechanics and relativity, individuality and indistinguishable particles, quantum logic. Issues concerning quantum field

theory: the history and the formalism of the theory, interacting and noninteracting fields, the nature of the vacuum, the Reeh-Schlieder theorem and localisation, the principle of micro- causality, renormalization, virtual particles, effective field theory, symmetries and gauge theories. Issues in quantum information theory: classical versus quantum information, quantum computing, teleportation

Teaching: Lectures PH409.1 x 20 (ML); Seminars PH409.2 10 x 2hr (ML). There is also an optional research seminar in philosophy of physics PH551. Written work: Students will be expected to write at least two essays per term and to give a class presentation.

Reading list: Detailed reading lists will be distributed during the course. Assessment: Three-hour written examination in the ST.

PH411

Philosophy of Biological and Cognitive Sciences

Teacher responsible: Professor John Worrall, T501b Availability: The course is primarily intended for MSc Philosophy & History

of Science, MSc Philosophy of the Social Sciences. Core syllabus: The course covers the philosophy of psychology and biology and includes a series of lectures on special topics.

Content: The biological and cognitive sciences have given rise to a number of important conceptual problems. In this course we examine the logic of evolutionary explanations; adaptationism; the relationship between psychoanalytic and folk psychological explanations; the debate between simulation theory and theory theory; the connectionist challenge to classical computational models of the mind; and recent work on cognition. The last topic focuses especially on evolutionary theories of cognition, and in general there is an emphasis on empirical approaches to philosophical issues in psychology and biology.

Teaching: The main Teaching for this course is a seminar given at King's College PH411.1 10 x one-and-a-half-hour (ML) and the intercolle masters' Philosophy of Psychology seminar held at Birkbeck College PH411.2 20 x one-and-a-half-hour (ML). Students are also expected to attend the intercollegiate Philosophy of Psychology lectures (Birkbeck) PH411 20 x onehour (ML). Students would also benefit from attending the intercollegiate masters' Philosophy of Mind seminar 20 x one-and-a-half-hour hr (ML) and the intercollegiate Philosophy of Mind lectures.

Reading list: Detailed reading lists are provided for each part of the course: the following should provide a useful introduction to some of the themes discussed: W Lycan (Ed), Mind and Cognition, 2nd edn (Blackwell, 1999); E Sober, Philosophy of Biology, (Oxford University Press, 1987); P Griffiths & K Sterelny, Sex and Death (University of Chicago Press, 1999). Assessment: Three-hour written examination in the ST.

PH413

Philosophy of Economics

Teacher responsible: Mr Till Grüne, T301b

Availability: The course is primarily intended for students taking MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science, MSc Economics & Philosophy, MSc Philosophy, Policy & Social Value and MSc Social Research Methods (Philosophy). The seminar is also open to research students. Core syllabus: Philosophical issues in economics

Content: The nature of economic theories. The status of laws of economics. Explanation and idealisation in economics. Falsifiability of economic theory. Learning from economic models, causal reasoning in economics. The issues of experimental economics. The status of economic theories and laws. Explanation and idealisation in economics, theory Assessment, the role of models in economic theory, causal reasoning in economics. Positive/normative economics. The nature of rationality: decision and game theory. Social choice theory: Arrow's impossibility theorem and the problem of interpersonal comparisons of welfare. Sen's Paretian liberal paradox. Contractarianism and libertarianism, Welfarism and utilitarianism; freedoms and capabilities. The concept of a perfectly competitive market and market failures. Institutional economics. Distributive justice: constitutional political economy.

Teaching: Lectures PH211 x 20 (ML); Seminars PH413 20 x one-and-a-halfhour (ML).

Written work: Students will be expected to write at least two essays per term

Reading list: D Hausman, The Inexact and Separate Science of Economics; D Hausman (Ed), The Philosophy of Economics; L Robbins, The Nature and Significance of Economic Science; J Rawls, A Theory of Justice; R Nozick, Anarchy, State and Utopia; J Elster & J E Roemer (Eds), Interpersonal Comparisons of Well-Being; A Sen & B Williams (Eds), Utilitarianism and Beyond; J Buchanan & G Tullock, The Calculus of Consent, R Hardin, Liberalism, Constitutionalism and Democracy (1999). Additional reading suggestions, particularly of articles, will be made in the lectures and the seminars. Assessment: Three-hour written examination in the ST.

PH415

Philosophy and Public Policy Teacher responsible: Dr Luc Bovens, T402

Availability: The course is primarily intended for MSc Philosophy, Policy &

Social Value and MSc Philosophy of the Social Sciences.

Core syllabus: Foundational, philosophical reflections on the methods and goals of public policy and the role of values and knowledge in policy decision-making.

Content: Foundational, philosophical reflections on the methods and goals of public policy. Topics include: the nature of practical reasoning; the aims of public policy and the scope of rational social choice: the application of scientific knowledge to decision-making; decision-making under conditions of risk and uncertainty; the relevance of conflicts in interests and conflicts regarding questions of ultimate or intrinsic value; the concept of prudence; non-cooperative and cooperative theories of interaction; bargaining theory, and consensual decision-making. The role of market and non-market institutions. Special attention will be given to historical and contemporary debates concerning the overarching issues of justice, equality, liberty, and welfare, especially as these issues arise within the context of political and economic theory.

Teaching: Lectures PH415 10 x 1hr (M); Seminars PH415.2 15 x two-hour (ML). Written work: Students will be required to give seminar presentations and to write two extended essays per term.

Reading list: Detailed reading lists, including specific articles from relevant journals, will be supplied at the beginning of the course Assessment: Three-hour written examination in the ST.

PH416

Philosophy, Morals and Politics

Teacher responsible: Dr Jeff Seidman, T301b Availability: This course is primarily intended for MSc Philosophy, Policy & Social Value and MSc Philosophy of the Social Sciences.

Core syllabus: Central topics in moral philosophy.

Content: The course addresses, amongst others, questions such as the following: How should we understand such ethical concepts as obligation good, and virtue? How do they relate to one another? Why be moral? What is the relation between morality and self-interest? What is happiness? What is the relation between a happy life and a meaningful life? Are there objective answers to ethical questions, or are whatever answers we give no more than the expressions of our subjective attitudes? If ethical propositions can be true or false what makes them true or false?

The course seeks to approach these questions by careful reading of a seminal texts in the history of philosophy by Aristotle, Hume, Kant, Mill, and Nietzsche. These readings are supplemented by writings of such contemporary moral philosophers as J L Mackie, Bernard Williams, Christine Korsgaard, Onora O'Neill, John McDowell, and David Wiggins, amongst others. The attempt throughout is to link the classic texts to contemporary debates in moral theory. Teaching: Seminars PH416 20 x 1.5 hrs (ML); Students are strongly advised to attend PH214 Morality and Values.

Written work: Students will be required to give seminar presentations and to write two extended essays per term

Reading list: A detailed reading list, including classic texts and contemporary readings will be supplied at the beginning of the course. Most of the classic readings can be found in Michael L Morgan (Ed), Classics in Moral and Political Theory (2001). A very short, but very useful contemporary introduction to the whole subject is Bernard Williams Morality: an Introduction to Ethics (1972). A useful anthology of contemporary writings is S Darwall, A Gibbard & P Railton (Eds), Moral Discourse and Practice (1997).

Assessment: Three-hour written examination in the ST.

PH418

Philosophical Research and Writing – Economics and Philosophy

Teacher responsible: Mr Max Steuer, T501c

Availability: The course is restricted to students taking the MSc Economics & Philosophy

Core syllabus: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation. Content: Among the substantive issues covered may be some of the following: Methodological issues in economics - what counts as a successful economic theory?; When is one rival theory inferior to another?; Are economic

theories falsifiable?; The status of assumptions of economic rationality. Teaching: Seminar: 10 x one-hour (M): 10 x two-hour (L). Assessment: A dissertation of not more than 10,000 words submitted by

13 September.

PH419

Set Theory and Further Logic

Teacher Responsible: Dr Helen Billinge, T401b

Availability: This course is primarily intended for the MSc Philosophy & History of Science and MSc Philosophy of the Social Sciences but is available as an outside option. Logic (PH101) or a similar introductory course covering the syntax and semantics of sentential and predicate logic is a pre-requisite. Core syllabus: This course is designed to advance a student's knowledge

of formal logic in areas beyond the scope of an introductory course, paying attention to both formal results and their philosophical implications. It provides an introduction to Set Theory and to some extension of or alternative to Classical Logic.

Content: The course is structured in two parts: (a) Set Theory, including: the axioms of set theory and their rationale; Russell's Paradox; relations, functions and orderings; ordinals and cardinals; infinity; the basics of transfinite arithmetic. (b) Extensions of and alternatives to Classical Logic, including one or more of the following: Modal Logic; Intuitionistic Logic; Probability and Decision Theory: Deontic Logic: the logic of vagueness Teaching: This course utilises intercollegiate lectures. Lectures PH217 20 x 2hr (ML). Seminars will be taught in-house, PH419 x 20 (ML). Written work: Written answers to set exercises will be expected on a regular basis, and essays as demanded by the seminar teacher. Reading list: H Enderton, Elements of Set Theory, Academic Press; K J Devlin, Fundamentals of Contemporary Set Theory, Springer-Verlag; G Hughes & M Cresswell, An Introduction to Modal Logic, Routledge; D Gabbay & Guenthner, Handbook of Philosophical Logic, Reidel; V McGee, Truth, Vagueness and Paradox, Hackett; R Hilpinen, Deontic Logic, Reidel; B Skyrms, Choice and Chance. Wadsworth; E Adams, A Primer for Probability Logic. Assessment: Three-hour written examination in the ST.

PH420

Special Topics in the Philosophy of Natural and Social Science

Teacher responsible: Dr Stephan Hartmann, T401a Availability: This course is primarily intended for the MSc Philosophy & History of Science and MSc Philosophy of the Social Sciences but is available as an outside option. Prerequisite: Students must already have taken or be taking PH400 or PH405.

Core syllabus: Philosophical issues connected with the natural and social sciences.

Content: The course will cover a number of advanced topics in the philosophy of natural and social science. Precise information on the course Content will be made available on public folders before the beginning of the course.

Teaching: Lectures PH300x 20 (ML). Seminars PH420 20 x 1.5 hrs (ML). Written work: Students will be expected to write at least two essays per term and to give seminar presentations

Reading list: A detailed reading list will be provided at the beginning of the course. For background readings consult the readings for PH400 and PH405. Assessment: Three-hour written examination in the ST.

PH421

Philosophical Research and Writing Seminar -Philosophy, Policy and Social Value Teacher responsible: Dr Luc Bovens, T402

Availability: The course is restricted to students taking the MSc Philosophy, Policy & Social Value

Core syllabus: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation. Content: Most of the seminars will cover topics that are chosen by MSc students for their theses. In the early meetings some core topics in the philosophy and social policy may be discussed. Teaching: Seminar: 10 x 1hr (M); 10 x two hour (L). Assessment: A dissertation of not more than 10,000 words submitted by 13 September.

PH422

Philosophical Research and Writing Seminar -Philosophy of Social Science

Teacher responsible: Dr Jason Alexander, T506 Availability: The course is restricted to students taking the MSc Philosophy of the Social Sciences.

Core syllabus: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation. Content: Most of the seminars will cover topics that are chosen by MSc students for their theses. In the early meetings some core topics in the philosophy of social science may be discussed: Methodological issues such as the role of mathematical models, methodological individualism and its rivals, autonomy of the social sciences. Teaching: Seminar: 10 x one-hour (M); 10 x two-hour (L). Assessment: A dissertation of not more than 10,000 words submitted by 13 September

PS400

Contemporary Social Psychology

Teacher responsible: Dr Sandra Jovchelovitch, S307

Availability: This is the core course for the MSc Degree in Social Psychology. Students without a prior degree in psychology (or its equivalent) may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. Students on the MSc Degree in Organisational and Social Psychology who are exempt from taking PS443 may enrol.

Core syllabus: Selected topics in modern social psychology.

Content: The relationship between the individual and society; social psychology in historical perspective; epistemological issues in social psychology; self and society; social identity, attribution theory; social representation; attitudes; the relations between culture and psychology; applied aspects of social psychology. Teaching: Lecture (PS400) (two-hours) x 20 MT; Class (PS400.A) (one-hour) x five MT

Written work: One written assignment of 5,000 words required.

Reading list: R M Farr, The Roots of Modern Social Psychology, Blackwell, 1996; H Tajfel, Human Groups and Social Categories; Studies in Social Psychology, CUP, 1981; C Fraser & G Gaskell, The Social Psychological Study of Widespread Beliefs, Clarendon Press, 1990; R M Farr & S Moscovici (Eds), Social Representations, CUP, 1984; S Livingstone, Making Sense of Television (2nd edn),Routledge, 1998; K Danziger, Naming the Mind: How psychology found its language, Sage, 1997; S Bem & H Looren de Jong, Theoretical Issues in Psychology: An introduction, Sage, 1996; M Billig, Arguing and Thinking: A rhetorical approach to social psychology, CUP, 1987

In addition Reading lists on specific topics will be distributed during the course. Assessment:

1. Formal three-hour examination in the ST: three questions from a choice of 10 (50%)

2. One written assignment of not more than 5,000 words (50%).

PS404

Organisational Social Psychology

Teacher responsible: Professor Patrick Humphreys, \$364

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. It comprises the core course for the MSc Degree in Organisational and Social Psychology.

Core syllabus: The course addresses both the social psychology of organisations and social psychological processes within organisations. It also provides multidisciplinary coverage of the organisational contexts in which social psychologists may work in a variety of professional domains. A basic familiarity with social psychological methods is assumed but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational investigation, discourse, decision-making and change management are covered with emphasis on their social psychological aspects.

Content: Lectures/seminars in the MT: These will cover key social psychological concepts and theories and their application to the understanding of organisations and the implementation of change processes. The specific topics covered include: Introduction: critique of the tradition and logic underlying organisational psychology; history and frameworks in organisational analysis; 'Scientific' management; Taylorism and Fordism; the Human Relations movement and the Socio-Technical approach; understanding and aiding the creative transformation of organisations on work: a social psychological perspective; organisational representations; social processes in organisations; the cultural image of organisations; cultural processes in organisations; evolutionary perspective on organisations; group dynamics and organisational change; job design, action, stress and motivation; frameworks for understanding organisational decision-making; discourses underpinning decision making and support; organisational transformation; management of change; resistance to change and organisational learning; management fads; implications in practice.

Seminars in the LT: These will centre on discussion of practical and research applications in domains where organisational social psychological investigation and analysis may play a leading role. Each topic will be presented by a member of LSE staff or invited external expert working in the domain

Teaching: Lecture (PS404) (one-and-a-half-hours) x 20 MT; Seminar (PS404) (one-and-a-half-hour) x 10 LT. Class (PS404.A) (one-hour) x five fortnightly MT devoted to the further analysis of specific organisational issues.

Written work: One written assignment of not more than 5,000 words. Reading list: Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are: S Clegg & C Handy, Studying Organisations: Theory and Method, Sage, 1998; E H Schein, Organisational Psychology (3rd edn), Prentice Hall, 1988; G Morgan, Images of Organisation (2nd edn), Sage, 1997; E Jaques, Requisite Organisation, Casson Hall, 1989; A Bryman (Ed), Doing Research in Organisations, Routledge, 1988; D Hoskins & I Morley, A social psychology of organising, Simon and Schuster, 1992; K E Weick, Sense making in organisation, Addison Wesley, 1995; P Humphreys et al (Eds), Decision

Support in Organizational Transformation, Chapman & Hall, 1997. Assessment:

1. Formal three-hour examination in the ST: three questions from a choice of 10 (50%).

2. A written assignment of not more than 5,000 words (50%) communication technologies.

PS408

Research Report: MSc Social and Public Communication Teacher responsible: All members of the Department may be involved in

the supervision of the research project on which the Report is based. Availability: MSc Social and Public Communication students only.

Core syllabus: An empirical investigation of a social psychological issue. carried out on the student's own initiative, under the supervision of a member of staff.

Content: The research project, an empirical investigation of a social psychological issue, is one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Many projects are linked to the half-course unit option courses offered in the LT. It is desirable, but not necessary, that a student undertakes a research project in the area of one of his or her option courses. PS433 includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available in the Department. These workshops will normally be in the MT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. 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, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report plus disc copy must be handed into the Departmental Office in August (exact date to be confirmed). The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS410 Half unit Not available in 2003/04 Social Representations

Teacher responsible: Dr Sandra Jovchelovitch, 5307

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. An advanced knowledge of any of the following is considered relevant: psychology, sociology, anthropology, linguistics or philosophy.

Core syllabus: To acquaint students with the richness and diversity of modern research on social representations and to relate it to other forms of social psychology, especially other sociological forms of social psychology. Content: Moscovici's study of psychoanalysis and his choice of Durkheim as the ancestor of this tradition of research. Social representations of health (including mental health), disability and illness. Social representations of childhood. Common sense, science, technology and the public's understanding of both science and technology. The relationship between theory and method in the study of social representations. The theory and some of its critics. The relationship between social representations and other theories in the social sciences. Individual representations and the collective representation of the individual. The collective nature of widespread beliefs eq. scripts, plans, scenarios, narratives, etc and the social nature of social movements eg Greenpeace, Friends of the Earth etc. The role of the mass media of communication in the creation and dissemination of representations. A special theme, this session, concerns images and representations. This will include extensive coverage from NASA of the 1969 moon landing. This will comprise a case study in the social psychology of globalisation. The use of images in advertising will also be covered.

Teaching: Lecture (PS410) (one-hour) x 10 LT; Class (one-hour) x 10 LT. Written work: A 3,000 word written assignment required. Reading list:

Set text: Two out of: D Jodelet, Madness and Social Representations. Harvester/Wheatsheaf, 1991; I Marková & R M Farr (Eds), Representations of Health, Illness and Handicap, Harwood, 1994; M Bradbury, Social Representations of Death and Loss: An urban ethnography, Routledge, 1999; H Joffe, Risk and 'The Other', CUP, 1999.

Other texts: R M Farr & S Moscovici (Eds), Social Representations, Cambridge University Press, 1984; C Fraser & G Gaskell (Eds), The Social Psychology of Widespread Beliefs, Clarendon Press, 1990; R M Farr (Guest Editor), Journal for the Theory of Social Behaviour, Vol 17, No 4, Special Issue on 'Social Representations', 1987; S Moscovici, The Age of the Crowd: A historical treatise on mass psychology, Cambridge University Press, 1985; Special issue of Culture and Psychology, Vol 4, No 3, 1998 on Social Representations; R M Farr, 'Common sense, science and social representations', Public Understanding of Science, Vol 2, No 3, 1993.

Assessment:

1. Formal two-hour examination in the ST: two questions from a choice of five (50%)

2. A written assignment of not more than 3,000 words (50%)

PS411 Half unit

Social Psychology of the Media

Teacher responsible: Professor Patrick Humphreys, \$364 Availability: Students on degrees without a psychology or media component

may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. Core syllabus: The course encourages a critical attitude to the media and considers their influence on individuals and society in general. Throughout the course, the following concerns are addressed: the nature of communication and problems in defining its effectiveness; the role of the media in providing information to its audience: the ideological functions of the media; media representations of minority groups or controversial issues and how these may influence people's attitudes

Content: Conceptualisations of the media in terms of a system in context, and in terms of communication; interpretation of Contents and effects. The power and social context of the media. Influence of the social context in imposing restrictions on the various forms of the media. Effects on television production and management practices. Conflicting views on children and the media; children as an active audience. Drama and story-telling in the media. Cultural products. Case studies of television drama production. Propaganda through the media: war propaganda, election campaigns, encouragement of stereotypes. Presentation techniques: diffusion of messages, mediation of myths. Publicity and advertising: contexts, methods and mechanisms. The media as agents of planned social change. Creating social reality: the process of news selection and construction. The ideology of impartiality and balance. Teaching: Lecture/seminar (PS411) (two-hours) x 10 MT; Classes (one-hour) x five fortnightly, devoted to in-depth analysis of specific material Written work: 3,000 word written assignment required.

list: E Cashmore, And then there was Television, Routledge, 1994; J Fiske, Television Culture, Routledge, 1987; A Wernick, Promotional Culture, Sage, 1991; M Sturken & L Cartwright, Practices of Looking: An Introduction to Visual Culture, Oxford, 2001; A Briggs & P Coblev (Eds). The Media: An Introduction, Longman, 1998; R Nelson, TV Drama in Transition: Forms, Values and Cultural Change. Macmillan, 1997.

Additional Reading lists will be given out at the beginning of the Session. Assessment:

1. Formal two-hour examination in the ST: two questions from a choice of five (50%)

2. A written assignment of not more than 3,000 words (50%).

PS413 Half unit

Psychology of Gender

Teacher responsible: Dr Jan Stockdale, \$366

Availability: Students on degrees without a psychology or gender component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course examines recent directions in research, methodological issues and theoretical developments relating to psychological aspects of gender.

Content: Using a social psychological perspective, the course examines the development of gender as an analytical category, its role in theoretical development and debate, and its impact on individual action, social interaction and the societal context. Specific issues include: the construction of gender and its implications for how people construe themselves and others; the production of gendered knowledge and identity; communicating gender through language; gendered aspects of emotion and health; power; the practice of gender and multiple masculinities; workplace relations, opportunity and achievement.

Teaching: Lecture/Seminar (PS413) (two-hours) x 10 LT; Class (PS413.B) (one-hour) x 10 LT.

Written work: A 3,000 word written assignment is required.

Reading list: D L Anselmi & A L Law, Questions of Gender: Perspectives and Paradoxes. McGraw Hill, 1998; K Clatterbaugh, Contemporary Perspectives on Masculinity: Men, Women and Politics in Contemporary Society, Westview Press, 1997; M M Gergen & S N Davis (Eds) Toward a New Psychology of Gender: A Reader, Routledge, 1997; M R Walsh (Ed) Women, Men and Gender: Ongoing Debates, Yale University Press, 1997. A full Reading list will be available at the beginning of the course.

Assessment:

Formal two-hour examination in the ST: two guestions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS415 Half unit

The Social Psychology of Economic Life Teacher responsible: Professor George Gaskell, B811

Availability: Students on degrees without a psychology or media

component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. Core syllabus: The course reviews the contribution of social psychological theories and perspectives, broadly interpreted to include micro-sociology, to the understanding of people's representations, attitudes, choices and behaviours in the economic sphere.

Content: Rationality in individual and collective decision taking. The scientific and lay representations of risk. Trust in contemporary society. Consumer behaviour, fashion and the symbolic aspects of consumption. Equity and justice. Behavioural economic Teaching: Lecture (PS415) (one-hour) x 10 LT: Class x 10 LT.

Written work: A 3,000 word written assignment required. Reading list: Reading lists will be provided for each topic, the following are of general use; S E G Lea, R M Tarpy & P Webley, The Individual in the Economy, Cambridge University Press, 1987; A Lewis, P Webley & A Furnham, The New Economic Mind: The social psychology of economic behaviour, Harvester, 1995. Assessment:

of five (50%). 2. A written assignment of not more than 3,000 words (50%).

PS418 Half unit

Social Psychology of Health

Teacher responsible: Dr Catherine Campbell, \$387 Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible

Core syllabus: The application of social psychology to concepts, systems and problems of health and well-being in their social context. Content: Health and well-being (physical, mental and social), viewing the individual (i) as a bio-psycho-social system, (ii) located within family/community/social networks/local cultures. Socially ascribed definitions of health and illness: myths, normality and deviance. Health and social identity. Theoretical debates regarding determinants of health-related behaviours; implications of these debates for health promotion campaigns and policies (information-based campaigns, peer education, community participatory approaches, public health policy) - in both developed and developing country contexts. Health and social capital (social networks; community cohesion). The social construction of sexuality and its implications for health. Epidemiological patterning of health: gender, socio-economic status, age, region, ethnicity, Doctor-patient relations. Dominant and alternative/complementary approaches of health and healing. Mental ill-health and psychotherapy. Teaching: Lecture/Seminar (PS418) (two-hours) x 10 LT. Class (PS418.A) (one-hour) x 10, directed to in-depth analysis of specific material Written work: 3,000 word written assignment required. Reading list: M Crossley, Rethinking health psychology, Open University Press, 2000; G Albrecht, R Fitzpatrick & S Scrimshaw, The handbook of social studies in health and medicine, Sage, 1999; J Ogden, Health Psychology – A Textbook, Open University Press, 2000; S Nettleton, The sociology of health and illness, Polity, 1995; M Foucault, The history of sexuality, Vol 1Penguin, 1976/1990; D Lupton, Medicine as culture: illness, disease and the body in western societies, Sage, 1994; P Bennett & S Murphy, Psychology and health promotion, Open University Press, 1997; K Tones & S Tilford, Health education: effectiveness, efficiency and equity, Sage, 1997; P Friere, The pedagogy of the oppressed, Penguin, 1970/1993; J Kelley & M Davies, Healthy cities: research and practice, Routledge, 1993; R Wilkinson, Unhealthy Societies - the afflictions of inequality, Routledge, 1996; A Peterson & D Lupton, The New Public Health health and self in the age of risk, Sage, 1996. Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS421 Half unit

Issues in Social Psychology: Evolutionary Psychology Teacher responsible: Dr Andy Wells, S305

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. Core syllabus: An introduction to evolutionary theory and its applications

to social psychology.

Content: Darwin's theories of natural and sexual selection. Fisher's runaway model, Zahavi's handicap theory, indicator theory. Evolutionary genetics. The nature-nurture controversy. Trivers' parental investment theory, Hamilton's kin selection theory. Gender issues in evolutionary biology. Altruism between individuals and groups. Mate choice. Homicide, violence and aggression. Gene and culture co-evolution.

Teaching: Lecture/seminar (PS421) (two hours) x 10 LT. Written work: A 3,000 word written assignment is required. Reading list: C Crawford & D Krebs (Eds), Handbook of Evolutionary Psychology, Lawrence Erlbaum Associates, Hillsdale, NJ, 1998; H Cronin, The

1. A formal two-hour examination in the ST: two questions from a choice

Ant and the Peacock, CUP, 1991; C Darwin, On the Origin of Species by means of Natural Selection or the Preservation of Favoured Races in the Struggle for Life, John Murray, London, 1859. Facsimile reproduction with an introduction by Ernst Mayr, Athenaeum, New York, 1967; C Darwin, The Descent of Man and Selection in Relation to Sex, John Murray, London, 187 Facsimile reproduction with an introduction by J T Bonner & R M May, Princeton University Press, 1981; R H Frank, Passions Within Reason. The Strategic Role of the Emotions, W W Norton & Company, New York, 1988; P A Gowaty (Ed), Feminism and Evolutionary Biology. Boundaries, Intersections and Frontiers, Chapman and Hall, London, 1997; S B Hardy, Mother Nature. Natural Selection and the Female of the Species, Chatto & Windus, London, 1999; G Miller, The Mating Mind. How Sexual Choice Shaped the Evolution of Human Nature, Heinemann, London, 2000; R Trivers, Social Evolution, Benjamin Cummings, Menlo Park, CA, 1985. Assessment:

1. A formal two hour examination in the ST: two questions from a choice of five (50%)

2. A written assignment of not more than 3,000 words (50%).

PS428 Half unit

Knowledge Processes in Organisations

Teacher responsible: Dr Lucia Garcia-Lorenzo, S311

Availability: The course is offered as an option within existing MSc programmes in the Department of Social Psychology. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course will look at the social and organizational process involved in the generation, communication and sharing of organizational knowledge from a systemic point of view. It will explore the conceptual frameworks for understanding the various aspect of those knowledge processes as well as the different developments in the research and practice of knowledge management initiatives in organizations.

Content: Organisations in the 'information economy'. Learning with/in organisations. Communities of Practice. ICT's in organisations. Complex and Co-Evolving Organisations, New Ways of Organising, implications for research and practice.

Teaching: Lecture (one-hour) x 10 LT; Class/Seminar x 10 LT.

Written work: A 3,000 word written assignment required Reading list: Reading lists will be provided for each topic, the following are of general use; S Little, P Quintas & T Ray, Managing Knowledge, Sage, 2002; S Newell et al, Managing knowledge work, Palgrave, 2002; M Boisot, Knowledge Assets, Oxford University Press, 1998; G Von Krogh et al, Enabling Knowledge Creation, Oxford University Press, 2000; J Sawn & H Scarbrough, 'Knowledge Management: Concepts and controversies', Journal of Management Studies Vol 38, No 7, 2001.

Assessment:

1. Formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS429

The Social Psychology of Communication

Teacher responsible: Dr Martin Bauer, B804

Availability: The course is intended for students enrolled on the MSc Social and Public Communication programme.

Core syllabus: The course examines core theories towards a social psychology of communication. Issues raised will refer to verbal and nonverbal, face-to-face, rumours and mass mediated, as well as private and public, communal and strategic forms of communication. The second half of the course will provide an overview of applied communication research in various professional areas of public communication. The first half of the course examines core theories and concepts in the social psychology of communication.

Content: Theories of communication covered in the course include evolutionary theory, classical rhetoric, diffusion research, pragmatics and relevance theory, semiotics and system theory and the theory of communicative action. Issues will be raised as to the critical analysis and the design of communicative action. Issues will be raised as to the critical analysis and the design of communication efforts in professional fields such as business corporations, NGOs, scientific professional bodies, health promotion, governments and political parties, police campaigns, and international organisations.

Teaching: Lecture/Seminar (two-hours) x 20 MT.

Written work: An assignment of not more than 5,000 words is required. Reading list: No one book covers the entire syllabus: students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

J Habermas, Theory of Communicative Action, Vol 1 + 2, Polity Press, 1997; R Heath & B Jennings, Human communication theory and research: Concepts, contexts, and challenges (2nd edn), Lawrence Erlbaum, 2000; A Mattelart & Mattelart, Theories of Communication: a short introduction, Sage, 1998; D

McQuail, McQuail's mass communication theory (4th edn), Sage, 2000; R Rice & C Atkin, Public communication campaign, Sage, 2000; E Rogers, Diffusion of Innovation, Free Press, 1995; D Sperber & D Wilson, Relevance: communication and cognition, Cambridge, 1995.

Assessment:

1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).

2. A written research assignment of not more than 5,000 words (50%).

PS433

Report: MSc Social Psychology

Teacher responsible: All members of the Department may be involved in the supervision of the research project on which the Report is based. Availability: MSc Social Psychology students only.

Core syllabus: An empirical investigation of a social psychological issue, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The research project, an empirical investigation of a social psychological issue, is one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Many projects are linked to the half-course unit option courses offered in the LT. It is desirable, but not necessary, that a student undertakes a research project in the area of one of his or her option courses. P\$433 includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available in the Department. These workshops will normally be in the MT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. 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, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report plus disc copy must be handed into the Departmental Office in August (exact date to be confirmed). The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS434

Research Report: MSc Organisational and Social Psychology

Teacher responsible: All members of the Department may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Organisational & Social Psychology students only.

Core syllabus: Theoretical analysis or empirical research relating to the programme Content, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The report is one quarter of the year's work. It is an opportunity for students to link aspects of social psychology to their professional interests. The report may take the form of a dissertation (extended essay) or an empirical research project. Students must obtain the approval of their supervisors before embarking on any research. PS434 includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available in the Department. These workshops will normally be in the MT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. 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, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report plus disc copy must be handed into the Departmental Office in August (exact date to be confirmed). The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS437 Half unit

Representations, Institutions and Communities Teacher responsible: Dr Sandra Jovchelovitch, S307

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The objective of the course is to allow students to explore in depth the relationship between social representations and social contexts, with especial attention to the construction of everyday forms of knowledge, institutional functioning and community life.

Content: The social context of representational activity: (i) The genesis and development of representations, (ii) The public nature of representations, (iii) Time and place in the construction of representations: Memory and identity; Representing institutions and communities: (i) Institutions: The symbolic and the material in the life of communities, (ii) The instituting and the instituted in the life of communities, (iii) Institutions and communities as potential space: Representing/constructing Others: (i) The other institutionalised: strategies of classification, segregation and exclusion, (ii) The other in the community: strategies of habituation, denial and differentiation, (ii) The other in dialogue: solidarity and strategies of communicative action; The limitations and possibilities of social psychological intervention: (i) Research as a dialogical act: Interpretation, knowledge and empowerment. Teaching: Lecture (one-hour) (PS437) x 10 LT, seminar/class (one-hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: D Jodelet, Madness and Social Representations (1991); M Douglas, How Institutions Think (1987); C Castoriadis, The Imaginary Institution of Society (1987); M Foucault, Madness and Civilization (1971); J Habermas, The Theory of Communicative Action, Vol I and II (1987); S Freud, Civilization and Its Discontents (1930), Group Psychology and the Analysis of the Ego (1921); D W Winnicott, Playing and Reality (1971); I Martin-Baró, Writings for a Liberation Psychology (1994).

Assessment:

Formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS438 Half unit

Corporate Communications

Teacher responsible: To be announced

Availability: Only for: MSc Social Psychology; MSc Organisational and Social Psychology, and MSc Media and Communications.

Core syllabus: The objectives of the course are to provide an introduction to organisational communication, in particular the practices of public relations and corporate communications, and to show how an understanding of communications management, based on knowledge of the social sciences, may contribute to the overall management of organisations.

Teaching: Seminar (PS438) (two-hours) x 10 LT and Classes (one-hour) x five IT

Written work: A 3,000 word written assignment required. Reading list: To be announced.

Assessment:

1. Formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS439 Half unit

The Social Psychology of New Technology Teacher responsible: Dr Martin Bauer, B804

Availability: Students on degrees without a social psychology or media component may attend subject to numbers and at the discretion of the Teacher responsible

Core syllabus: In this course we will analyse functionally how resistance, expressed in public opinion as the interplay of mass media, public perceptions and activism, impact on technological trajectories. New technology is neither good nor bad, nor is it neutral. It is a negotiated project, a growing web of engineers, lawyers, regulators, users etc, in a dynamic configuration of ideas, materials, affiliations and dissent. The discussions explore issues leading toward a social psychology of objectification.

Content: Public opinion and representations of science and technology make and brake technological projects such as nuclear power, information technology and genetic engineering. While being partially supportive, public opinion often resists: why and to what effect? This is modelled in analogy to 'acute pain' (Bauer, 1991, 1997). We will explore conceptions of 'resistance' in psychotherapy, attitude research, rural studies, risk analysis and communication, media perfect studies, group dynamics, public understanding of science, and studies of social influence. Students are expected to appreciate theory driven empirical research.

Teaching: Combined lecture (one-hour) (PS439) x 10 LT. + seminar/class (one-hour) x 10 IT.

Written work: A 3,000 word written assignment required.

Reading list: M Bauer (Ed), Resistance to new technology - nuclear power, information technology, biotechnology, CUP, 1997; J Carloppio, 'A history of social psychological reactions to new technology', Journal of Occupational Psychology, 61, 1988; B Joerges, 'Technology in everyday life: conceptual queries", Journal for the Theory of Social Behaviour, 18, 1988; B Latour, 'On inter-objectivity', Mind, Culture and Activity, 3, 228-245, 1996; T Marteau & M P M Richards (Eds), The Troubled Helix: Social and psychological implications of the new human genetics, CUP, 1996; J Van der Plight, Nuclear Energy and the Public, Blackwell, 1992; S R Weart, Nuclear Fear: A history of images, Harvard University Press, 1988; M Bauer & G Gaskell, Biotechnology - the making of a global controversy, CUP, 200 No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course. Assessment:

1. Formal two-hour examination in the ST: two guestions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS443 Half unit Modern Social Psychology

Teacher responsible: Dr Jan Stockdale, \$366 Availability: A compulsory half-course unit for the MSc in Organisational and Social Psychology. Students on this degree who do have a prior knowledge of social psychology may gain an exemption from the Programme Director for this MSc. Other students may attend subject to numbers, their own degree regulations and at the discretion of the Teachers responsible. Core syllabus: The course provides an overview of key theories and concepts in social psychology.

Content: The perspective of social psychology; the social nature of the self; social identity and inter-group relations; causal representations; social influence and ideology.

Teaching: 10 x two-hour lecture/seminar (PS443) MT. Reading list: R Brown, Social Psychology (2nd edn), Collin-Macmillan, New York, 1986 (set text); E E Jones, Interpersonal Perception, Freeman, 1990; H Tajfel, Human Groups and Social Categories: Studies in Social Psychology, Cambridge University Press, 1981; M Hewstone, W Stroebe, J-P Codol, & G M Stephenson, Introduction to Social Psychology: A European perspective (2nd edn), Blackwell, 1996 (set text); H Himmelweit & G Gaskell (Eds), Societal Psychology, Sage, 1990; D T Gilbert, S T Fiske & G Lindzey (Eds), The Handbook of Social Psychology, Volume II, McGraw Hill, 982-1026, 1998; M A Hogg & G M Vaughan, Social Psychology (2nd edn), Prentice-Hall, 1998 (set text). Assessment:

1. Formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS445 Half unit

material

Organisational and Social Decision Making Teacher responsible: Professor Patrick Humphreys, \$36 Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: This course starts with a short historical introduction (which helps in understanding where the technical terms currently used in the field actually come from), followed by a primarily problem and people centred. rather than formal, approach to the subject, with a number of case studies. of organisational and social decision making, and of attempts to provide support for decision making in organisations.

The course will examine the discourses and processes involved in forming judgments, 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 may be embedded in process supporting organisational management and change are investigated. Content: The course will concentrate on contexts in which, at the outset, there is uncertainty about how to represent the structure of the decision problem and examine both the formal techniques and the kind of discourses employed in negotiating and constructing representations of 'the decision problem', securing agreement on 'the decision' and the associated commitments to action, and attempting to manage its implementation. In organisational decision making, the decision maker may be a 'problem owner' but, on his or her own, may have insufficient information or power to formulate and implement a policy for action, and so usually relies on the support of proposers of solutions to parts of 'the problem', on experts and perhaps on some computer based 'decision support system' which may be introduced by external consultants. Hence in studying organisational decision making systems we shall need to examine the sometimes conflicting motivations of people occupying these various roles. We shall also investigate how decision problems representations are employed as artefacts by those people who participate in the making of decisions and attempt to get them implemented in organisational contexts. In social decision making we shall examine cases where different stakeholders or interest groups have different views and motivations concerning the effects (and side-effects) of decision making which may have wide-ranging social impact. We shall examine how decision theory, originally developed as a theory informing individual, 'rational' decision making, may be situated and developed as a methodology shaping social decision making in a wide range of contexts. Teaching: Lecture/Seminar (PS445) (two-hours) x 10 LT. Class (PS445.A) Graduate Course Guides 109

(one-hour) x five fortnightly LT, devoted to in-depth analysis of specific

Written work: 3,000 word written assignment required.

Reading list: L R Beach, The Psychology of Decision Making: People in Organisations, Sage, 1997; M Zeg, Rational Choice and Organisational Theory: A Critique, Sage, 1998; P C Humphreys etalDecision Support in Organisational Transformation, Chapman and Hall, 1997; J Ansell & F Wharton, Risk: Analysis, Assessmentand Management, Wiley, 1992; D Berkeley, G Widmeyer, P Brezillon & V Rajkovic, Context Sensitive Decision Support Systems, Chapman and Hall, 1998; D Von Winterfeldt & W Edwards, Decision Analysis and Behavioural Research, Cambridge University Press, 1986: P.R. Kleindorfer, H.C. Kunreuther & P.H.Schoemaker, Decision Sciences An Integrative Perspective, Cambridge University Press, 1993; P.Humphreys & P Brezillon, Decision Systems in Action, Hermes, 2001; O Larichev & D L Holson, Multiple Criteria Analysis in Strategic Citing Problems, Kluwer, 2001; Jaegar et al, Risk, Uncertainty and Rational Action, Earthscan, 2001. Assessment:

Formal two hour examination in the ST: two questions from a choice of five (50%)

2. A written assignment of not more than 3,000 words (50%).

PS446 Half unit

Issues in Organisational and Social Psychology: Organizational Life

Teachers responsible: Dr Lucia Garcia-Lorenzo, S311 and Mr Barry Rogers Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course aims to give a social psychological perspective on the elements of continuity and change in contemporary organisational life allowing students to develop a critical and reflective understanding of these key processes. The course will be informed throughout by a dual mandate: a rigorous approach to theory yet one firmly placed within the context of emerging organisational issues and relevant, current topics of debate. It develops the basic conceptual themes explored in the PS404 while providing detailed focus on a range of contemporary organisational issues - students will be actively encouraged to relate key themes covered to 'unfolding' organizational issues in the press and media. In line with this approach, a primary focus for the course in 2002/2003 will be the 'career' and the changing nature of the employment relationship.

Content: Elements of continuity and change in organisational life globalisation & knowledge. Production as a service industry. The boundaryless organisation - from workplace to workspace. The changing nature of the social in, around and outside organisationsSocial psychological issues associated with new ways of working. Making sense of the career - models of structure and agency. Project work. Career enactment. Managing the employment relationship - a critical look at the role of HR within the contemporary organization. Individual andOrganisational learning knowledge management and knowledge interests. From training via lifelong learning towards learning to learn. Leadership and strategy - models of innovation and creativity. Managing under uncertainty. The inclusive organisation ethics, social responsibility and cultural diversity. Career fragmentation and the feminisation of the workspace - winners and losers, reality or rhetoric? Models of organisational communication - from 'silver bullet' to organisational 'listening'. Multiple rationalities. Implications for models of management and for methodology. People, our greatest asset? framing people policy on the continuum between trust and control. The emerging complexity of the employment relationship.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT.

Written work: 3,000 word assignment required. Reading list: Detailed references and class topics are distributed in the first lecture of the series. The following are of general use: M B Arthur, K Inkson & J K Pringle. The New Careers: Individual Action and Economic Change Sage. 2000; S R Barley, 'Careers, Identities and Institutions: The legacy of the Chicago School of Sociology', in M B Arthur, D T Hall & B S Lawrence (Eds), Handbook of Career Theory, Harvard University Press, 1989; P Berger & T Luckmann, The social construction of reality, Penguin, 1967; S J Frenkle, M Korczynski, K A Shire & Tam, On the front line:Organization of Work in the Information Economy, ILR Press, Ithaca, New York, 1999; J Pfeffer, Understanding Organizations: Concepts and Controversies' in D T Gilbert, S T Fiske & G Lindzey (Eds), The Handbook of Social Psychology, 4th edn, Vol 2, pp 733-778, McGraw-Hill, New York, 1998; E Wenger, Communities of Practice: learning, meaning and identity, Cambridge University Press, 1999; K E Weick, Sensemaking in Organisations, Sage, California, 1995. Assessment:

Formal two-hour examination in ST. Questions from a choice of five (50%); and

2. A written assignment of not more than 3,000 words (50%).

PS451 Half unit

Cognition and Culture

Teacher responsible: Dr Bradley Franks, S313

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the

discretion of the Teacher responsible.

Core syllabus: The course examines recent directions in research relating to the relationships between mind and culture.

Content: Theoretical issues including: relationships between social facts and psychological facts; naturalistic and non-naturalistic concepts of culture; symbolic culture; cultural relativity and universals; evolutionary and developmental constraints on the relations between mind and culture; communication, cultural transmission and change. These issues will be discussed with reference to specific domains of investigation, such as: emotions, representations of religion, race and natural kinds; pragmatics and communication; and social divisions of labour in meaning and representation, including deference and expertise.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT. Written work: 3,000 word assignment required.

Reading list: Detailed references and a synopsis of lectures and class topics are distributed in the first lecture of the series, and are available in \$315 and in Outlook/Public Folders/Departments/Social Psychology. The following are of general use: S Atran, Cognitive Foundations of Natural History, Cambridge University Press, 1990; P Boyer, The Naturalness of Religious Ideas, University of California Press, 1996; D E Brown, Human Universals, McGraw-Hill, 1991; D M Buss & D T Kenrick, Evolutionary Social Psychology, 1998, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), The Handbook of Social Psychology, Vol 2, McGraw-Hill, pps. 982-1026; M Cole, CulturalPsychology, Harvard University Press, 1996; S T Fiske et al, TheCultural Matrix of Social Psychology, cited in D T Gilbert, S T Fiske and G Lindzey (Eds), The Handbook of Social Psychology, Vol 2, McGraw-Hill; L Hirschfeld, Race in the Making: Cognition, Culture and the Child's Construction of Social Kinds, MIT Press, 1996; R Nisbett & D Cohen, The Culture of Honor: The Psychology of Violence in the South, Westview Press, 1995; P B Smith & M H Bond, Social Psychology Across Cultures (2nd edn), Prentice Hall, 1998; D Sperber, Explaining Culture, Cambridge University Press, 1996.

Assessment:

1. A formal two-hour examination in ST - Questions from a choice of five (50%)

2. A written assignment of not more than 3,000 words (50%).

PS452 Half unit

Moral Psychology

Teacher responsible: To be announced

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course examines a range of perspectives in moral psychology and their respective treatments of the nature and consequence of moral commitments

Content: The classical legacy in moral psychology: psychoanalysis, behaviourism and crowd psychology. The altruism question, evolutionary psychology and adaptations for co-operation. Cognitive constructivism: moral judgement, stage and domain theories. Cultural influences on morals. Postconventional thinking. Moral thought, moral action and social control processes. Power, leadership and moral (in)competence. The justice motive in social behaviour. Morality and politics: moral-political attitudes, their structure and origins. Morality and health.

Teaching: Lectures/seminars (two-hours) x 10 LT.

Reading list: Detailed references and a synopsis of topics are distributed in the first seminar of the series and are available in \$315 and in Outlook/Public Folders/Departments/Social Psychology,

D K Lapsley, Moral Psychology, Westview Press, 1996; J Kagan & S Lamb (Eds), The Emergence of Morality in Young Children, University of Chicago Press; N Emler & S Reicher, Adolescence and Delinquency: The Collective Management of Reputation, Blackwell, 1995; W Kurtines & J Gerwitz (Eds), Handbook of Moral Development and Behaviour 3 vols, Erlbaum, 1991; M Lerner & G Mikula (Eds), Entitlement and the Affectional Bond: Justice in Close Relationships, Plenum, 1987; R Brandt & P Rosen, Morality and Health, Routledge, 1998. M Ridley, The Origins of Virtue, Penguin, 1996.

Assessment:

1. A formal two-hour examination in ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS454 Half unit Not available in 2003/04 The Social Psychology of Public Communication Teacher responsible: Dr Darrin Hodgetts, 5113

Availability: The course is intended primarily for students enrolled in MSc programmes within the department of Social Psychology and Media@lse. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course provides students with a critical understanding of the broadly defined area of public communication and the opportunity to develop skills that are transferable to applied settings.

Content: Public communication as a social psychological process central to the

conduct of everyday life. Various domains of public communication, including public information initiatives, communication strategies, and organisational communication. The theoretical and practical dilemmas faced by those working in this arena. Further details will be provided at the start of the session. Teaching: Lecture (one-hour) x 10 MT; Class (one-hour) x 10 MT. Written work: A 3,000 word written assignment required.

Reading list: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

R Heath & B Jennings, Human communication theory and research: Concepts, contexts, and challenges (2nd edn), Lawrence Erlbaum, 2000; L Jackson & B Duffy, Health communication research: A Guide to developments and directions, Greenwood, 1998; A Mattelart & M Mattelart, Theories of communication: A short introduction, Sage, 1998; D McQuail, McQuail's mass communication theory (4th edn), Sage, 2000; R Rice & C Atkin, Public communication campaign, Sage, 2000; D Walker, Public relations in local government: Strategic approaches to better communication, Pitman, 1997. Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%)

2. A written research assignment of not more than 3,000 words (50%).

PS4M1/2

Methods of Research in Social Psychology 1/2

Teachers responsible: Dr Jan Stockdale, S366 and Dr Sandra Jovchelovitch, S307

Availability: MSc Social Psychology students and MSc Organisational and Social Psychology (Research) students only.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers. Content: The course has two components:

 Principles of Social Research: The course comprises a core Content. including research design and ethics, interviewing, analysis of qualitative data, including Content analysis, survey and participant-observation, evaluation research and sessions (3) on research topic selection and research report presentation. Additional sessions focus on issues such as event sampling, experimental design, analysis of text, including-aided analysis, and SPSS (Statistical Package for Social Scientists).

ii. Quantitative Analysis: Students will take two of the following courses offered by the Methodology Institute: MI451 Quantitative Analysis 1: Description and Inference and MI452 Quantitative Analysis 2: The Generalised Linear Model (if you register for course PS4M1 you will automatically be included on MI451 and MI452), or MI452 Quantitative Analysis 2: The Generalised Linear Model and MI455 Quantitative Analysis 3: Applied Multivariate Analysis (if you register for course PS4M2 you will automatically be included on MI452 and MI455). For details of the course Content please consult the relevant course guide.

Assignments: As follows:

Principles of Social Research: Two formally assessed assignments. Workshops may have associated practical exercises.

i. Quantitative Analysis: Please see the relevant course guide.

Teaching: As follows:

i. Lectures: 10 x 1 hour MT, 6 x 1 hour LT (including 2 x (1hour) research report presentations) & Workshops: 8 x 1 hour MT and 4 x 1 hour LT.

ii. MI451 9 x 2 hour lectures and 9 x 1 hour computer classes MT, and MI452 9 x 2 hour lectures and 9 x 1 hour computer classes (this course is given twice per Session, starting in the second week of each of the MT and LT), and MI455 Lectures: 10 LT. Computer Workshops: 4 x 2 LT.

Reading list: C Robson, Real World Research: A Resource for Social Scientists and Practitioner Researchers, Blackwell, (1993); D Silverman (Ed), Qualitative Research: Theory, method, practice, Sage, (1997); M W Bauer & G Gaskell (Eds), Qualitative researching with text, image and sound; A practical handbook London, Sage, (2000); D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage, (2000); N Hayes, Doing Psychological Research: Gathering and analysing data, Open University Press, (2000); F N Kerlinger & H B Lee, Foundations of Behavioural Research (4th edn), Harcourt Brace, Fortworth, (2000); N Gilbert, Research Social Life (2nd edn), Sage, (2001); T May, Social Research: Issues, Methods and Process, Open University Press, (2001). No one book covers the entire syllabus; students will be expected to read

widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: As follows:

Coursework (67%). This is based on two coursework assignments. 2. Quantitative Analysis coursework and examination (Methodology Institute course guide) (33%).

PS4M3 Half unit and Social Psychology 1 Humphreys, S364

students only

of Research Design plus PS431 Methods of Research in Organisational and Social Psychology. ii. Quantitative Analysis: Students will take one course offered by the Methodology Institute: MI451 Quantitative Analysis 1:Description and Inference. Please note if you register for course PS4M3 you will automatically be included on MI451. Assignments:

Qualitative Research: Theory, method, practice, Sage, 1997 No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course. Reading list: G Symon & C Cassell (Eds), Qualitative Methods and Analysis in Organisational Research: A Practical Guide, Sage, 1998; J Mingers & A Gill, Multimethodology, Wiley, 1997; M W Bauer & G Gaskell (Eds), Qualitative researching with text, image and sound: A practical handbook, Sage, 2000; D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage, 2000; N Hayes, Doing Psychological Research: Gathering and analysing data, Open University Press, 2000; N Gilbert, Research Social Life (2nd edn), Sage, 2001; T May, Social Research: Issues, Methods and Process, Open University Press, 2001; D Silverman (Ed), Qualitative Research: Theory,

method, practice, Sage, 1997. the start of the course. Assessment:

1. One Principles of Social Research assignment - 80%. 2. Statistics coursework and examination - 20%.

PS4M7 Half unit Methods of Research in Organisational and Social Psychology 2 Humphreys, 5364 students only

Organisational and Social Psychology. automatically be included on MI452.

Graduate Course Guides 111

Methods of Research in Organisational

Teachers responsible: Dr Jan Stockdale, S366 and Professor Patrick

Availability: MSc Organisational & Social Psychology (Standard Track)

Core syllabus: The aim of the course is to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers. Content: The course has two components

Principles of Social Research: Students will take MI453 Fundamentals

i. (i) Principles of Social Research: One PS431 formally assessed assignment and MI453 methods examination. Workshops may have associated practical exercises. (ii) Statistics coursework and examination.

Teaching: Principles of Social Research: PS431 two x one-hour lectures, 8 x one-hour workshops MT plus one x three-hour research report LT presentation, MI453 nine x two-hour lectures; Quantitative Analysis: MI451 nine x two-hour lectures and nine x one-hour computer classes MT.

Reading list (PS431): G Symon & C Cassell (Eds), Qualitative Methods and Analysis in Organisational Research: A Practical Guide, Sage, 1998; J Mingers & A Gill, Multimethodology, Wiley, 1997; M W Bauer & G Gaskell (Eds), Qualitative researching with text, image and sound: A practical handbook, Sage, 2000; D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage, 2000; N Hayes, Doing Psychological Research: Gathering and analysing data, Open University Press, 2000; N Gilbert, Research Social Life (2nd edn), Sage, 2001; T May, Social Research: Issues, Methods and Process, Open University Press, 2001; D Silverman (Ed),

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at

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. Principles of Social Research: Students will take MI453 Fundamentals of Research Design plus PS431 Methods of Research in

i. Quantitative Analysis: Students will take one course offered by the Methodology Institute: MI452 Quantitative Analysis 2: The Generalised Linear Model. Please note if you register for course PS4M7 you will

Assignments: (i) Principles of Social Research: one PS431 formally assessed assignment and MI453 methods examination. Workshops may have associated practical exercises. (ii). Statistics coursework and examination.

Teaching: Principles of Social Research: PS431 two x one-hour lectures and 8 x one-hour workshops MT plus one x three-hour research report LT presentation, MI453 nine x two-hour lectures; Quantitative Analysis: MI452

nine x two-hour lectures and nine x one-hour computer classes MT.

Reading list (PS431): G Symon & C Cassell (Eds), Qualitative Methods and Analysis in Organisational Research: A Practical Guide, Sage, 1998; J Mingers & A Gill, Multimethodology, Wiley, 1997; M W Bauer & G Gaskell (Eds), Qualitative researching with text, image and sound: A practical handbook, Sage, 2000; D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage, 2000; N Hayes, Doing Psychological Research: Gathering and analysing data, Open University Press, 2000; N Gilbert, Research Social Life (2nd edn), Sage, 2001; T May, Social Research: Issues, Methods and Process, Open University Press, 2001; D Silverman (Ed), Qualitative Research: Theory, method, practice, Sage, 1997.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Reading list: G Symon & C Cassell (Eds), Qualitative Methods and Analysis in Organisational Research: A Practical Guide, Sage, 1998; J Mingers & A Gill, Multimethodology, Wiley, 1997; M W Bauer & G Gaskell (Eds), Qualitative researching with text, image and sound: A practical handbook, Sage, 2000; D Burton, Research Training for Social Scientists: A Handbook for Postgraduate Researchers, Sage, 2000; N Hayes, Doing Psychological Research: Gathering and analysing data, Open University Press, 2000; N Gilbert, Research Social Life (2nd edn), Sage, 2001; T May, Social Research: Issues, Methods and Process, Open University Press, 2001; D Silverman (Ed), Qualitative Research: Theory, method, practice, Sage, 1997.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment

. One Principles of Social Research assignment - 80%.

2. Statistics coursework and examination - 20%.

PS940

Psychology (Seminar)

Teachers responsible: Professor Patrick Humphreys, S364 and Dr Sandra Jovchelovitch, S307

Availability: Open to staff and graduate students in Social Psychology Department.

Teaching: Fortnightly seminars (PS940) Sessional. Papers will be presented by outside speakers.

Assessment: Non-examinable

PS950

Current Research in Social Psychology

Teachers responsible: Dr Bradley Franks, S313 and Dr Catherine Campbell, S387

Availability: Academic staff and research students only.

Teaching: Weekly seminars (PS950) MT, LT and ST. Seminars for research students in Social Psychology and Organisational and Social Psychology throughout the academic session. Assessment: Non-examinable.

PS960

Classical Texts in Social Psychology

Teachers responsible: Dr Martin Bauer, Dr Sandra Jovchelovitch, Professor George Gaskell and others

Availability and restrictions: None.

Core syllabus: To maintain awareness of classical monographical studies of social psychology, its psychological as well as its sociological tradition. To provide a forum for entire textual reading and contextual discussions of contributions by J Vygotzky, K Piaget, Lewin, G H Mead, LeBon, McDougall, F Bartlett, S Freud, E Goffman, Ichheiser, Buehler and others.

Teaching: A series of discussion seminars centering on key texts and authors. LT and ST.

Reading list: R M Farr, The Roots of Modern Social Psychology, Blackwell, 1996. Further readings will be suggested at the start of the seminar. Assessment: Non-examinable

SA401

Building Studies

Teacher responsible: Ms G Beckett, c/o A224

Availability: Compulsory for Diploma in Housing students. Other students are welcome to attend although this is not a full MSc half-unit course.

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 repair programmes will be covered.

Content: A series of lectures/seminars will cover the following topics: structural elements of buildings, including defects and their diagnosis; services to buildings; construction industry standards and energy efficiency; additional building requirements such as procuring, organising and setting standards for maintenance; sound insulation, emergency repairs, repairs to

voids and new technology.

Teaching: 10 combined lectures/seminars, MT.

Reading list: Marshall & Worthing, The Construction of Houses (Estates Gazette 2000); Marshall, Worthing & Heath, Understanding Housing Defects (Estates Gazette 1998); Melville & Gordon, The Repair and Maintenance of Houses (Estates Gazette 1997); Chudley & Greeno, Building Construction Handbook (Heinemann 2001); Paul Wordsworth, Lee's Building Maintenance Management (Blackwell Science 2001); Seeley, Building Technology (Macmillan Building and Surveying Series 1995); Seeley, Building Maintenance (Macmillan Building and Surveying Series 1987); Borer & Harris, The Whole House Book: Ecological Building Design and Materials (Centre for Alternative Technology Publications 1998); Mitchell's Building Series, Introduction to Building 2000. Students are advised to select a construction text and a maintenance text from the general reading list for use and reference during the course. A number of more specialist texts will be recommended. Assessment: The course is assessed through the Building Studies Fieldwork

Notebook, which must be submitted by the first Friday of the LT.

SA402 Half unit Not available in 2003/04 Social Policies for Ageing Populations

Teacher responsible: To be announced

Availability: For postgraduates mainly on the MSc in Social Policy and Planning, MSc in Gender, MSc European Social Policy, MSc Gender and Development, MSc Gender and Social Policy.

Core syllabus: The course will examine the policy response to ageing and ageing populations from different theoretical perspectives taking into account the fact that women make up the great majority of the older population. The aim will be to consider the experience of ageing and to analyse the options available in different societies, taking cultural, demographic, economic, social and political conditions into consideration.

Content: Attitudes to old age, positive and negative; demography, sex, gender and cohort in old age; policy formulation; political power in later life; structural adjustment and the economics of ageing; pensions policies; family care and self care; health and social care in later life; NGOs and elders; policies for collective living; service delivery with special attention to accountability, participation and user empowerment.

Teaching: 10 x one-hour lectures and 10 x one-and-a-half-hour seminars. MT. Written work: Students will write a course work essay of 1,500-2,000 words

Reading list: S Arber & J Ginn, Gender and Later Life, Sage, 1991; P Johnson & J Falkingham, Ageing and Economic Welfare, 1992; HelpAge International. The Ageing and Development Report, Earthscan, 1979; A M Rivlin & J M Wiener, Caring for the Disabled Elderly, 1986; T Schuller, Age, Capital and Democracy, 1986; K Tout, Ageing in Developing Countries, 1989; M B Tracy, Social Policies for the Elderly in the Third World, Greenwood Press, New York, 1991; C Victor, Old Age in Modern Society, Croom Helm, 1987; G Wilson, Understanding Old Age, Sage, 2000.

Assessment: The course work essay will count for 40% of the total mark. A two-hour written examination in the ST (60%). Candidates must answer questions on subjects other than their coursework essays.

SA403

Criminal Justice Policy

Teacher responsible: Dr D Roche, A363

Availability: Compulsory course for MSc Criminal Justice Policy; available to other Master's students by agreement, and as permitted by regulation. First degrees in the Social Sciences or Law are preferable though not essential. Core syllabus: The course addresses major theories, issues and methods in the analysis of criminal justice practice and policy.

Content: Policy processes are examined in relation to the principal elements in the criminal justice system: law making, crime prevention, victim support, policing, prosecution, sentencing, non-custodial and institutional penalties and their aftermath. Trends in criminal justice are examined in relation to major theories of punishment: eg, functionalist, Marxist and structuralist. The course has a united comparative emphasis, both historically and in relation to criminal justice systems and policies, in relation to Europe and North America. Teaching:

Lectures: SA403.1. 20 weekly lectures in MT, LT.

Seminars: SA403.2, 20 weekly seminars of two-hours duration, MT, LT. Written work: Students are required to present one seminar paper and submit one essav

Reading list: There is no set text for the course, but most topics are covered by M Maguire, R Morgan & R Reiner (Eds), The Oxford Handbook of Criminology, 3rd edn, 2002; T Newburn, Crime and Criminal Justice Policy, 2nd edn, 2003. A full reading list covering all seminars is provided at the first seminar.

The following is a basic reading list: S Cohen, Visions of Social Control; P E Rock (Ed), A History of British Criminology; D M Downes, Contrasts in Tolerance; D Garland, Punishment and Modern Society; D Garland, The Culture of Control; R Reiner & M Cross (Eds), Beyond Law and Order: Criminal Justice Policy and Politics into the 1990's; R Reiner, The Politics of the Police Assessment: Three-hour written examination in the ST.

SA405

European Social Policy

Teacher responsible: Dr S Mangen, A261

Availability: Compulsory for MSc European Social Policy; available as an option in other Master's degrees as permitted by the regulations.

Core syllabus: The course reviews the development of welfare states and contemporary social policies in Western Europe, focusing particularly on member states of the European Union. Social policy-making at the EU level also forms an equally important component.

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 guarter of the 19th century. 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 social security; training and labour market issues; social exclusion; urban problems; health policies; and women and the welfare state. The final block of seminars is devoted to social policymaking by the EU.

Teaching: 21 weekly seminars (SA405) beginning in week three of the MT: 20 weekly lectures (SA213) in MT and LT, but twice weekly in weeks two to four of the MT

Written work: Students are expected to work in small groups to prepare presentations for the weekly seminar. In addition there are two assessed essays (see below).

Reading list: Some introductory texts are: P Baldwin, The Politics of Social Solidarity; M Kleinman, A European Welfare State? EU Social Policy in Context, Palgrave; L Hantrais, Social Policy in the EU, Macmillan; C Pierson, Beyond the Welfare State, Polity; G Esping-Andersen, Social Foundations of Post-Industrial Economies; M Ferrera & M Rhodes, Recasting European Welfare States; P Pierson, 'Three Worlds of Welfare State Research', Comparative Political Studies, Vol 33, 2000, pp 791-821.

A full list will be handed out with the seminar programme.

Assessment: One assessed paper of 2,000 words in each of the MT and LT (50%). A two-hour written examination in the ST (50%).

SA406

Health Systems and Policies

Teachers responsible: Dr E Mossialos, J413, Dr M Bhatia, A225 and Mr A Oliver, J306

Availability: For MSc International Health Policy only.

Core syllabus: A comparative approach to the development of health care systems in advanced countries emphasising present and future policy options and problems. Particular attention will be paid to the development of health policies in Europe.

Content: Health systems: an analysis of existing and suggested models of finance and delivery - methods of funding including taxation, social and private health insurance, user charges and medical savings accounts, resource allocation, hospital and physician payment arrangements; challenges in the long-term care sector; development of mental health care; dental health systems; pharmaceutical policy; health care reform trends; cross-national comparisons: the state's role in health.

Teaching: The course includes lectures and seminars as in SA407 Health Systems and Policies I, MT; and SA4D4 Health Systems and Policies II, LT; plus two revision sessions in the ST.

Reading list: E Mossialos, A Dixon, J Figueras & J Kutzin (Eds), Funding Health Care: options for Europe, Open University Press, 2002; M McKee & J Healy (Eds), Hospitals in a Changing Europe, Open University Press, 2002; R B Saltman, R Busse & E Mossialos (Eds), Regulating Entrepreneurial Behaviour in European Health Care Systems, Open University Press, 2002; B Abel-Smith, An Introduction to Health: policy, planning, and financing, Longman 1994; E Mossialos & J Le Grand (Eds), Health Care and Cost Containment in the EU, Ashgate, 1999; R Freeman, The Politics of Health in Europe, Manchester University Press, 2000; H Glennerster, Paying for Welfare, Harvester, 1997; R Robinson & J Le Grand (Eds), Evaluating the NHS Reforms, King's Fund Institute, 1994; J Hurst, The Reform of Health Care: A Comparative Analysis of Seven OECD Countries, OECD, 1992; OECD, The Reform of Health Care Systems: A review of Seventeen OECD Countries, OECD, 1994; B Saltman & C Von Otter, Implementing Planned Markets in Health Care, Open University Press, 1995; C Ham (Ed), Health Care Reform: learning from international experience, Open University Press, 1997; R Saltman, J Figueras & C Sakellarides (Eds), Critical Challenges for Health Care Reform in Europe, OUP, 1998.

Assessment: Students will be required to submit one essay (40%) in the first week of the ST. A three-hour written examination in the ST (60%).

SA407 Half unit Health Systems and Policies (I)

Teachers responsible: Dr E Mossialos, J413, Mr P Kanavos and Ms A Dixon, J301

Availability: For MSc Health Policy, Planning and Financing; MSc Health,

options and problems. payment arrangements

SA408 Half unit Health Economics

covered within the course.

Social Security Policies sufficient number of students.

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. Teaching: 10 lectures and seminars, MT. Written work: Seminar members will be expected to make regular presentations to the seminar and submit a written paper at the end of term. Reading list: Basic reading for the course includes: A Atkinson, The Economics of Inequality, 2nd edn, Oxford, 1983; S Baldwin & J Falkingham (Eds), Social Security and Social Change, Harvester Wheatsheaf, 1994; N Barr, Economics of the Welfare State, 2nd edn, Weidenfield, 1993; E Kingson & J Shultz, Social Security in the 21st Century, Oxford, 1997; J Hills & J Ditch (Eds), Beveridge and Social Security, Oxford, 1994; P Townsend, Poverty in the

Population and Society; MSc International Health Policy and other Master's students where programme regulations permit.

Core syllabus: A comparative approach to the development of health systems in advanced countries emphasising present and future policy

Content: Health systems: cross-national comparisons; the state's role in health; an analysis of existing and suggested models of finance and delivery - methods of funding including taxation, social and private health insurance, user charges and medical savings accounts, resource allocation, hospital and physician

Teaching: 10 lectures and five two-hour seminars, MT.

Reading list: E Mossialos, A Dixon, J Figueras & J Kutzin (Eds), Funding Health Care: options for Europe, Open University Press, 2002; E Mossialos & J Le Grand (Eds), Health Care and Cost Containment in the EU, Ashgate, 1999; R Freeman, The Politics of Health in Europe, Manchester University Press, 2000; B Abel-Smith, An Introduction to Health: policy, planning, and financing, Longman 1994; H Glennerster, Paying for Welfare, Harvester, 1997; F Robinson & J Le Grand (Eds), Evaluating the NHS Reforms, King's Fund Institute, 1994; OECD, The Reform of Health Care Systems: A review of Seventeen OECD Countries, OECD, 1994; J Hurst, The Reform of Health Care: A Comparative Analysis Seven OECD Countries, OECD, 1992; B Saltman & C Von Otter, Implementing Planned Markets in Health Care, Open University Press, 1995; R Saltman, J Figueras & C Sakellarides (Eds), Critical Challenges for Health Care Reform in Europe, OUP, 1998.

Assessment: Two-hour written examination in the ST.

Teachers responsible: Professor A McGuire, J405 and Dr F Sassi, A259 Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit.

Core syllabus: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics. Content: Distinction between health and health care. Nature of health care as an economic commodity. Opportunity costs and problems of rationing health care. Definitions of technical and allocative efficiency, and of various types of equity. How markets and insurance markets work, and how they can fail for health care. The economics of financing health care and different approaches taken by governments in different countries. Containing costs and efficiency. Costs: fixed, marginal and average costs. The measurement of hospital case-mix and risk in populations. The economics of paying providers and different approaches taken by governments in different countries. The measurement of health and health state utility. Discounting and risk aversion. Deriving Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). Using cost-effectiveness analysis to set priorities.

Teaching: 10 lectures and 10 seminars MT.

Reading list: The following is a basic reading list for the course: N Barr, Economics of the Welfare State, OUP, 1998; G Mooney, Key Issues in Health Economics, Wheatsheaf, 1994; A J Culver (Ed), Competition in Health Care, Macmillan, 1991; MF Drummond et al, Methods for the Economic Evaluation of Health Care Programmes, OUP, 1997; A McGuire et al, The Economics of Health Care, Routledge, 1988; A Mills & L Gilson, Health Economics for Developing Countries, a Survival Kit EPC Publication, LSHTM, 1988; A Mills & K Lee, Health Economics Research in Developing Countries, OUP, 1992.

Supplementary reading list: This is given at the beginning of the course and includes references to specialised texts and articles on each subject

Assessment: Two-hour written examination in the ST.

SA409 Half unit

Teacher responsible: Professor D Piachaud, A243

Availability: For MSc Social Policy and Planning. This course is also open to students taking other MScs. This course will be offered if there are a

Content: The course analyses income maintenance and social security

United Kingdom, Allen Lane, 1979.

Assessment: An assessed essay of 1500 words (25%) to be submitted in the first week of the LT. A two-hour written examination in the ST (75%)

SA422

Housing Economics and Finance

Teacher responsible: Professor C Whitehead, \$377

Availability: MSc Housing and Regeneration; MSc International Housing and Social Change. Other students may attend where regulations permit. Core syllabus: The course provides an introduction to the use of economic and financial analysis in the context of housing and their application to particular problems and policies.

Content: The course provides an introduction to financing, pricing, investment and allocation decisions in both private and social housing and to how they are affected by government policy. It is divided into two sections principles, taught in the Michaelmas term and application taught in the Lent and Summer terms. Topics include: The special attributes of housing and housing markets. The determinants of demand for housing. Forecasting housing demand and assessing the need for social housing. The determinants of investment in new and existing stock. The supply of new housing and its relation to land Availability. Price determination in the short and long run. The economic rationale of government intervention. Mechanisms of government intervention and regulation, taxation and subsidy; income versus price subsidies; direct provision. The financing and subsidy systems as they apply to owner- occupation, private renting and the social sector. Paying for investment in social housing. The introduction of private finance into social housing. Financing housing as part of urban regeneration and neighbourhood renewal. Examples will be drawn from British housing policy. with comparisons from other industrialised countries.

Teaching: 16 lectures MT and LT; 20 seminars MLS, starting week three of MT. Reading list: A detailed reading list will be provided at the beginning of the course. Much of the policy material will be available on the web. Relevant texts include: T O'Sullivan & K Gibb (Eds), Housing Economics and Public Policy; R Muth & A Goodman, The Economics of Housing Markets; G Fallis, Housing Economics; J Hills, Unravelling Housing Finance; K Gibb & M Munro, Housing Finance in the UK; G MacCrone & M Stephens, Housing Policy in Britain and Europe; P Williams (Ed), Directions in Housing Policy; M Kleinman, Housing, Welfare and the State in Europe; S Monk & C M E Whitehead, Restructuring Housing Systems

Assessment: Three-hour written examination in the ST.

SA427 Half unit

Pharmaceutical Economics and Policy

Teachers responsible: Dr E Mossialos, J413

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc Internatinal Health Policy and other Master's students where programme regulations permit. Students must have an understanding of basic Health Economics principles.

Core syllabus: An international comparative analysis of the economics of pharmaceutical markets and related policies including pricing, financing and reimbursement decisions in developed and developing countries; the health versus industrial policy dilemma, cost-containment strategies and economic evaluation of pharmaceuticals.

Content: The course analyses the following areas: theories of industrial organization relating to high technology industries; structure of and competition in the international pharmaceutical industry; systems of pricing and financing of pharmaceuticals in OECD countries; supply-, demand- and proxy-demand-side cost containment measures. Industrial policy in the pharmaceutical sector and the economics of patents, pharmaceutical policy issues in developing countries and access to medicines. International perspectives on the application of economic evaluation of pharmaceutical products. The above course material is supplemented by case studies from the international literature.

Teaching: 10 x one-hour lectures and five x two-hour seminars, LT; plus one revision seminar, ST.

Reading list: S O Schweitzer, Pharmaceutical Economics and Policy, OUP, 1997; P M Danzon, Pharmaceutical Price Regulation, AEI Press, 1997; M Vandergrift & P Kanavos' Health Policy v. Industrial Policy in the Pharmaceutical Sector: The Case of Canada', Health Policy, September 1997; E Mossialos, 'Regulating expenditure on medicines in European countries' in R B Saltman, J Figueras & C Sakellarides (Eds), Critical Challenges for health care reform in Europe, Open University Press, 1998; E Mossialos & M Mrazek, Entrepreneurial Behaviour in Pharmaceutical Markets and the Effects of Regulation' in R Saltman, R Busse & E Mossialos (Eds), Regulating Entrepreneurial Behaviour in European Health Care Systems, Open University Press 2002

Assessment: An assessed essay of 2,000 words (40%) to be submitted by the first day of the ST. A two-hour written examination in the ST (60%).

SA429 Half unit

Social Exclusion, Inequality and the Underclass Debate Teachers responsible: Professor D Piachaud, A243, Dr H Dean, A262, Mr

P Robinson and others

Availability: For MSc students. Social Policy and Planning and other MScs at the discretion of the teacher responsible.

Core syllabus: This course focuses on the related topics of the emergence of social exclusion as a key concept in social policy, the growth in equality and the theoretical and empirical issues provoked by the 'underclass' debate. There is an emphasis on relating concepts to empirical evidence. Evidence and literature from Britain, the USA and Europe are examined.

Content: The 'underclass' debate: theory and evidence; the growth in inequality-evidence, trends and causes; family change and family issues; long term unemployment and welfare-to-work; is there an 'educational underclass'; area segregation and 'welfare ghettos'; the built environment and social exclusion; social exclusion and marginalisation in Europe. Teaching: 10 Lectures and 10 Seminars, LT.

Written work: One written assignment is required (unassessed). Reading list: R Lister, Charles Murray and the Underclass: the developing debate, IEA, 1996; J Hills et al (Eds), Understanding Social Exclusion, OUP, 2002; W J Wilson, When Work Disappears

Assessment: A two-hour written examination in the ST

SA431 Half unit

Housing Law

Teacher responsible: Ms H Carr, c/o A224

Availability: For MSc Housing and Regeneration; MSc International Housing and Social Change and for other Master's students where regulations permit.

Course syllabus: To provide an introduction to the English legal system and relate it to housing policy in both public and private sectors. Content: The course will cover:

1. Introduction: legal concepts relating to housing.

Private rented sector: security of tenure, rent regulation.

3. Public rented sector: security of tenure, allocation policies, management, rents, sales.

4. Homelessness: responsibilities of local housing authorities.

5. Housing conditions, repairs, unfitness, statutory nuisances, over-

crowding, clearance, improvement. Teaching: five x 2-hr seminars in the MT, to introduce the English legal

10 lectures and 10 seminars in LT; 4 x 2-hr seminars, ST.

Written work: Each student will be required to make one presentation and submit a presentation plan during the course. They will also submit one essay and a piece of non-assessed coursework on legal problem solving.

Reading list: M Partington, Introduction to the English Legal System; J Holland and J Webb, Learning Legal Rules; M Zander, The Law Making Process; A Arden, Manual of Housing Law; A Arden & M Partington, Housing Law; Partington & Hill, Materials on Housing Law; J Driscoll, The Housing Act 1996 (1997); N Madge, Housing Law Casebook (1996); T Ingman, The English Legal Process; A Stewart, Rethinking Housing Law.

SA433

Management Studies and Management Skills Teacher responsible: Professor A Power, A239

Availability: Compulsory for Diploma in Housing students. Other students are welcome to attend although this is not a full MSc half-unit course. Core syllabus: The course covers organisational management and the

management of change with a focus on social housing management. Content: Management Studies - Linking management theory, including strategic management, organisational structure, managing people and managing change, to current issues and practice in social housing.

Teaching: Management Studies - Seven one-hour seminars with prominent housing policymakers and managers and three workshops, MT. Management Skills

Reading list: D Osborne & T Gaebler, Reinventing government: How the entrepreneurial spirit is transforming the public sector, Plume, New York; C Handy, Understanding organisations (4th edn); DETR, Modernising local government, HMSO, 1998; M Pearl, Social housing management, Macmillan, 1997; R Tunstall, Reinventing housing management, LHF, 1999. Assessment: One essay to be submitted by the first Friday of LT.

SA435

NGO Management, Policy and Administration

Teacher responsible: Professor Jude Howell, Dr Armine Ishkanian and Dr. Marlies Glasius

Availability: Compulsory for MSc in NGO Management. Students are expected to have some practical experience working in or with NGOs in the South

Core syllabus: The course will provide an introduction to recent research on NGOs and the management of development. Students will be introduced to a broad range of concepts and theories to develop their understanding of the organisation and management of NGOs. The course will enable them to analyse organisational and management problems and concerns and to set them within broader policy issues.

Content: Major themes considered during the course include: the role of Northern and Southern NGOs in development; typologies of NGOs and NGO activity; the political and economic context within which NGOs have become popular; NGO performance, efficiency and sustainability; NGO activities in political advocacy, policy change and development education; fundraising and income-generation strategies and practices; NGO relations with donor agencies; NGO relations with communities and grassroots organisations; NGO relations with government; NGO strategies for growth; NGO accountability to donors, governments and beneficiaries

Teaching: Lectures (SA435.1). Weekly, MLS. Seminars (SA435.2). Weekly, MLS. 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 publications are some of the key texts. Much of the relevant literature is contained in pamphlets and journal articles. Additional references will be provided at the start of the course and in the lectures.

D Billis & J MacKeith, Organising NGOs: Challenges and Trends in the Management of Overseas Aid; T Carroll, Intermediary NGOs: The Supporting Link in Grassroots Development; J Clark, Democratizing Development: The Role of Voluntary Agencies; M Edwards & D Hulme (Eds), Making a Difference; J Farrington & A Bebbington with K Wellard & D Lewis, Reluctant Partners? Non-governmental Organizations, the State and Sustainable Agricultural Development; A Fowler, Striking a Balance: a guide to enhancing the effectiveness of NGOs in international development; L Salamon & H K Anheier, Defining the Nonprofit Sector: a cross-national analysis; D Lewis (Ed), International Perspectives on Voluntary Action

Assessment: The average marks of the two best of three essays submitted during the MT and LT (50%). A three-hour written examination in the ST (50%).

SA436 Half unit Planning and Regeneration

Teacher responsible: Ms A Congreve, A240

Availability: Intended primarily for MSc Housing and Regeneration; MSc International Housing and Social Change and MSc City Design and Social Science students. Other students may attend where regulations permit. Core syllabus: The course is intended to help students understand the British planning system and regeneration policy, with particular emphasis on their impact on housing.

Content: The rationale for a planning system, its aims, its elements of the system from national policy level through to local authority plans, to the factors affecting a development control decision. The impact of the planning system on the existing housing stock and planning to meet housing need. Public participation in planning. The planning and design of social housing. The development of urban regeneration. The impact of community regeneration and estate regeneration.

Teaching: 10 x one-hour lectures; 10 x one-hour seminars, MT. There will be outside speakers and at least one field trip.

Reading list: B Cullingworth & V Nadin, Town and Country Planning in Britain, 1994; M Elson et al, Green Belts and Affordable Housing: can we have both?, 1996; A Coleman, Utopia on Trial: vision and reality in planned housing, 1985S Muthesias & M Glendenning, Tower Block, 1995B Robson et al, Assessing the Impact of Urban Policy, 1994; Urban Task Force, Towards an Urban Renaissance, 1999Social Exclusion Unit, Bringing Britain Together: a national strategy for neighbourhood renewal 1998:M Stewart & M Taylor, Empowerment and Estate Regeneration, 1995; J Foster, Docklands: cultures in conflict, communities in transition, 1998.

Assessment: An essay of not more than 2,000 words (50%) and a planning project of no more than 3,000 words (50%) to be submitted by the first Friday of the LT.

SA439 Not available in 2003/04 Managing Risk in Mental Health Care

Teachers responsible: Dr E Munro, A272 and Dr J Rumgay, A255 Availability: For postgraduate students in Criminal Justice Policy, Social Policy and Planning and, subject to agreement, other MSc courses Department of Social Policy. The course is intended primarily for stude professional experience in the areas of mental health and/or criminal Core syllabus: The course examines policy, research and practice in the old of mental health, with an emphasis on community support of menuly disordered offenders and the vulnerable mentally ill. Issues in risk management within integrated care strategies are given particular attention. Content: Developments in law, policy and research concerning treatment of the mentally ill and personality disordered; the interface between mental health and criminal justice systems; relationships between mental disorder and crime; institutional and community care; issues in risk identification and management - vulnerability, relapse and offending; involvement and support of carers; effectiveness in multi-disciplinary work.

Teaching: Lectures: 23 weekly. Seminars: 23 weekly, sessional. Written work: Students will be expected to prepare work for seminars. Reading list: L Beutler & J Clarkin, Systematic Treatment Selection, 1990; L Blom-Cooper, H Hally & E Murphy, The Falling Shadow: One Patient's Mental Health Care, 1995; S Hodgins (Ed), Mental Disorder and Crime, 1993; J Monahan & H Steadman (Eds), Violence and Mental Disorder: developments in risk Assessment, 1994; J Ogloff (Ed), Law and Psychology: the broadening of the discipline, 1992; J Ritchie, D Dick & R Lingham, The Report of the Inquiry into the Care and Treatment of Christopher Clunis, 1994; T Szasz, Cruel Compassion: Psychiatric Control of Society's Unwanted, 1994; D Wexler & B Winick (Eds), Law in a Therapeutic Key: developments in therapeutic jurisprudence, 1996; B Sales & S Shah (Eds), Mental Health and Law: research, policy and services, 1996.

Assessment: Two items of course work, one submitted at the beginning of the LT (25%) and one at the beginning of the ST (25%). A two-hour written examination (50%) in the ST.

SA441

Planning Studies

Teacher responsible: Ms A Congreve, A240 Availability: Compulsory for Diploma in Housing students where the halfunit course Planning and Regeneration is not a chosen option. Core syllabus: The course is intended to help students understand the British planning system and regeneration policy, with particular emphasis on their impact on housing.

Content: The rationale for a planning system, its aims, its elements of the system from national policy level through to local authority plans, to the factors affecting a development control decision. The impact of the planning system on the existing housing stock and planning to meet housing need. Public participation in planning. The planning and design of social housing. The development of urban regeneration. The impact of community regeneration and estate regeneration.

Teaching: 10 x one-hour lectures (SA436 Planning & Regeneration): 10 x one-hour seminars. MT.

There will be outside speakers and at least one field trip. Reading list: B Cullingworth & V Nadin, Town and Country Planning in Britain, 1994; M Elson et al, Green Belts and Affordable Housing: can we have both?, 1996; A Coleman, Utopia on Trial: vision and reality in planned housing, 1985;S Muthesias & M Glendenning, Tower Block, 1995B Robson et al, Assessing the Impact of Urban Policy, 1994; Urban Task Force, Towards an Urban Renaissance, 1999Social Exclusion Unit, Bringing Britain Together: a national strategy for neighbourhood renewal, 1998;M Stewart & M Taylor, Empowerment and Estate Regeneration, 1995; J Foster, Docklands: cultures in conflict, communities in transition, 1998. Assessment: A planning project of no more than 3,000 words to be submitted by the first Friday of the LT.

SA443

Race and Housing

Notes: This is a required training session for Diploma in Housing students. The Race and Housing module helps students understand and learn to deal with issues of equality and discrimination in housing.

SA444

Rehabilitation of Offenders

Teacher responsible: Dr J Rumgay, A255 Availability: For MSc Criminal Justice Policy; MSc Crime Deviance and Control; LLM. This course is also open to other MSc students in consultation with their supervisors.

Core syllabus: The aim of the course is to provide a critical analysis of the historical, contemporary and future role of offender rehabilitation policies within the criminal justice system.

Content: Rehabilitation of offenders: the ideal, the model, the critiques and the reformation of the approach. Criminal justice process: intervention points and service agencies, juvenile justice, custodial, probation and after-care services, problems of coercion, accountability and multi-agency co-ordination, services for the mentally disordered, unemployed and homeless. Rehabilitation research: historical and contemporary perspectives. Methodological issues: planning, implementing and evaluating interventions; Rehabilitation methods; group work and milieu therapy; behavioural, social skills and cognitivebehavioural techniques. Foundations for new approaches to rehabilitation: social interactional models of delinquent development; studying crime events and criminal decision-making; criminal lifestyles and desistance. Teaching: 20 weekly lectures MT & LT. 23 x one-and-a-half-hour weekly seminars, MT, LT & ST.

Written work: A critical evaluation of a rehabilitation project within the student's area of interest, to be submitted each term - MT, LT. Reading list: T Palmer, The Re-Emergence of Correctional Intervention, 1992; E Rotman, Beyond Punishment: A New View on the Rehabilitation of Criminal Offenders, 1990; A T Harland (Ed), Choosing Correctional Options That Work: defining the demand and evaluating the supply, 1996; G Mair (Ed), Evaluating the Effectiveness of Community Penalties, 1997; J Inciardi, F Tims & B Fletcher (Eds), Innovative Approaches in the Treatment of Drug Abuse, 1993; J McGuire (Ed), Offender Rehabilitation and Treatment. effective programmes and policies to reduce offending, 2000; S Hodgins & R Muller-Isberner, Violence, Crime and Mentally Disordered Offenders: concepts and methods for effective treatment and prevention, 2000; P Raynor, Crime, Justice and Rehabilitation, 2000.

Assessment: Three-hour written examination in the ST.

SA445

Social Planning for Rural Development

Teacher responsible: Dr D Lewis, A281

Availability: Optional course for MSc in Social Policy and Planning in Developing Countries; MSc Population and Development; MSc Development Studies. Knowledge of rural areas and relevant work experience is desirable but not essential.

Core syllabus: The course is designed to introduce students to theory, policy and practice in development in the Third World.

Content: The rural sector in national development, modernisation, sustainable rural livelihoods.

Key inputs for rural development: land reform, agricultural research and extension, basic education, micro-credit, participatory management, community development and popular education. Impacts of mainstream strategies: green revolution, integrated rural development, involuntary resettlement, frontier colonisation, natural resource protection. Cross-cutting issues: gender, ethnicity, food security and income diversification.

Teaching: A detailed lecture and seminar programme is provided at the beginning of the Session. Students are required to present papers for seminar discussion based on their reading and practical experience.

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: A Shepherd, Sustainable Rural Development, 1998; IFAD, Rural PovertyReport 2001 B Crow & H Bernstein (Eds), Rural Lives: Crises and Responses, 1992; C Dixon, Rural Development in the Third World, 1990; J Harris (Ed), Rural Development, 1982; A Pearse, Seeds of Plenty, Seeds of Want, 1980; R Chambers, Rural Development. Putting the Last First, 1983; C K Eicher & J M Staatz (Eds), International Agricultural Development 1998.

Assessment: Students are required to write an elective essay of 3,000 words (25%). A three-hour written examination in the ST (75%)

SA446

Psychology and Crime

Teacher responsible: Dr J Rumgay, A255

Availability: Available as an option for MSc Criminal Justice Policy, MSc Criminology, LLM students, and for other Master's students by agreement with their supervisors and as permitted by regulation.

Core syllabus: The aim of the course is to introduce students to a selection of theory and research from key areas of criminological psychology. The course critically evaluates the range of contributions made by psychology to the theory, prevention and treatment of criminal behaviour, the prevention and investigation of crime, and the understanding of criminal justice processes. Content: Grouped into four areas:

The Development of Criminal Behaviour: crime and individual differences; developmental theories; criminal career research.

Varieties of Criminal Behaviour: violent offending; drugs and crime; alcohol and crime; sex offending; property crime; mental disorder and crime.

Courtroom Processes: juror decision-making; testimony; sentencing decision-making; treatment of victims.

Crime Prevention and Investigation: victims and lifestyles: procedural analysis of crime; situational crime prevention; profiling of serial offenders. Teaching: 20 lectures and 22 seminars (including revision).

Written work: Students will be expected to make a number of class presentations and write two essays.

Reading list: D A Andrews & J Bonta, The Psychology of Criminal Conduct, 1994; R Blackburn, The Psychology of Criminal Conduct: Theory, Research and Practice, 1993; P Feldman, The Psychology of Crime: a social science textbook, 1993; S Hodgkins (Ed), Mental Disorder and Crime, 1993; J Rumgay, Crime, Punishment and the Addicted Offender, 1998; G M Stephenson, The Psychology of Criminal Justice, 1992; M Felson, Crime and Everyday Life: Issues and Insights for Society, 1993; J Boros, I Munich & M Szegedi (Eds), Psychology and Criminal Justice: International Review of Theory and Practice, 1998; N J Pallone & J J Hennessy, Criminal Behaviour: A prover psychological analysis, 1992; J Tedeschi & R Felson, Violence, Aggression and Coercive Actions, 1994; J Boon & L Sheridan, Stalking and Psychosexua Obsession: Prevention, Policing and Treatment, 2002; G Gudjonsson, The Psychology of Interrogations and Confessions, 2002; E Hickey, Serial Murderers and their Victims, 2002; G Godwin, Criminal Psychology and Forensic Technology: a Collaborative Approach to Effective Profiling, 2001. Assessment: Three-hour written examination in the ST.

SA447 Half unit Foundations of Health Policy

Teacher responsible: Dr Elias Mossialos, J413

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit.

Core syllabus: A comparative approach to the development of health care

policies in high, middle and low income countries, emphasising present and future policy options and problems.

Content: The course will discuss the main trends in health and population in both developed and developing countries, and consider the main explanations for these trends, including the Epidemiological Transition. The principal social determinants of health and mortality are described, including family, workplace and social situation, which are also related to inequalities in health. The pathways by which social position determines health are evaluated. The prospects for health and population ageing in both developed and developing countries and health-related trends are discussed. The course will examine activities related to health, social and economic development implemented by international organisations and agencies that seek to improve health status in countries where the resources available for public health, health policy developments and health services are limited. Policy options and what we know of their effectiveness will also be examined. Teaching: The course consists of 10 lectures and five seminars in the MT. Students will participate in presenting at least one seminar paper.

Written work: Students will write one non-assessed essay during the course. Reading list: B Abel-Smith, An Introduction to Health Policy, Planning and Financing, Longmans, 1994; A Green, An Introduction to Health Planning in Developing Countries, Oxford Medical Publications, OUP, 1992; D Acheson, Independent inquiry into inequalities in health report, London, Stationery Office, 1998; L Berkman & I Kawachi (Eds), Social Epidemiology, Oxford, OUP, 2000; M Marmot & R Wilkinson (Eds), Social Determinants of Health, New York, OUP, 1999; D Leon & G Watts (Eds), Health Inequalities and Public Policy, Oxford: OUP; B Amick et al, Society and Health, New York, OUP, 1995. Assessment: Two-hour written examination in the ST

SA448 Half unit

Foundations of Social Service Policy

Teachers responsible: Miss S Sainsbury, A250 and others

Availability: An optional course for postgraduate students in the Social Policy Department. Other graduate students may attend where regulations permit. Core syllabus: A comparative approach to the development of social care systems in advanced countries, emphasising present and future policy options and problems.

Content: The current problems facing social care systems (demographic change, rising public expectations, social polarisation, changing social values, fiscal constraints); policy options and what we know of their effectiveness (eg, the effectiveness of different kinds of social work action, options for preventive activity); systems for providing and financing social care (informal and self care, private markets, state provision, planned and quasi-markets).

Teaching: The course consists of 10 lectures and 10 seminars in the LT and two seminars in ST. Students will participate in presenting at least one seminar paper.

Written work: Students will write one essay and present one piece of course work during the course.

Reading list: The following are useful introductory texts: H Brown & H Smith, Normalisation: a reader for the nineties, 1992; N Carter, R Klein & P Day, How Organisations Measure Success, 1992; K Jones, Asylums and After: a revised history of the mental health services, 1993; M Knapp et al, Care in the Community, 1992; S Sainsbury, Regulating Residential Care, 1989; G Wistow et al, Social Care Markets, 1996; M Parton et al, Child Protection: Risk and the Moral Order, 1997; J Twigg & K Atkin, Carers Reviewed: Policy and Practice in Informal Care, 1994; S Sainsbury, People, Policies and Professionals, 2002.

A full bibliography will be provided with the programme of seminar topics. Assessment: A coursework essay of not more than 2,000 words to be submitted in the first week of the ST (40%). A two-hour written examination in the ST (60%).

SA451

Social Policy Research

Teachers responsible: Professor J Hills, R512 and Dr C Phillips, A235

Availability: For MSc Social Research Methods (Social Policy), MSc Social Policy and Planning, MSc Social Policy (Research) and MSc European Social Policy.

Core syllabus: The course reviews applications of a wide variety of research methods to the study of social policy questions.

Content: The varied traditions and approaches to social policy research. Historical methods and archive research. Field studies: participatory research; understanding organisations at work; interviewing users, clients and policymakers. Analysis of policy and of policy reform. Social experiments and pilots. Geographical methods. Social surveys and the analysis of large datasets. Longitudinal analysis. Micro-simulation techniques. Comparative research. Research strategies and choices. Research programmes. The impact of social policy research

Teaching: 20 lectures and 20 seminars (SA451). The lectures will be given by a member of staff expert in that particular method or topic and are followed by a seminar examining research exemplifying the approach and issues raised. Students will make at least one seminar presentation per term.

Written work: In addition to written versions of their seminar presentations, students will write at least two 3,000 word essays for the course.

Reading list: P Alcock et al (Eds), The Student's Companion to Social Policy; M Bulmer et al, The Goals of Social Policy; M Bulmer, The Uses of Social Research; C Hakim, Research Design: strategies and choices in the design of social policy; H Glennerster &J Hills (Eds), The State of Welfare (2nd Edn), 1997; C Robson, Real World Research; C Wenger, The Research Relationship: Practice and Policy in Social Policy Research

Additional references will be supplied at the start of the course and in lectures

Assessment: Three-hour written examination in the ST.

SA452

Social Policy, Planning and Participation in Developing Countries

Teachers responsible: Dr D Lewis, A281, Dr S Kumar, A226 and Dr H Seckinelgin, A269

Availability: For MSc in Social Policy and Planning in Developing Countries. This paper is a compulsory part of the MSc in Social Policy and Planning in Developing Countries. Students are expected to have a background in the social sciences and practical work experience in developing countries. Seminars draw extensively on case studies from the Third World and students should provide themselves with background information on their own countries, or one on which they intend to focus.

Core syllabus: The course is designed to give students a knowledge of the theory and methodology of social policy, and social development 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.

Content: SA452.2 Major theoretical approaches to development and their implications for social policy; poverty and income distribution, social capital; social exclusion; gender, the social dimensions of the debt crisis and structural adjustment programmes, approaches to social planning and implications for planning methodology and community participation; national level social policy issues relating to population, aid, famine and food security, the environment; the role of government, international organisations, and nongovernment organisations in implementing social policy; basic development economics for social planning: markets and command economies, poverty and income distribution, economics of state intervention, trade and development, privatisation and planning, economic growth; social planning methods and planning techniques: qualitative and quantitative data collection, surveys, censuses, social indicators, use of computing in social planning, forecasting, cost-benefit analysis, social impact Assessment, project appraisal, monitoring and evaluation; the organisation and management of social planning; centralisation and decentralisation, the role of community participation in social planning practice, operational community participation methodologies such as Participatory Rural Appraisal and Logical Framework Analysis; gender planning methodology.

Teaching: SA452.2: The Theory of Social Policy, Planning and Participation: Lectures: 20 x 1 1/2hrs. Seminars: 20 x 1 1/2hrs, sessional. SA452.3a: Conceptualising the Research Process: 10 x 2hr sessions, MT. Students should also attend MI453 Fundamentals of Research Design: 10 x 2hr sessions, MT, as well as SA4C1 Long Essay and the Research Process: Five sessions MT and LT. All non-assessed.

SA452.3b: The Methodology of Social Policy, Planning and Participation in Developing Countries: Lectures: 10 x 1 1/2hrs, LT

Written work: In addition to the preparation of papers, workshop exercises and a project-planning exercise for the seminars, 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; J Brohman, Popular Development: Rethinking the Theory and Practice of Development; D Booth (Ed), Rethinking Social Development; J Toye, Dilemmas of Development; D Hulme & M Turner, Sociology and Development: Theories, Policies and Practices; J Midgley, Social Development; M Bulmer & D Warwick (Eds), Social Research in Developing Countries; M Cernea, Putting People First: Sociological Variables in Rural Development.

Assessment: A written report produced as part of the project planning exercise (25%) to be handed in at the end of week nine, LT. A three-hour written examination in the ST (75%).

SA456

Study Skills Teacher responsible: Professor A Power, A239

Availability: For MSc Housing and Regeneration and MSc International Housing and Social Change students. Other students may attend where regulations permit (dependent on places available).

Core syllabus: The course comprises six sessions lasting 30 minutes and covering basic study skills. Each session has a practice exercise of 10 minutes. The course is particularly helpful for students not experienced in LSE's formal lecture and examination structure.

Lessons from child abuse inquiries. 1982; D Lindley, Making Decisions, 1971.

SA460

Teacher responsible: Dr S Kumar, A226 issues is essential. revision session

SA461

half-hours, sessional.

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SA458 Not available in 2003/04

Child Protection: Risk Assessment and Decision Making Teacher responsible: Dr E Munro, A272

Availability: An optional course for postgraduate students in the Social Policy Department. Other graduate students may attend where regulations permit. It is intended primarily for students with experience in child protection work. Core syllabus: The course examines the Content and the structure of risk Assessment and decision making in child protection work.

Content: Developments in law and policy relating to child protection; how the system is working. Definitions of child abuse. Theories and research on the incidence, causes and recognition of child abuse. Investigation methods and skills. Risk Assessment: formal models; current empirical findings; use of Assessment instruments. Decision theory; common errors of reasoning,

Teaching: 23 x weekly lectures, sessional. Seminars 23 weekly, sessional. Written work: Students will be expected to prepare work for seminars.

Reading list: E Farmer & M Owen, Child Protection Practice: Private Risks and Public Remedies, 1995; J Gibbons, S Conroy & C Bell (Eds), Operating the Child Protection System, 1995; National Research Council, Understanding Child Abuse and Neglect, 1993; D Gough, Child Abuse Interventions: A review of the research literature, 1993; D Thorpe, Evaluating Child Protection, 1994; E Gambrill, Critical Thinking in Clinical Practice, 1990; D Kahneman, P Slovic & A Tversky (Eds), Judgement under uncertainty: Heuristics and biases,

Assessment: Two items of course work, one submitted at the beginning of the LT (25%) and one at the beginning of the ST (25%). A two-hour written examination in the ST (50%)

Urbanisation and Social Planning

Availability: For postgraduate students with an interest in urban social

policy in developing countries. Some knowledge and experience of urban Core syllabus: The course examines the contextual, social, economic and

spatial problems in urban areas in developing countries, and the different policies and planning practices designed to mitigate them.

Content: The city in theory and practice; the city and post-modernism, neoliberalism and globalisation; urban poverty and livelihood responses; migration and the rural-urban interface, individual and collective responses to urban poverty; age, gender and urban poverty; urban employment and housing; urban services, decentralisation and urban management; health and the urban environment; international institutions, urban policy and urban poverty.

Teaching: Lectures: 8 x 1.5 hrs. Seminars and debates: 12 x 1.5 hrs and one

Written work: All students are expected to read widely, make seminar presentations during the year, and actively participate in seminar discussions and workshops. Additionally, students may be required to write short reviews. Reading list: A detailed reading list will be included in the seminar programme. The following is an introductory list of books: J Gugler (Ed), Cities in the Developing World; issues, theory and policy; J Hardoy & D Satterthwaite, Squatter Citizen; R J Skinner & M J Rodell (Eds), People, Poverty and Shelter; J Hardoy et al, Environmental Problems in Third World Cities; N Devas & C Rakodi (Eds), Managing Fast Growing Cities; J Beall (Ed), A City for All: valuing difference and working with diversity; S Bartlett et alCities for Children; UNHCS, An Urbanising World: global report in human settlements; J Seabrook, In the Cities of the South: scenes from a developing world.

Assessment: A 3,000-word essay to be handed in early in the ST (25%). A three-hour written examination paper in the ST (75%).

Voluntary Sector Policy and Administration

Teacher responsible: To be announced

Availability: Compulsory for students taking the MSc in Voluntary Sector Organisation. The course is intended for students interested in the study, policy analysis and management of the voluntary, non-profit or third sector. Other students may attend where regulations and place Availability permit. Core syllabus: The course is concerned with the development, role, contribution, policy and management of voluntary, non-governmental and non-profit organisations. It covers theoretical and applied approaches, focuses on service delivery and advocacy functions and draws on experiences from the UK, other EU countries and the United States.

Content: Approaches to the study of the voluntary sector; historical development, role and functions; economic, political and sociological theories; size, scope and structure of the voluntary sector in the UK and abroad; contributions and contemporary functions; organisational behaviour; management approaches, models and practices; funding; statesector relations; current policy issues.

Teaching: Lectures: 22 x one-and-a-half-hour. Seminars: 22 x one-and-a-

Written work: Students must 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. Additional literature is provided in a course booklet at the start of the course, and on lecture handouts.

M Hudson, Managing Without Profit; M Harris & C Rochester (Eds), Voluntary Organisations and Social Policy in Britain perspectives on change and choice; L Salamon & H Anheier, The Emerging Nonprofit Sector; J Kendall & M Knapp, The Nonprofit Sector in the United Kingdom; W Powell (Ed), The Nonprofit Sector: A Research Handbook; H Anheier & J Kendall (Eds), Third Sector Policy at the Crossroads: An International Nonprofit Analysis.

Assessment: The average mark of the two best of the three course essays submitted during the MT and LT (50%). A three-hour written examination in the ST (50%).

SA462

Welfare Rights

Notes: This is a required training session for Diploma in Housing students normally taken in their final year. Welfare Rights familiarises students with how to advise and help low income tenants with benefits and other income support, introducing the agencies, services and structure of the benefits system.

SA464 Half unit

Current Issues in Housing and Urban Policy

Teacher responsible: Professor A Power, A239 and Ms A Congreve, A240 Availability: For MSc Housing and Regeneration, MSc International Housing and Social Change, MSc City Design and Social Science, MSc Social Policy and Planning, MSc Social Policy, MSc Cities Space and Society, MSc Urban and Regional Planning, MSc Development Studies, MSc Environment and Development. Other students may attend where regulations permit.

Core syllabus: The changing organisation of housing and urban policy in Britain, and other countries, with a focus on social housing.

Content: Different models of housing tenure: organisation and management of housing, alternative landlords, privatisation, tenant participation and control. Homelessness, access and affordability. Urban regeneration and brown field development. Social exclusion and housing; funding affordable housing; owner occupation and private renting in the 21st century.

Teaching: 10 Lectures, LT. 10 Seminars, LT plus four revision sessions, ST Written work: Each student will prepare two 2,000-word essays and make accompanying class presentations.

Reading list: M Harloe, The people's home; A Power, Estates on the Edge; P Saunders, A nation of homeowners; H Glennerster & J Hills, The State of WelfareUrban Task Force Report; A Power & R Rogers, Cities for a Small Country Assessment: An assessed essay of 2,000 words to be handed in on the first day of ST (25%). A two-hour written examination in the ST (75%).

SA465

Criminal Justice Policy – Long Essay

Teacher responsible: Dr D Roche, A363

Availability: For MSc Criminal Justice Policy.

Those taking the course part-time must submit the dissertation in their second year. The course is compulsory for all students taking the MSc in Criminal Justice Policy.

Core syllabus: The objective is to write an original dissertation on an approved topic in the field.

Selection of topic: The selection of the topic is a matter primarily for the student, though the approval of the supervisor is needed for topic registration. Arrangements for supervision: The tutor or other designated supervisor should discuss the selection of the topic and its title with the student, advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.

Assessment: The date for submission of the dissertation is September. Dissertations should be no more than 10,000 words in length, excluding notes and appendices and should be typed. Formal titles should be registered with the Course Director by the end of January.

SA466

European Social Policy - Long Essay

Teacher responsible: Dr S Mangen, A261

Availability: For MSc European Social Policy. The dissertation is compulsory. Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or research.

Selection of topic: The general subject area of the dissertation should be approved by the course convenor and tutor by the sixth week of the MT and the final title of the dissertation should be submitted to the course convenor by the end of the MT.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the dissertation. Assessment: The completed dissertation, which should be typewritten, must be submitted by 1 September in the year of the examination. It must not exceed 10,000 words - bibliography and tables will not be included in this total.

SA468

SA469

Housing Dissertation

Teacher responsible: Dr Nancy Holman, A238

interest to the student. It involves original research

work. Comments will be provided on an initial draft.

Health Policy, Planning and Financing Report

Teachers responsible: Dr F Sassi, A259 and Mr P Jacklin, London School of Hygiene and Tropical Medicine. Availability: This course is intended for students studying on the MSc Health Policy, Planning and Financing who have extensive experience in that area.

Core syllabus: The purpose is to allow students to explore, in depth, health policy topics, applying analysis and techniques studied in other parts of

Selection of topic: The general subject area of the report should be approved by the course convenor and tutor, and the final title of the Report should be submitted to the course convenor by the end of the MT. Arrangements for supervision: An appropriate tutor will be appointed to

Assessment: The completed Report, which should be typewritten, must be

submitted by 1 June in the year of the examination. It should not exceed

Availability: For MSc and MSc/Diploma Housing and MSc Housing

Core syllabus: A dissertation of not more than 10,000 words on a housing

topic to be approved by the candidate's teachers. The dissertation offers the

opportunity for a detailed and thorough exploration of an area of special

Supervision and Teaching: Students will pursue their dissertations under

the supervision of a member of the Department who will offer advice on

choice and scope of subject, methodology, reading and construction of the

Assessment: The dissertation must be submitted to the Course Director by

11 September 2004. It should be typewritten. The Department will issue

precise details on format and presentation. Candidates may be called for an

oral examination if the Examiners wish to satisfy themselves that the

10,000 words - bibliography and tables will not be included in this total.

advise each candidate and comment on the first draft of the Report.

SA475

Voluntary Sector Dissertation

discussed with the supervisor.

supervision and provide feedback.

Teacher responsible: Dr Sarabajaya Kumar

Availability: Compulsory for students taking the MSc in Voluntary ector Organisation

Core syllabus: The 10,000-word dissertation enables students to analyse

Selection of topic: The area of study is defined by the student, in consultation

with the supervisor. An outline proposal is developed on SA452.3A and

Arrangements for supervision: The supervisor will provide regular

Assessment: The dissertation must be submitted to the Course Administrator

by 1 September 2004. Dissertations should be no more than 10,000 words in

length, excluding notes and appendices. Students are strongly recommended

to acquire word processing skills and type their own dissertations.

in greater depth a topic of relevance to social policy and planning.

Core syllabus: A dissertation on a topic related to the voluntary sector 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 empirical research (case studies, policy analysis, surveys), or the analysis and appraisal of existing literature.

Supervision and Teaching: Students will pursue their dissertations under the supervision of one of the course teachers who will offer advice on the choice and scope of subject, methodology, reading, analysis and presentation of the work. Comments will be provided on an initial draft. There will be 12 x one-and-a-half-hour seminars, sessional, to review research skills and methodology, and to enable students to explore their proposal as a group. Assessment: The dissertation must be submitted to a course teacher by eight September. It should be not more than 10,000 words, be typewritten and conform to standard social science style in presentation and citation.

SA477 Half unit Not available in 2003/04 Legal Aspects of Service Development and Provision Teacher responsible: To be announced

Availability: An optional course for postgraduate students in the Social Policy Department. Other graduate students may attend where regulations permit. Core syllabus: To provide an introduction to the major legal ideas, cases, and practices which affect Health and Social Services provision Content: The course is in two parts.

Part I will cover the major legal concepts and jurisprudence which structure legal decision-making.

Part II will cover key social policy areas, which are structured by legal decisions:

a. Health care

b. Social Services - with reference to community care; children (protection) and legal/financial relationships between Health and Social Service authorities, especially in the care of the elderly.

- Housing and the 'vulnerable' homeless.
- d. Education with reference to 'special needs'

e. The impact of equality legislation - race, gender, employment. Teaching: 10 Lectures, LT. 10 Seminars (one-and-a-half-hours), LT.

Written work: Prepared papers will be expected for class discussion Reading list: H L A Hart, The Concept of Law, R Dworkin, Law's Empire: M Zander, The Law Making Process (4th edn): R Cranston, The Legal Foundations of the Welfare State; J Driscoll, The Housing Act, 1996; C Newdick, Who Shall We Treat; J W Harris & R Cross, Precedent in English Law; R Cross, Statutory Interpretation (3rd edn), 1995; J A G Griffith, The Politics of the Judiciary (5th edn), 1997; various law reports to be recommended. Assessment: Two-hour written examination in June.

SA479 Half unit

The Development of Housing Policy

Teachers responsible: Professor A Power, A239 and Dr Nancy Holman, A238 Availability: For MSc Housing and Regeneration, MSc International Housing and Social Change, MSc City Design and Social Science, MSc Social Policy and Planning, MSc Social Policy, MSc Cities Space and Society, MSc Urban and Regional Planning, MSc Development Studies, MSc Environment and Development. Other students may attend where regulations permit. Core syllabus: The development of housing policy from the late nineteenth century to the present day, with a focus on social housing,

Content: The development of housing models, the post-war drive for mass house building, the growth of owner-occupation and the decline of the private rented sector, problems within social housing, radical housing change since the 1980s, European housing policies, partnerships, alternative approaches.

Teaching: 10 lectures, MT. 10 seminars, MT. There will be revision seminars in the ST

Written work: Each student will prepare two 2,000-word essays and make accompanying class presentations.

Reading list: J Burnett, A Social History of Housing; Wohl, The Eternal Slum; P Dunleavy, The Politics of Mass Housing in Britain 1945-75; M Burbidge et

al, Investigation of Difficult to Let Housing; A Coleman, Utopia on Trial; A Power, Property Before PeopleHovels to High Rise Assessment: An assessed essay of 2,000 words to be handed in on the first Friday of LT (25%). A two-hour written examination in the ST. (75%)

SA480 Half unit Not available in 2003/04 Advanced Population Analysis

Teacher responsible: Professor | Hobcraft A251 Availability: Available to students taking MSc in Population and Development. Students must take Basic Population Analysis (SA481) or equivalent and must have a familiarity with personal computers. Core syllabus: This course provides a computer-based introduction to techniques of indirect demographic estimation; the tabular analysis of large-scale demographic survey data; and multivariate analysis of such demographic data.

Content: The course comprises three blocks: 1. Indirect demographic estimation: an introduction to the underlying principles and techniques for estimating mortality from special questions on survival of relatives and other related indirect techniques. Application of these techniques using a specialised computer package (Mortpak-lite) 2. Tabular analysis of demographic survey data: this will focus on the structure of demographic data, including some of the complications arising from censoring and selection in demographic event histories. Applications will make use of a standard statistical package (Stata) and use a substantial demographic survey, covering cross-tabulations, derivation of rates and life-tables. 3. Model-based analysis of demographic data: this will cover multiple regression analysis of fertility and mortality and will touch on issues of censoring in event history analysis. The underlying concepts and assumptions will be stressed. Applications will use a standard statistical package (Stata). Course materials: Relevant documentation and data sets will be made

available and a full reading list given. Teaching: 10 one-hour lectures and 10 two-hour computer sessions in the IT (SA480)

Assessment: The course will be assessed on the basis of three assignments (100%).

SA481 Half unit Not available in 2003/04 **Basic Population Analysis** Teacher responsible: Dr A Gjonca, A229

Availability: For MSc Population and Development; MSc Development Studies and MSc Statistics. Also available to other MSc students. Beyond a

basic numeracy, there are no pre-requisites. Core syllabus: This course covers the basic principles and techniques of population analysis. Topics covered include the analysis of mortality, fertility, nuptiality, and migration, as well as the basic principles of population projection. Content: The construction, interpretation, and uses of life tables. The measurement and analysis of fertility and birth intervals. Natural fertility and the proximate determinants of fertility, including Bongaarts' framework. Cohort and period approaches to measurement. Nuptiality and reproductivity. The basic measurement of migration. Component population projections. The use of models in demography.

Teaching: 10 x one-and-a-half-hour lectures and 10 x 1 1/2 seminars (SA481) MT

Written work: Students will be expected to complete exercises and write a number of essays.

Reading list: A detailed reading list will be provided at the start of the course. A useful basic text is Methods and Models in Demography by C Newell, 1988; or, alternatively, Demographic Techniques by A H Pollard, F Yusuf & G N Pollard, 1990.

Assessment: Two-hour written examination in the ST.

SA482 Half unit Not available in 2003/04 Demographic Data Collection, Sampling and Surveys Teacher responsible: Dr E Coast, A232

Availability: Available as an optional course for MSc in Population and Development and other MSc students where regulations permit. Core syllabus: The course deals with the main gualitative and guantitative methods of collecting demographic data. Problems associated with both the data collection and the data themselves are addressed, in developed and less developed societies.

Content: The course addresses key question such as: Why is demographic data collected?; What are the main sources of demographic data?; How might qualitative demographic data be collected?; What are the key elements of questionnaire design?; How might demographic data quality be improved?; What are the problems associated with data collection in less developed countries?; and What factors should be taken into consideration when designing a sample survey? The course covers a range of topics, including: the uses of demographic data; sources of demographic data, including censuses, vital registration and retrospective surveys; the historical development of demographic data; basic survey design; sampling strategies; questionnaire design; issues of data collection in less developed societies; the use of qualitative techniques for the

54470

NGO Management Dissertation

dissertation is the candidate's own work

Teachers responsible: Professor Jude Howell, Dr Armine Ishkanian and Dr Marlies Glasius

Availability: For MSc in NGO Management. This course is compulsory for students on this degree

Core syllabus and objective: A dissertation on a topic related to NGO Management 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 fieldwork or the analysis, appraisal and application of existing literature.

Supervision and Teaching: Students will pursue their dissertations under the supervision of one of their course teachers who will offer advice on the choice and scope of subject, methodology, reading, construction and presentation of the work. Comments will be provided on an initial draft. There will be five seminars on writing and research skills in the MT and weekly seminars, beginning in the LT, to enable students to explore their proposals and plans as a group.

Assessment: The dissertation must be submitted to a course teacher by the 1 September. It should be not more than 10,000 words and typewritten.

SA471

Social Policy and Planning - Long Essay Teachers responsible: Professor D Piachaud, A243 and tutors

Availability: For MSc Social Policy and Planning. The Dissertation is compulsory. Core syllabus: The purpose is to allow students to study a topic in depth

researching the literature and analysing a subject: often these dissertations involve original perspectives or research and some have been subsequently published. Selection of topic: The general subject area of the dissertation should be

approved by the course convenor and tutor by the sixth week of the MT and the final title should be submitted to the course convenor by the end of the MT.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the dissertation. Assessment: The completed dissertation, must be submitted by 1 September in the year of the examination. It must not exceed 10,000 words.

SA472

Social Policy and Planning in **Developing Countries: Dissertation**

Teacher responsible: Dr D Lewis, A281

Availability: The dissertation is a course requirement for all those taking the MSc in Social Policy and Planning in Developing Countries.

collection of data, including focus group discussions: data errors and quality: census design and execution; major demographic sample surveys (including the World Fertility Surveys and Demographic and Health Surveys) and government social surveys (with specific reference to Britain)

Teaching: Lectures: 10 x SA482, MT. Seminars: 10 x SA482, MT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1,500 words) during the term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. Some key overview texts include: D Lucas & P Kane, Asking demographic questions; M Bulmer & D Warwick (Eds), Social research in developing countries; A Basu & P Aaby, The methods and uses of anthropological demography; C Moser & G Kalton, Survey methods in Social Investigation: D J Casley & D A Lury, Data Collection in Developing Countries: LC Caldwell, Micro approaches to demographic research.

Assessment: Two-hour written examination in the ST.

SA485 Half unit

Methods for Population Planning

Teacher responsible: Professor M Murphy, A234

Availability: For MScs in Population and Development and Health, Population and Society, and other MScs where regulations permit. Some familiarity with personal computers is required, but a high degree of technical proficiency is not required.

Core syllabus: The course covers the main quantitative methods used in population and development, especially the implications of the HIV/AIDS pandemic. These include methods of making population projections for both overall populations and particular sub-groups; methods for assessing the impact of factors such as AIDS and the introduction of a new family planning programme. The approach is practical and complements the more theoretical courses in the rest of the MScs. Students will undertake a number of computer-based assignments.

Content: Concepts used for population analysis. The role of population projections in the population planning and development process. The basis of projections of international agencies. The formulation of projection assumptions and methods of making projections. Methods for assessing the impact on demographic trends of external factors: the cases of AIDS and incorporation of such factors into national planning; the use of AIM (AIDS Impact Model) and ones for assessing the effects of family planning programmes. Formal and contextual evaluation and monitoring of programmes. Projections for particular sub-groups such as households, families, urban, sub-national and labour force ones. The implications of uncertainty for the planning process.

The construction, quality and application of projections produced by international agencies.

Teaching: 10 x two-hour seminars and 10 x one-hour computerbased practicals

Reading list: Relevant documents will be provided at the start of the course, mainly in the form of electronic documents.

Assessment: Assessment will be by two coursework assignments, each of a maximum of 10 x A4 pages, which will involve the formulation, execution and writing up of a project concerned with a model for population planning, which has been agreed with the teacher responsible

SA488 Half unit

Social Policy: Goals and Issues

Teachers responsible: Professor D Piachaud, A243 and others

Availability: For MSc Housing and Regeneration, MSc International Housing and Social Change. Also available to other MScs in the Department of Social Policy and, with approval, other MScs outside the department.

Core syllabus: The development of social policy, its goals and the main issues facing social policy.

Content: This course will deal with social policy formation: growth and achievement of social policy; the political economy of social policy; demographic trends and their implications; the European dimension; the role of law in social policy; gender and social policy; poverty, unemployment and social exclusion.

Teaching: 10 weekly lectures and 10 weekly seminars MT.

Reading list: Some introductory texts are: M Bulmer, J Lewis & D Piachaud (Eds), The Goals of Social Policy, Unwin Hyman, 1989; H Glennerster, British Social Policy since 1945; H Glennerster, Paying for Welfare: the 1990s, Harvester Wheatsheaf, 1997; J Hills et al, The State of Welfare, Oxford, 1990; 1 Hills The Future of Welfare JR Foundation, 1993.

A full bibliography will be handed out with the programme of seminar topics. Study packs will be available.

Assessment: Two-hour written examination in the ST.

SA491 Half unit Not available in 2003/04 **Population Policies: Evolution and Impact**

Teacher responsible: Professor J Hobcraft, A251

Availability: For MSc in Population and Development, MSc Development Studies, MSc Gender, MSc Gender and Development, MSc Gender and Social Policy, MSc Health, Population and Society and MSc City, Design and

Social Science.

Core syllabus: This course examines the evolution of population policies and programmes at both the international and national levels. It is thus concerned with the interplay between politics and demography in shaping policies and programmes on health, fertility and family planning, population distribution, and population size.

Content: The international context: the role of the United Nations and other international agencies; the role of USAID and other major donors. How have priorities changed over time and what forces have shaped these changes? What impact do these external forces have in determining policies and programmes at the national level? What are the benefits and distortions involved in the interplay between the donor community and recipient countries? What role is played by international NGOs? What are the broad regional differences in approaches to these issues and how do these differences arise? The role of broader scientific and political contexts: sustained economic growth and sustainable development; colonial heritage; small is beautiful; the Club of Rome and zero population growth movement; the politics of the new right and the Reagan administration; the women's movement; and organised religion, especially the Vatican and Islam

The national context: the shaping of policies and programmes in individual countries and their consequences for programmes in other countries. Examples of influential policies and programmes will include China's health and family planning programmes; and Indonesia and Bangladesh as shapers of international policy on the management of family planning programmes. How policies and programmes respond to differing circumstances: the role of religion and tradition; the public/private mix; strong and weak states; levels of development; democracy and human rights; coercion and choice; experiments and demonstration effects; political will; and the role of NGOs.

During the course the policies and programmes of a wide range of societies and agencies will be examined, including examples of successful and unsuccessful programmes. Lessons about good practice will be drawn. Teaching: 10 x one-and-a-half-hour lectures and 10 x one-and-a-half-hour

seminars, MT.

Reading list: A detailed reading list will be provided at the start of the course. A good introduction to international debates can be obtained from LA Mazur (Ed), Beyond the Numbers: A Reader on Population, Consumption and the Environment, Island Press, Washington, 1994. Assessment: Two-hour written examination in the ST.

SA492 Half unit

Reproductive Health Programmes: Design, Implementation and Evaluation

Teacher responsible: Dr E Coast, A232

Availability: For MSc in Population and Development and MSc Health, Population and Society. Also available for other MSc students where regulations permit.

Core syllabus: This course is primarily concerned with the effectiveness and efficiency of reproductive health programmes especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation.

Content: The course addresses key questions such as:

What role can the mass media play in communicating reproductive health messages?; What are the key elements of a reproductive health programme?; What special sexual and reproductive needs do adolescents have?; Should violence against women be considered a reproductive health issue?; How appropriate is social marketing as a means of increasing contraceptive use in developing countries?; and What are the main causes of maternal death in the less developed world?

The course covers a wide range of topics, including: the organisation of programmes; issues of strategic management; personnel training; logistics and commodity supply; the tools of management and evaluation, including management information systems; information, education and communication, including the role of the mass media; innovative approaches to reproductive health education, including an examination of the role of formal education and curriculum content; violence against women as a reproductive health issue; meeting the reproductive health needs of 'special' groups, including adolescents and refugees; the use of social marketing; issues of quality in service delivery; techniques for evaluating programme effectiveness.

Teaching: 10 Lectures and 10 Seminars, LT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1,500 words) during the term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. There is no single key text. The following journals are of key importance: Studies in Family Planning, Population Reports, International Family Planning Perspectives, Population Council Working Papers, Health Transition Review, Social Science and Medicine Assessment: Two-hour written examination in the ST.

SA493 Half unit

Population Trends and Processes in the Developing World Teacher responsible: Dr E Coast, A232

Availability: For MSc in Population and Development. Also available to other MSc students where the regulations permit.

Core syllabus: The course provides an up-to-date and comprehensive account of the population trends in less developed societies. The course is substantive in content, and examines population size, distribution, rates of growth, fertility, mortality, disease and migration. The main determinants of these variables and their principal consequences are also examined. Content: The course addresses key questions such as:

How important is economic development for mortality decline?: Why does the educational level of the mother appear to be such a powerful factor in accounting for differences in child mortality in many developing countries?; What are the consequences of famine for levels of fertility, mortality and migration?; What are the demographic consequences of HIV/AIDS?; What are the socio-economic implications of population ageing in Asia?; and How is malnutrition defined and measured?

The course covers a wide range of topics, including: the distribution of the world's population between major countries and regions; differentials in population age and sex composition; variation in rates and patterns of fertility, mortality and population growth; levels and trends of urbanisation; the extent of national and international migration flows; determinants of fertility marriage patterns, breastfeeding, contraception, abortion; the relationships between fertility and mortality and socio-economic variables such as income and education; major disease profiles, including malaria, diarrhoea and HIV/AIDS; famine demography; the consequences of rapid fertility decline, including population ageing and issues of old age care.

Teaching: 10 Lectures and 10 Seminars, LT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1500 words) during the term,

Reading list: Reading lists are provided at the beginning of the course along with topics for seminar presentations. Some key overview texts include: M Livi-Bacci, A concise history of world population; W Lutz, The Future Population of the World; United Nations, World Population Prospects. Assessment: Two-hour written examination in the ST.

SA496

Fertility and Mortality in their Socio-Economic **Context: Research Seminars**

Teacher responsible: To be announced

Availability: Mainly for MSc and PhD students in Demography and Population and Development.

Content: Seminar presentations of work in progress or complete, by researchers inside and outside the School. Assessment: Non-examinable.

SA499

Dissertation: Population and Development

Teachers responsible: MSc Convenor and personal supervisor. Availability: This course is intended for students taking the MSc in Population and Development.

Core syllabus: The purpose is to allow students to explore a particular research topic in depth.

Selection of topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Arrangements for supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA4A3 Half unit

Social and Political Aspects of Regional and Urban Planning Teachers responsible: Dr A Thornley, S420 and other

Availability: For MSc Regional and Urban Planning. Other postgraduate students may attend where regulations permit.

Core syllabus: The course will explore the impact of key social and political processes on the activity of urban and regional planning. These processes will be explored from the global, through national, to local scale.

Content: Globalisation and its impact on cities and urban planning. The 'World City' debate. The impact of political ideology on planning intervention. The effect of different institutional structures on the nature and form of the planning system across Europe. Processes of gentrification and social segregation in cities. Theories of urban politics. The changing governance of selected cities including London and its effect on urban policy. Debates on the concept of 'community' and its relevance for planning. Participation in the planning process.

Teaching: 10 lectures and eight seminars in the MT.

Written work: Students will be required to submit a 3,000-word essay. In

addition work will be undertaken for a seminar presentation. Reading list: D Held & A McGrew (Eds), The Global Transformation Reader; J Short & Y Kim, Globalization and the City; S Sassen, The Global City; A Thornley, Urban Planning under Thatcherism; P Newman & A Thornley, Urban Planning in Europe; D Judge et al, Theories of Urban Politics; D Hill, Urban Policy and Politics in Britain; S Fainstein, The City Builders: Politics and Planning in London and New York; S Fainstein et al, Divided Cities: New York and London in the Contemporary World; N Smith, The New Urban Frontier: gentrification and the revanchist city; C Jencks & P Peterson, The Urban Underclass; D King & G Stoker, Rethinking Local Democracy; A Etzioni, The Spirit of Community. Assessment: Course work in the form of a 3,000-word essay (25%). A two-hour written examination in the ST (75%).

SA4A5

Dissertation: Gender and Social Policy Teacher responsible: Dr W Sigle-Rushton, A2 Availability: Compulsory for MSc Gender and Social Policy. Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or research.

Selection of Topic: The area of study is defined by the student, with the supervisor's assistance if necessary. The final title of the dissertation should be submitted to the course tutor by the end of the MT. Supervision: An appropriate tutor will be appointed to advise each student and to comment on the first draft of the dissertation. Assessment: The completed essay, which must be typewritten, should be submitted by the last Friday in August in the year of the examination. It must not exceed 10,000 words.

54446

Dissertation: International Health Policy Teachers responsible: Dr E Mossialos, J413 and Dr M R Bhatia, A225 Availability: Compulsory for the MSc International Health Policy. Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject. Often, the MSc dissertation may involve original perspectives or research. The dissertation will be written during the summer period, typically from the end of June to early September. It may be written in conjunction with an internship with an organisation. Selection of topic: The area of study is defined by the student, with the supervisor's assistance, if necessary. When a dissertation is written during an internship, the institution hosting a student may propose a topic suitable for a dissertation. The student with their supervisor needs to ensure that the proposed topic meets academic standards. The final title of the dissertation, together with a detailed outline, methodology and a list of references should be completed by the end of June.

Supervision: An appropriate academic tutor will be appointed to advise each student and to comment on the first draft of the dissertation. In addition, where a student undertakes an internship a placement supervisor will be assigned who will liaise with the academic tutor regarding the student's progress

Assessment: The final draft of the dissertation must be typewritten and must be submitted at the end of the first week in September in the year of examination. It must not exceed 10,000 words.

SA4A7 Half unit

Gender and Social Policy: Theory and Practice Teacher responsible: Dr W Sigle-Rushton, A271 Availability: Compulsory for MSc Gender and Social Policy, optional for other MSc degrees.

Core syllabus: The course looks at two distinct aspects of gender and social policy: the importance of gender in explaining the structure and development of social policy and the use of gender in analysing inequalities that arise in access to and outcomes of social policies.

Content: Feminist perspectives on welfare are explored, while notions of Ginsburg, Divisions of Welfare, 1992. justice, citizenship and inequality are examined as tools to analyse social policy. Assessment: A 3,000-word essay to be handed in on the first day of ST The use of gender as a category of analysis is examined and attention is paid (25%). A two-hour written examination in the ST (75%). to how this may mask differences of race and class. Policy-making is analysed to see how gender roles and the form, functioning and responsibilities of the SA4B2 Half unit Not available in 2003/04 family are understood. The course will also focus on the gender impact of economic reform on labour market opportunities and on inequalities in Family Change and Society economic resources. Finally, the role of women and men as actors in the policy-Teacher responsible: Professor K Kiernan, A279 Availability: This is an optional course for MSc degrees in Social Policy, making process will be analysed.

Teaching: 10 x one-hour lectures and 10 x one-and-a-half-hour seminars,

Reading list: C Ungerson & M Kember, Women and Social Policy: a reader, 1997; F Williams, Social Policy: a critical introduction, 1989; G Pascall, Social Policy: a new feminist analysis, 1997; L Gordon, Women, the State and Welfare, 1990; L Fox Harding, Family, State and Social Policy, 1996; J Lewis, Women's Welfare, Women's Rights, 1983; J Peters & A Wolper (Eds), Women's Rights, Human Rights: international feminist perspectives; Popay, Hearn & Edwards (Eds), Men, Gender Divisions and Welfare, 1998. Assessment: A 3,000-word essay to be handed in on the first day of LT

(25%). A two-hour written examination in the ST (75%)

SA4A8 Half unit

Gender, International Social Policy and Development Teacher responsible: Dr W Sigle-Rushton, A271 Availability: Compulsory for MSc Gender & Development on completion of

DV416. Optional for MSc Gender and Social Policy on completion of SA4A7. Optional for other MSc degrees on completion of either SA4A7 or DV416.

Core syllabus: The course will allow students to consider the way in which policy makers and planners in different institutional and organisational contexts integrate gender and are influenced by, and seek to influence, social policy dialogues at global, regional, national and local levels.

Content: The course will begin by exploring theoretical and conceptual approaches to gender in international development. The impact of social and economic change on gender and other social relations will be examined through an exploration of international policy change. The impact of war and conflict situations and environmental change will also be considered. Attention will be paid to the human rights of women, gender and antipoverty strategies and key sectoral policies affecting gender relations such as sexual and reproductive health. The course also focuses on public action and policy processes concerned with women's rights and gender issues in development and looks at ways in which international development policy and practice can be made more gender sensitive.

Teaching: 10 x one-hour lectures and 10 x one-and-a-half-hour seminars,

Reading list: H Afshar (Ed), Women and Politics in the Third World; A Basu (Ed), The Challenge of Local Feminisms, Women's Movements in a Global Perspective: B Einhorn, Cinderella goes to Market, 1993: D Elson, Male Bias in the Development Process, 1995; C Jackon & R Pearson (Eds), Feminist Visions of Development: gender analysis and poverty: N Kabeer, Reversed Realities: gender hierarchies in development thought, 1994; N Visvanathan, The Women, Gender and Development Reader, 1997.

Assessment: A 3,000-word essay to be handed in on the first day of ST (25%). A two-hour written examination in the ST (75%).

SA4A9 Half unit

Gender and European Welfare States

Teacher responsible: Dr W Sigle-Rushton, A271 Availability: Optional for MSc Gender and Social Policy on completion of

SA4A7 Gender and Social Policy: Theory and Practice. Optional for other MSc degrees.

Core syllabus: The study of gender and social policy from a European perspective will allow students to analyse the different ways in which gender is incorporated into national welfare states and the impact this incorporation has on particular, national structures of gender inequalities.

Content: The course will examine the theory and methodology of comparative studies and the applicability of existing comparative theories/methods to the analysis of gender. Consideration will be given, to how well existing typologies of welfare states fare when gender is the focus of analysis, and the role, if any, that the European Union has played in the development of more gender equitable outcomes in EU countries. A number of key areas will then be studied, including: citizenship and the bases of entitlements across welfare states; the organisation of caring services including child care; family policy; provision for lone parents: the labour market and labour market policies: social security and income distribution. In looking at these areas students will be encouraged to contrast the approach of different families of nations (eq. Bismarckian regimes versus Scandinavia) as well as looking at the particularism of certain national approaches.

Teaching: 10 x one-hour lectures and 10 x one-and-a-half-hour seminars,

Reading list: M Daly, The Gender Division of Welfare, 2000; D Sainsbury, Gender, Equality and Welfare States, 1996; D Sainsbury, Gendering Welfare States, 1994; J Lewis, Women and Social Policies in Europe, 1993; C Hoskyns, Integrating Gender: women, law and politics in the European Union, 1996; N

Population, and Gender and Social Policy, and other degrees where regulations permit

Core syllabus: This course will examine the dimensions of family change and its implications for the public and private domains of life. The approach will be interdisciplinary and comparative.

Content: The course will examine the historical and contemporary debates on the family. The major themes to be covered include: theoretical and methodological perspectives; parenthood, care and costs of children, work and family life including employment and income patterns, the division of labour and allocation of resources within the household, the role of fathers in family

life, divorce and lone parenthood issues, the emergence of cohabitation and alternative styles of living and family, state and public policy. Teaching: 10 Lectures and 10 seminars, LT.

Written work: Presentation of short class papers and one essay.

Reading list: A detailed reading list will be provided at the beginning of the session. General reading: J R Gillis, A World of Their Own Making: myth ritual and the quest for family values, Harvard University Press, 1996; D M Klein & J M White, Family Theories: an introduction, Sage; ONS, Social Focus on Families, 1997; K O Mason & A-M Jensen (Eds), Gender and Family Change in Industrialised Countries, OUP, 1995; J Millar & A Warman, Family Obligations in Europe, Family Policy Studies Centre, 1996; L Hantrais & M Lebablier, Families and Family Policies in Europe, 1996; HM Government's Paper on the Family, Supporting Families, ONS 1999; B Rogers & J Pryor, Divorce and Separation: the outcomes for children, Joseph Rowntree Foundation, 1998; K. Kiernan, H Land & J Lewis, Lone Motherhood in the Twentieth Century, from footnote to frontpage, OUP, 1998; A Hochschild, The Second Shift: working parents and the revolution at home, Piatkus, 1989; 5 McRae (Ed), Changing Britain: families and households in the 1990s, OUP, 1999. Assessment: Two-hour written examination in the ST.

SA4B3

Dissertation: Health, Population and Society

Teachers responsible: MSc Convenor and personal supervisor Availability: For students taking the MSc Health, Population and Society Core syllabus: The purpose is to allow students to explore a particular

research topic in depth. Selection of topic: The topic of the dissertation is selected in consultation

with the student's personal supervisor. Supervision: An appropriate dissertation tutor will be appointed to advise

each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA4B4

Child Rights, Child Poverty and Development

Teachers responsible: Professor P Townsend, A201 and Dr E Munro, A272 Availability: An optional course for MSc in Human Rights. The course is also an option for other MSc courses, where regulations permit.

Core syllabus: This is an interdisciplinary course that explores the links between child rights and child poverty at all levels of development in rich and poor countries.

Content: The social and economic as well as the civil and political rights of children, as defined in recent international laws and Conventions, are examined in relation to the conditions, especially poverty, experienced by many children. Human rights theories as a basis for international and social policies will be a focus of attention, and issues of importance in both rich and poor societies - such as child labour, abuse, commercialisation of childhood, gender inequality, family disputes between the generations, sexual and reproductive rights and general rights of women, and services for disabled children - are included. The structural problems of market globalisation and social polarisation in the 21st century, and the implications for children will be addressed. The role of the international agencies and NGOs in relation to policy will be assessed.

Teaching: Lectures: 20 x 1hr. Seminars: 20 x 1 1/2hrs ML plus two in the ST (revision). Students will be expected to participate in seminars and to share seminar presentations twice in each of the MT and LT.

Written work: Students are expected to submit one written essay (2,000 words) by the ninth week of each term. This will be marked and returned to the student but not assessed in the award of the degree

Reading list: UNICEF, Implementation Handbook for the Rights of the Child, New York, 1998; D Fottrell (Ed), Revisiting Child Rights: 10 Years of the UN Convention on the Rights of the Child, Kluwer, 2000; G Van Bueren, The International Law on the Rights of the Child, Kluwer Law International, 1994; UNICEF, A League Table of Child Poverty in Rich Nations, Innocenti Report, Florence, 2000; J Kerr, Ours by Right: Women's Rights as Human Rights, Zed Books, 1993; H Cunningham & P Viazzo, Child Labour in Historical Perspective 1800-1995, UNICEF, 1996; DOH, Convention on the Rights of the Child: Second Report to the UN by the United Kingdom, London, 1999; D Gordon & P Townsend, Breadline Europe: The Measurement of Poverty, Policy Press, Bristol, 2001.

A full reading list will be circulated at the start of the course.

Assessment: An assessed essay of up to 3,000 words to be submitted by the first day of the ST (40%). A three-hour written examination in the ST (60%).

SA4B5 Half unit

International Planning and Children's Rights

Teachers responsible: Professor P Townsend, A201 and Dr E Munro, A272 Availability: For graduate students as an optional course for Masters' degrees, where regulations permit.

Core syllabus: This course explores international planning as a central feature of development - through the application of Human Rights concepts and legislation to current conditions experienced by children. It is an interdisciplinary course.

Content: The social and economic as well as the civil and political rights of children, as defined in recent international laws and Conventions, are examined in relation to the conditions, especially poverty, experienced by many children. Issues of child labour, the sexual and reproductive rights of adolescent children, cultural discrimination against girl children and the right to a minimally adequate family income will be discussed in relation to the roles played by international agencies, governments and NGOs. Teaching: Lectures: 10 x 1hr. Seminars: 10 x 1 1/2hrs MT.

Students will be expected to participate in seminars and to share seminar presentations twice in the term

Written work: Students are expected to submit one written essay (2,000 words) by the ninth week of term. This will be marked but not assessed in the award of the degree.

Reading list: UNICEF, Implementation Handbook for the Rights of the Child, UNICEF, New York, 1998D Fottrell (Ed), Revisiting Child Rights: 10 Years of the UN Convention on the Rights of the Child, Kluwer, 2000; G Van Bueren, The International Law on the Rights of the Child, Kluwer Law International, 1994; J Kerr, Ours by Right: Women's Rights as Human Rights, Zed Books, 1993; H Cunningham & P Viazzo, Child Labour in Historical Perspective 1800-1995, UNICEF, 1996; J Tunstill (Ed), Children and the State. Whose Problem? Cassell, 1999.

A full reading list will be circulated to students at the start of the course. Assessment: Two-hour written examination in the ST (100%).

SA4B6 Half unit

International Social Policy and Children's Needs

Teachers responsible: Professor P Townsend, A201 and Dr E Munro, A272 Availability: For graduate students as an optional course for Masters' degrees, where regulations permit

Core syllabus: The relationship of international and national policies to the fulfilment of declared child rights and the eradication of poverty is examined. The role in policy of the different Charters and World Summits on child rights will be considered.

Content: The links between child rights, child poverty and development are examined with particular reference to national and international policies operating as causes and not only as effects. Human rights theories as a basis for international and social policies will be a focus of attention, and the case of the United Kingdom will be illustrated. The structural problems of market globalisation and social polarisation in the 21st century, and the implications for children will be addressed. The policies of the international agencies and NGOs will be analysed in relation to children

Arrangements: Lectures: 10 x 1hr. Seminars: 10 x 1 1/2hrs, LT.

Students will be expected to participate in seminars and to share seminar presentations twice in the term

Written work: Students are expected to submit one written essay (2,000 words) by the ninth week of term. This will be marked but not assessed in the award of the degree.

Reading list: J Vandermoortele, Absorbing Social Shocks, Protecting Children and Reducing Poverty, 2000: The Role of Basic Social Services, UNICEF Working Papers, UNICEF, New York; UNICEF, A League Table of Child Poverty in Rich Nations, Innocenti Report, Florence, Italy, 2000; G Van Bueren, The International Law on the Rights of the Child, Kluwer Law International, 1994; Ruxton, Implementing Children's Rights: What Can the UK Learn from the International Experience, SCF, London, 1998; G Lansdown, Independent Human Rights Institutions for Children, Innocenti Research Centre, Florence, 2001; V Kumar, Poverty and Inequality in the UK: The Effects on Children, National Children's Bureau, 1995; P Alston, S Parker & J Seymour, Children, Rights and the Law, Clarendon, 1992; G Douglas & L Sebba, Children's Rights and Traditional Values, Dartmouth, 1998; Freeman (Ed), Children's Rights: A Comparative Perspective, Dartmouth, 1996.

A supplementary reading list will be circulated to students at the start of the course

Assessment: Two-hour written examination in the ST (100%).

SA4B7

International Social Welfare Policy and Social Work

Teachers responsible: Dr G Bridge, A256, Dr E Munro, A272, A258 and Miss S Sainsbury, A250

Availability: Mainly for the MSc in Social Policy and Planning in Developing Countries. Work experience in social welfare or social work in developing countries is desirable but not essential.

Core syllabus: The focus of this course is on social welfare policy and its implementation, social work knowledge, values, and skills in an international context

Content: The course will be divided into two parts. The first term is devoted to the welfare of children and families: social work from an international perspective, demographic change and diversity, assessing children's needs, children's rights, disabled children and welfare solutions. The second term concerns social work with vulnerable adults: institutional care, disability, the elderly, HIV/Aids, mental health, and social work in transitional economies. How

programme, and the following is an introduction: world; K Lyons, International Social Work: Themes and Perspectives examination in the ST (75%).

SA4B8 Half unit Ethnicity, 'Race' and Social Policy Teacher responsible: Dr C Phillips, A235 Availability: For MSc Social Policy and Planning, MSc European Social Policy, MSc Voluntary Sector Organisation, MSc Gender and Social Policy. Also available as an optional course for other MSc students where regulations permit. Core syllabus: The course analyses the historical and contemporary relations between ethnicity and 'race' in the discipline and practice of social policy. It will examine the theoretical frameworks, which seek to explain patterns of racial inequality, racial discrimination, and racism in the formulation, implementation and outcome of social policies. Content: Historical and contemporary contexts; Conceptual frameworks; Theories of race and ethnic relations; Policy and ideology; Demography, geography and housing; Education; Employment and poverty; Victimisation and criminal justice; Globalisation, immigration and asylum; Minority perspectives and anti-discrimination initiatives. Teaching: 10 x one-hour lectures, and 10 x one-and-a-half-hour seminars, MT. Reading list: J Solomos & L Back, Racism and Society, 1996; D Mason, Race and Ethnicity in Modern Britain, 2000; P Gilroy, There Ain't No Black in the Union Jack, 1987; F Anthias & N Yuval-Davis, Racialized Boundaries, 1992; M Mac an Ghaill, Contemporary Racisms and Ethnicities: social and cultural transformations 1999; T Modood & R Berthoud, Ethnic minorities in Britain: diversity and disadvantage, 1997; F Williams, Social Policy: a critical introduction, 1989; B Bagilhole, Equal Opportunities and Social Policy, 1997; W Ahmad & K Atkin, 'Race' and Community Care, 1996. Assessment: A 2,000 word essay to be handed in on the first day of LT (25%). A two-hour written examination in the ST (75%).

SA4B9 Half unit **Education Policy, Reform and Financing** Teacher responsible: Professor A West, A139 Availability: For MSc students on Social Policy Programmes, and others as regulations permit, as an option. Core syllabus: The course considers education policy, reforms and financing across developed countries, in particular Britain, Europe and North America. There is a particular focus on equity and social justice and the redistribution of resources.

Content: Topics will include: market-oriented reforms in education; reform of education finance and demand-side financing; impact of social background (socio-economic, race/ethnicity, gender) on outcomes and related policy reform; education and social exclusion; special educational needs/disability and policy; international comparisons of attainment and policy; higher education policy and practice. Teaching: 10 lectures and 10 seminars, LT. Written work: Students will be expected to make a number of seminar

presentations Reading list: Specialist lists for each topic will be provided. The following books are recommended: A H Halsey, H Lauder, P Brown & A Stuart Well, Education: Culture, economy and society, Oxford University Press, 1997; J Le Grand & W Bartlett (Eds), Quasi-Markets and Social Policy, Macmillan, 1993; M Coleman & L Anderson (Eds), Managing Finances and Resources in Education, Paul Chapman, 2000; G Johnes, The Economics of Education,

Macmillan, 1993. Assessment: One written assignment of no more than 2,000 words (25%) to be submitted during the first week of the ST. A two-hour written examination in the ST (75%).

SA4C1

Teacher responsible: Dr E Munro, A272

social work relates to social welfare policy and provision of care will be discussed using theoretical perspectives derived from international research literature. Teaching: Lectures: 20 x one-hour. Seminars: 20 x one-hour. MT and LT.

Written work: All students prepare seminar presentations during the year, and are expected to read widely and participate in seminar discussions. The course uses case study material relating to current issues and students are encouraged to bring with them information from a developing country. Reading list: A detailed reading list is included in the lecture/seminar

G Bridge, Parents as Care Managers; J Campbell & M Oliver, Disability Politics; M Davies (Ed), The Blackwell Companion to Social Work; W Hellinckx, M Colton & M Williams, International Perspectives on Family Support HelpAge International, The Ageing and Development Report-Poverty, Independence and the World's Older People; J Midgely, Social Welfare in a Global Context, D Tolfree, Roofs and Roots: the care of separated children in the developing

Assessment: A 3,000-word assessed essay (25%). A three-hour written

Long Essay and the Research Process

Availability: For all MSc Social Policy programmes (as listed in the Calendar) involving a dissertation or long essay. Exemptions at the

discretion of the course tutor. Lecture notes will be available electronically via Social Policy public folders (for part-time students).

Core syllabus: The course aims to provide an understanding of issues associated with the research process in the context of MSc Social Policy long essays. It includes an examination of philosophical issues underpinning research methods in social policy, the place of different research methods (qualitative and quantitative) in social policy and the process of writing a long essay.

Content: Issues in the methodology of social policy research; selecting the appropriate methods; the process of framing a research question; hypothesis building and/or using conceptual frameworks; and constructing an argument. Teaching: Two lectures in MT, three lectures in LT.

Written work: None required

Reading list: Three useful texts are: T May, Social research: Issues, methods and processes, Open University Press, 1997; C Robson, Real world research: A resource for social scientists and practitioner-researchers, Oxford University Press, 1993; N S R Wallimann, Your research project: A step-by-step guide for the first-time researcher, Sage, 2001.

Assessment: Non-examinable. It is expected that the student's dissertation will be informed by the course and appropriate discussion of methodological issues will be incorporated in all dissertations.

SA4C2 Half unit Not available in 2003/04 **Basic Education for Social Development** Teacher responsible: Dr A Hall, A281

Availability: For MSc in Social Policy and Planning in Developing Countries. Students in other Masters degrees may also take this paper by agreement with their supervisors and the class teacher and as permitted by the regulations. Work experience in a developing country is highly desirable but not essential. Core syllabus: The course is designed to examine the role of basic education in developing countries as it relates to social development and social policy.

Content: History of education and current problems in developing countries, links between basic education and socio-economic development, primary and secondary provision, decentralisation of education management and funding, non-formal and vocational education, adult literacy, popular education for grassroots development and environmental education.

Teaching: 10 x one-hour lectures and 10 x one-and-a-half-hour seminars, LT. Reading list: K Watkins, The Oxfam Education Report, 2000; UNICEF, The State of the World's Children: Education, 1999; International Consultative Forum on Education for All, Education for All 2000 Assessment, 2000 (www.unesco.org); L Kane, Popular Education and Social Change in Latin America, 2001; World Bank, Priorities and Strategies for Education, 1995; S Graham-Brown, Education in the Developing World: Conflict and Crisis, 1991; M Todaro, Economics for a Developing World, chapter 9, 2000; H. Patrinos & D. Ariasingam, Decentralisation of Education: Demand-Side Funding, 1997; J. Huckle & S. Sterling (Eds), Education for Sustainability, 1996.

Assessment: One 2,000-word essay to be handed in during the first week of ST (25%). A two-hour examination paper in June (75%).

SA4C3 Half unit

Statistical Methods in Health Care Economic Evaluation Teacher responsible: Professor A McGuire, J405

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit. There is no pre-requisite, although it is envisaged to be complementary to SA4C4.

Core syllabus: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector.

Content: Valuing output in the health care sector. Economic evaluation and clinical trials. Sample size calculation for resource material. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios net benefit approach. Censoring and costs. Missing data - parametric and non-parametric approaches. Expected utility theory and decision analysis. Markov analysis. Bayesian interpretations. Presentation of analysis acceptability curves.

Teaching: 10 lectures (one-hour) and 10 seminars (one-and-a-half-hours), LT. Reading list: The following are basic reading for the course: M Drummond & A McGuire (Eds), Economic Evaluation in Health Care: Merging Theory with Practice, OUP, 2002; M Drummond, B O'Brien, G Stoddart & T Torrance, Methods for the Economic Evaluation of Health Care Programmes, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, Cost-Effectiveness in Health and Medicine, OUP, 1996; M Johannesson, Theory and Methods of Economic Evaluation in Health Care, Kluwer, 1996; P Johansson, Evaluating Health Risks: An Economic Approach, CUP, 1995.

Assessment: A 2,500 word essay to be handed in on the first day of the ST. (25%). A two-hour written examination in the ST (75%)

SA4C4 Half unit

Cost-Effectiveness Analysis in Health Care

Teachers responsible: Dr F Sassi, A259 and Professor A McGuire, J405 Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit.

Core syllabus: This course develops concepts and methods of economic analysis of health care services and programmes, particularly focusing on cost-effectiveness analysis techniques.

Content: The theoretical foundations of health care economic evaluation: welfare economics and extra-welfarist approaches. The design of a costeffectiveness analysis and interpretation of cost-effectiveness ratios. Evaluations based on primary studies and evaluations based on mathematical models. Methods for measuring the outcomes of health care interventions. Survival, quality of life Assessment and preference elicitation techniques. Methods for calculating QALYs and DALYs. The opportunity cost of health care interventions. Sources of data for cost analysis. Methods for dealing with uncertainty and generalisability in cost-effective analysis. The impact of economic evaluation on decision making in health care.

Teaching: 10 lectures and nine seminars and practical workshops in the IT. Reading list: The following are basic reading for the course: M Drummond & A McGuire (Eds), Economic Evaluation in Health Care: Merging Theory with Practice, Oxford, OUP, 2002; M Gold, J Siegel, L Russell & M Weinstein, Cost-Effectiveness in Health and Medicine, New York, OUP, 1996; M Drummond, et al, Methods for the Economic Evaluation of Health Care Programmes, Oxford, OUP, 1997; F Sloan (Ed), Valuing Health Care, Cambridge University Press, 1995; S Curry & J Weiss, Project Analysis in Developing Countries, Macmillan, 1994; C Dinwiddy & F Teal, Principles of Cost-Benefit Analysis for Developing Countries, Cambridge University Press, 1996.

Supplementary reading list: This is given at the beginning of the course and includes references to specialised texts and articles on each subject covered within the course.

Assessment: Assessment is through a project that students will undertake in small groups and write up individually (2,000 word paper), to be submitted at the end of the course.

SA4C5 Half unit

International Housing and Social Change: Shelter Needs and Strategies

Teachers responsible: Professor A Power and Dr S Kumar

Availability: For MSc International Housing and Social Change, MSc Housing and Regeneration, MSc City Design and Social Science, MSc Development Management, MSc Development Studies, MSc Social Policy and Planning, MSc Cities, Space and Society, MSc Urban and Regional Planning, MSc Socia Policy and Planning in Developing Countries. Other students may attend where regulations permit.

Core syllabus: Key urban social and housing issues facing developed and developing countries - overview.

Content: Introduction to international housing and social change; shelter needs and urban growth; government intervention; government as enabler; private renting and self-help housing; urban poverty and livelihood systems; bottom up shelter models; the role of the environment in sustainable cities; a global perspective.

Teaching: 10 lectures MT, 10 Seminars MT. There will be four revision seminars in the ST.

Written work: Each student will prepare two x 2,000 word essays and produce four case studies.

Reading list: UN, An Urbanising World; B Aldrich, Housing the Urban Poor, A Power, Estates on the Edge; C Jencks, Homelessness; Satterthwaite & Hardy, Squatter Settlements; Van Vilet, International Housing Policy; Basrah, Our Urban Future; D Satterthwaite, Sustainable Cities

Assessment: A two-hour written examination in ST and an assessed 2,000 word essay to be handed in on the first Wednesday of LT.

SA4C6 Half unit

International Housing and Human Settlements: **Conflicts and Communities**

Teachers responsible: Professor A Power and Dr S Kumar

Availability: For MSc International Housing and Social Change, MSc Housing and Regeneration, MSc City Design and Social Science, MSc Development Management, MSc Development Studies, MSc Social Policy and Planning, MSc Cities, Space and Society, MSc Urban and Regional Planning, MSc Social Policy and Planning in Developing Countries. Other students may attend where regulations permit.

Core syllabus: Key urban social and housing issues facing developed and developing countries - roles and conflicts.

Content: Providers of urban housing; tenure development; local government; NGOs; women in Housing and Community; the social consequences of urban and housing design; new roles in contemporary housing design and development; the role of international agencies in tackling shelter problems; theories and practical tools for making urban settlements work; the role of participation in shelter.

Teaching: 10 lectures LT, 10 Seminars LT. There will be four revision seminars in the ST.

Written work: Each student will prepare two x 2,000 word essays and produce four case studies.

Reading List: UN, An Urbanising World; B Aldrich, Housing the Urban Poor; A Power, Estates on the Edge; C Jencks, Homelessness; Satterthwaite

& Hardy, Squatter Settlements; Van Vilet, International Housing Policy; Basrah, Our Urban Future; D Satterthwaite, Sustainable Cities Assessment: A two-hour written examination in ST and a 2,000 word assessed essay to be handed in on the first Wednesday of ST.

SA4C7 Half unit

Understanding Housing Finance and Economics Teacher responsible: Professor C Whitehead, \$37

Availability: MSc Housing and Regeneration; MSc International Housing and Social Change. Other students may attend where regulations permit. Pre-requisites: Students must have completed a course in economics at undergraduate level. Those students who have not done an economics course must take the full unit SA422. Students must see the teacher responsible before registration.

Core syllabus: The course uses economic and financial principles to address particular housing problems and policies. Examples will concentrate on the UK but include comparisons with other countries.

Content: Topics include: Forecasting housing demand and assessing the need for social housing. The supply of new housing and its relation to land Availability. Maintaining and improving the existing stock. The relationship between housing and regeneration policies. Financing and subsidy systems as they apply to owner-occupation, private renting and the social sector. Demand versus supply subsidies. Paying for investment in social housing. Regulation and control of public subsidy. Resource accounting. The introduction of private finance into social housing. Analysis will be applied to British housing policy, with comparisons from other industrialised countries. Teaching: 4 lectures LT; 12 seminars LT/ST.

Reading list: A detailed reading list will be provided at the beginning of the course. Much of the policy reading will be available from the web. Relevant texts include: T O'Sullivan & K Gibb (Eds), Housing economics and Public Policy; R Muth & A Goodman, The Economics of Housing Markets; G Fallis, Housing Economics; Hills, Unravelling Housing Finance; K Gibb & M Munro, Housing Finance in the UK; G MacCrone & M Stephens, Housing Policy in Britain and Europe; P Williams (Ed), Directions in Housing Policy; M Kleinman, Housing, Welfare and the State in Europe; S Monk & C M E Whitehead, Restructuring Housing Systems

Assessment: A two-hour written examination in the ST.

SA4C8 Half unit

Globalization and Social Policy

Teacher responsible: Dr H Seckinelgin, A269

Availability: Available as an option for MSc degree students in the department, in particular for MSc Social Policy and Planning in Developing Countries and, depending on the available space, open to students from other departments in the school.

Core syllabus: The course is concerned with the relationship between social policy and globalisation: It examines the significance of globalisation for social policy and it provides a critical analysis of new ideas on the role of social policy in globalisation processes. The course explores the interaction between the global policy process and social policy in particular national and international contexts.

Content: The course will examine a variety of perspectives on the relationship between globalisation and social policy. This will involve two main components. First, the impacts of various forms of globalisation on social policy are considered. The impact of globalisation on migration patterns, on national economies, and on cultural and political developments are examined and the impact of these on national social policies is assessed. Second, the course examines the international policy environment, particularly intergovernmental organisations; bilateral and multilateral aid agencies and non-governmental organizations (NGOs), which influence the social policy environment in developing countries. The impact of the inter-governmenta policy process on policy outcomes is examined. The role of the UN, the IMF, the WTO and the World Bank in these processes, the role of states in the process and accountability issues in relation to social policy are analysed. Major issues influencing people's lives such as the effects of foreign direct investment, the HIV/AIDS epidemic, and the impact of major international UN conferences will be used as case studies to analyse social policy outcomes. Teaching: 10 lectures and 10 seminars in LT, two revision seminars, ST.

Written work: Students will write a long essay and will do seminar presentation.

Reading list: A detailed reading list will be presented at the beginning of the term. Some introductory texts include: B Deacon, M Hulse & P Stubbs, Global Social Policy: International Organisations and the future of welfare, Sage (1997); G Esping-Andersen (Ed), Welfare States in Transition: National Adaptations in Global Economics (1996); D Held et al, Global Transformations: Politics, Economics and Culture, Polity Press (1999); J Hills, J Le Grand & D Piachaud (Eds), Understanding Social Exclusion, OUP (2002): P Hirst & G Thomson (Eds), Globalisation in Question: The International Economy and the Possibilities of Governance, Polity Press (1996); F Jameson & M Miyoshi (Eds), The Cultures of Globalization, The Duke University Press (2001); J Midgley, Social Welfare in Global Context, Sage (1997); R Mishra, Globalisation and the Welfare State, Edward Elgar (1999); D Navyar,

Governing Globalization: Issues and Institutions, OUP (2002); V S Peterson & A S Runyan, Global Gender Issues, Westview Press 1993. Assessment: An assessed essay to be handed in on the first day of the ST (25%). A two-hour written examination in the ST (75%).

SA4C9 Half unit

Social Policy - Organization and Innovation Teacher responsible: Professor D Piachaud, A243 and others Availability: For MSc Social Policy & Planning and other MScs in the Department of Social Policy and, with approval, MScs outside the department. Core syllabus: This course examines the organisation of social policy structures, processes and delivery - and recent developments in social policy industrialised countries.

Content: The course examines issues in the organisation of social policy and challenges to social policy. The role of the voluntary sector, of communities and neighbourhoods and of public-private partnerships are examined. Approaches to risk and regulation are considered with examples drawn from child protection, the care of the elderly, or other areas. Innovative forms of preventive and re-distributive policies are examined, including changes to taxation, tax credits and social security reform. New challenges such as drugrelated problems and environmental issues in social policy are examined. Teaching: The course consists of 10 lectures and 10 seminars in the LT with a revision seminar in the ST.

Reading list: H Anheier & J Kendall (Eds), Third Sector Policy at the Crossroads: an International Nonprofit Analysis, Routledge (2001); J Birchall, Building Communities the Co-operative Way, Routledge (1988): A Power Estates on the Edge, Macmillan (1996); M Stewart & M Taylor, Community Empowerment and Estate Regeneration, Policy Press, Bristol (1994); 'Commission on Public Private Partnerships', Building Better Partnerships. Final Report. (Institute of Public Policy Research, 2001). See especially Chapters 1, 6 & 7; J Le Grand, 'Knights, knaves or pawns? Human behaviour and social policy', Journal of Social Policy, 26, 149-169; C Hood & H Rothstein, 'Risk regulation under pressure: problem-solving or blame shifting?' Administration and Society 33: 21-53 (2001); M Powell, Evaluating New Labour's Welfare Reforms, Policy Press (2002); R Rogers & A Power, Cities for a small country, Faber. Assessment: An assessed essay of 2,000 words to be handed in during the

first week of the ST (25%). A two-hour written examination in the ST (75%).

SA4D1 Half unit

Health and Population in Contemporary **Developed Societies**

Teacher responsible: Professor M Murphy, A234 Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit. There are no pre-requisites Core syllabus: This course brings together the main issues in health, population and society in developed countries. It covers basic techniques and measurement of health, mortality and morbidity, Issues such as determinants of health, societal and health changes as well as policy responses to health and population changes will be dealt with in detail. Content: Social and biological determinants of health and mortality in developed societies. Health and societal changes: family changes and health; social support and health, health of elderly people and coping with ageing in the 21st century; urbanisation and health. Prospects for health and mortality in decades to come. Techniques of mortality analysis. Measurements of health: self-reported measurements; 'objective' measurements of morbidity and health service use indicators. Key issues in public health in developed countries. Policy responses to health, population and societal changes. Setting priorities for health improvements. Implications of Human Genome Project for health. Teaching: 10 weekly lectures and five fortnightly seminars, LT. Reading list: A detailed reading list will be provided at the beginning of the course

Assessment: A 2,000-word essay to be handed in by the end of the first week of the ST (40%). A two-hour written examination in the ST (60%).

SA4D2 Half unit

Health and Population in Developing and Transitional Societies

Teacher responsible: Dr Arjan Gjonca, A229 Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit. There are no pre-requisites. Core syllabus: This course brings together the main issues in health, population and society in developing and transitional societies. Issues such as determinants of health, health consequences of HIV/AIDS epidemics. Poverty and health, as well as policy responses to health and population changes will be dealt with in detail.

Content: The major threats to health and mortality in developing countries and the double burden of disease. Poverty and inequalities in developing

countries. Reducing poverty: programs and strategies, what do we know? Health consequences of HIV/Aids epidemic in developing and transitional societies. Ageing in developing societies - is it a matter for concern? Urbanisation and inequalities in health in developing countries. Health and mortality crises in Eastern Europe and the Central Asian Republics. The emerging threats of health and mortality in transitional economics. Achieving good health at low cost' in developing countries. Main priorities for health mprovements in developing countries.

Teaching: 10 weekly lectures and five fortnightly seminars, MT.

Reading list: A detailed reading list will be provided at the beginning of the course.

Assessment: A 2,000-word essay to be handed in by the end of the first week of the LT (40%).

A two-hour written examination in the ST (60%).

SA4D3 Half unit

Quality of Life

Teacher responsible: Professor A McGuire, J405

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit.

Core syllabus: This course is designed to consider the various methods used to evaluate health outcomes as a means to assessing resource use in the health care sector.

Content: QALYs. DALYs. Descriptive quality of life measures. Quality of life profiles (including SF36). Expected utility, preferences and welfare approaches to quality of life. Specific evaluation instruments (including EQ5D). Eliciting values for health states (time trade-off, standard gamble approaches). Healthy year equivalents. Inter-personal comparisons and welfare functions. Quality of life and welfare functions. Health outcomes and equity.

Teaching: 10 lectures (one-hour) and 10 seminars (one-and-a-half-hours), LT. Reading list: The following are basic reading for the course: M Drummond & A McGuire (Eds). Economic Evaluation in Health Care: Merging Theory with Practice OUP 2002' M Drummond B O'Brien G Stoddart & T Torrance. Methods for the Economic Evaluation of Health Care Programmes, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, Cost-Effectiveness in Health and Medicine, OUP, 1996; M Johannesson, Theory and Methods of Economic Evaluation in Health Care, Kluwer, 1996; McDowell & Newell, Measuring Health, OUP, 1995; Patrick & Erickson, Health Status and Health Policy OLIP 1993

Assessment: An assessed essay of 2,500 words (25%) to be submitted in the first week of the ST A two-hour written examination in the ST (75%).

SA4D4 Half unit

Health Systems and Policies (II)

Teachers responsible: Dr E Mossialos, J413, Dr M Bhatia, A225 and Mr A Oliver, J306

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit.

Core syllabus: A comparative approach to the development of health care systems in advanced countries emphasising present and future policy options and problems

Content: The role and organisation of primary care; the role and function of hospital; regulating pharmaceutical markets, challenges in the long-term care sector; development of mental health care.

Teaching: 10 lectures and five two-hour seminars in the LT. two lectures in the ST

Reading list: M McKee & J Healy (Eds), Hospitals in a Changing Europe, OUP, 2002; R Saltman, R Busse & E Mossialos (Eds), Regulating Entrepreneural Behaviour in European Health Care Systems, OUP, 2002; B Abel-Smith, An Introduction to Health: Policy. Planning and Financing, Longman, 1994; B Saltman & C Von Otter, Implementing Planned Markets in Health Care, OUP, 1995; R Saltman, J Figueras & C Sakellarides (Eds), Critical Challenges for Health Care Reform in Europe, OUP, 1998; A Mills (Ed), Reforming Health Sectors, London, Kegan Paul, 2000; A Mills, S Bennet & S Russel, The Challenges of Health Sector Reform: What Must a Government Do?, Macmillan, 2001,

Assessment: A 2 500-word essay to be submitted in the first week of the ST (40%). A two-hour written examination in the ST (60%).

SA4H1 Half unit

London School of Hygiene Study Unit 1

London School of Hygiene Study Units: For the appropriate course codes, please refer to the London School of Hygiene and Tropical Medicine course handbook.

Availability: Restricted to graduate students from the department of Social Policy. Students can take a maximum of four independent study units at the London School of Hygiene and Tropical Medicine. These are mostly assessed by assignments and there are usually no examinations. Students are advised to refer to the London School of Hygiene course handbook for details. London School of Hygiene Linear Unit Papers: For the appropriate

course codes, please refer to the London School of Hygiene and Tropical Medicine course handbook.

Availability: Restricted to graduate students from the department of Social Policy. Students taking Linear Units at the London School of Hygiene and Tropical Medicine (LSHTM) are required to sit for this examination. Students taking SA4H6 will be assessed by a one-and-a-half-hour written examination in the ST. Students taking SA4H5 will be assessed by a threehour written examination in the ST. A maximum of two LSHTM linear units may be taken

SO403 Not available in 2003/04 Social Analysis of Industrial Societies

Teacher responsible: Dr E A Weinberg, S266 Availability: For MSc Sociology and MSc Social Research Methods

(Sociology); also available as an outside option within other Master's degrees where regulations permit. A first degree in sociology or some experience of undergraduate courses in sociology is required. (Students reading for the MA Area Studies (United States) are subject to different rules concerning pre-requisites.)

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.

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, Russia and the CIS, USA and Japan.

Teaching: Course comprises 25 seminars (SO403) at which papers are presented by staff and students. During MT and part of LT the papers are chosen by the students, reading material being discussed individually.

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 & S Allen (Eds), Dependence and Exploitation in Work and Marriage; A Giddens, Class Structure of Advanced Societies: R Scase (Ed), The State in Western Europe; K Thompson (Ed), Work, Employment and Unemployment; D Treiman, Occupational Prestige in Comparative Perspective; K Kumar, Prophesy and Progress.

Assessment: There is a conventional three-hour examination in the ST, in which three questions must be answered.

SO404 Not available in 2003/04 Sociology of Development

Teacher responsible: Professor L Sklair, S200

Availability: For MSc Sociology, MSc Economic History; MSc Social Research Methods (Sociology); MSc City Design and Social Science; MSc Development Studies; MSc Political Sociology and MSc Population and Development. A knowledge of basic sociological theory is required.

Core syllabus: Sociological analysis of major issues related to the economic, political and cultural transformation of 'third world' societies. Content: Theories of development; the role of transnational corporations; globalisation; gender and development; the state; ideology, culture and political mobilization; class structure; marginality and urbanization; consumerism; peasantry; revolutionary movements in the Third World; socialist development paths

Teaching: Seminars: SO404 24 MT, LT and ST.

Written work: Students are expected to write and present at least two seminar papers (one during the MT and one during the LT).

Reading list: L Brydon & S Chant, Women in the Third World, 1989; P Dicken, Global Shift (3rd edn), 1998; D Harrison, The Sociology of Modernization and Development, 1988; J T Roberts & A Hite (Eds), From Modernization to Globalization, 1999; L Sklair, Sociology of the Global System (2nd edn), 1995; L Sklair (Ed), Capitalism and Development, 1994; A Webster, Introduction to the Sociology of Development, 1990.

Supplementary reading list: Detailed reading lists on specific topics are available from Professor Sklair

Assessment: Three-hour examination in June. Three questions to be answered.

SO407

Contemporary Political Sociology: Theories and Research Strategies

Teacher responsible: Dr A W G Stewart, S276

Availability: For MSc Political Sociology students for whom it is required, MSc Sociology and other interested MSc and graduate students.

Core syllabus: The course identifies key issues and debates concerning the distribution of power and consequent political processes in modern societies. Content: Major theories of the distribution of power in modern societies: capitalism and class; state development and state formation; world-systems theories; feminist theories of power; political identities and processes of legitimation; political representation and political incorporation: parliamentarianism and corporatism; citizenship analysis; the displacement of states as sites of political action; new social movements.

Teaching: Seminars: Teaching by seminar: SO407 Sessional. Papers will be presented by the Course Convener, participants and, on occasion, by quest speakers. In addition to the weekly seminar, there will be a number of additional seminars specifically concerned with research strategies in political sociology. Students should attend the lecture course 50203 Political Sociology when available.

Written work: Members of the seminar will be required to present a number of papers during the course of the session.

Reading list: A Stewart, Theories of Power and Domination, S Clegg, Frameworks of Power; J Scott (Ed), Power: Critical Concepts, Vol II: S Lukes. Power: A Radical View; S Lukes (Ed), Power; A Giddens, Studies in Social and Political Theory; M Mann, The Sources of Social Power, Vols I and II; M Foucault, Power/Knowledge; J A Hall (Ed), The State: Critical Concepts; A Giddens, The Nation-State and Violence

Assessment: There is an assessed essay of 3,500 words to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Friday of the ST and representing 25% of the total mark. There is also a three-hour formal examination in the ST based on the full syllabus. representing 75% of the total mark. Candidates will be required to answer three questions.

\$0408

Sociology of Religion

Teacher responsible: Ms Amanda Twist, Z34

Availability: Postgraduate students in Sociology and MSc Religion in Contemporary Society, but other students may take this course as permitted by the regulations for their degree. No background knowledge is required. 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.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past century. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism; gender and methodological issues associated with the sociology of religion.

Teaching: 27 weekly seminars.

Written work: Students will be expected to produce four pieces of written work during the year, and an examination essay (see below).

Post-Graduate Seminar: This course takes the above syllabus as the basic core of the subject, but the written examination is set in accordance with the interests of the students participating in the seminar which meets weekly throughout the session and invites several outside specialists to speak. All students are expected to present at least one paper.

Reading list: (More detailed reading lists are available for specific topics). M McGuire, Religion: the Social Context, 4th edn, Wadsworth, 1997; P Berger, The Social Reality of Religion, Faber, 1967; M Weber, The Sociology of Religion, Methuen, 1965; B Wilson, Religion in Sociological Perspective, OUP, 1982; D Martin, A General Theory of Secularization, Blackwell, 1978; G Davie, Religion in Britain since 1945Religion in Modern Europe, OUP, 2000; M Douglas, Purity and Danger, Routledge, 1966.

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in on Friday 2 May 2004 before 5pm to the Sociology Administration Office, Room S219a. This is to be a comparison of three (or more) religious services which the student visits during the year. Further details will be given in lectures.

50409

Crime and Society: Concepts and Method

Teachers responsible: Professor Paul Rock, 5203 and Professor Stan Cohen 5277

Availability: For MSc Sociology, MSc Social Psychology, MSc Social Policy and Planning, MSc Social Research Methods (Sociology), MSc Criminal Justice Policy, MSc Criminology, MSc European Social Policy. Students taking this course will normally be expected to have a Social Science or Law degree or an appropriate professional qualification.

Core syllabus: The analysis of deviance, crime and social control.

Content: The course offers students an introduction to concepts and problems in the sociology of crime, deviance and control; a review of major theories of deviance and control; empirical examples of deviance; major forms of social control and criminal justice (law-making, police and prisons) and selected issues such as mass media and victims. Students are given the opportunity to examine substantive criminological studies and the theoretical and methodological concepts that underpin them.

Teaching: Seminars: SO409 10 MT, 10 LT and three ST. There is a course of 20 lectures (SO210) offered in the MT and LT to which MSc students are invited. Reading list: D Downes & P Rock, Understanding Deviance, 1998; J Tierney, Criminology: Theory and Context 1996; J Muncie et al (Eds), Criminological Perspectives; S Cohen, Visions of Social Control 1985; M Maguire et al (Eds), The Oxford Handbook of Criminology, 2002.

A more detailed reading list will be provided at the first seminar. Assessment: Two 5,000 word essays.

SO411

The Sociology of Gender

Teacher responsible: Dr Suki Ali, S206 Availability: For MSc Sociology, MSc Social Research Methods (Sociology), MSc Gender and Social Policy, MSc Political Sociology. Core syllabus: Analysis of the nature and causes of gender divisions in society.

Content: Recent developments in the sociology of gender relations. Theoretical debates and contemporary issues. Employment; occupational segregation; household divisions of labour; emergent household formations; femininities/masculinities; sexuality; reproductive technologies; gender, politics and the state; gender, class, race and stratification; violence; research methodology; concepts of patriarchy, essentialism and difference. Teaching: 23 Seminars on a weekly basis.

Reading list: (The following indicates some of the books): R W Connell, Masculinities, 1995; R W Connell, Gender & Power, 1987; M McNeil, I Varcoe & S Yearly, The New Reproductive Technologies, 1990; C Smart, Regulating Womanhood, 1992; S Walby, Theorizing Patriarchy, 1990; I Whelehan, Modern Feminist Thought, 1995; S Jackson, Heterosexuality in Ouestion, 1999; S

Lees, Ruling Passions, 1997; E Silva & C Smart, The New Family?, 1999; J Wacjman, Managing like a man: Women and men in corporate management, 1998. A more detailed reading list will be provided at the beginning of the course.

Assessment: Three-hour unseen examination. Three questions to be answered.

SO417

Contemporary Russian Society : Key Issues and Developmental Trends

Teacher responsible: Dr E A Weinberg, 5266 Availability: Primarily for MSc Sociology, MSc Russia and Post-Soviet Studies, and MSc Political Sociology. Other students may take this course as permitted by the regulations for their degrees. Core syllabus: Significant social issues will be examined in relation to problems of industrialisation and social change. While the course draws on a wide range of contemporary materials, these will be placed within an historical perspective.

Content: Particular attention will be focused on the analysis of: women, the family, population policy, urban and rural structure, the distribution of power. the planned economy, the industrial base, social stratification and mobility, the education system, social problems including crime and juvenile delinquency, religion and nationalities.

Teaching: The first part of the course comprises seminars at which specified topics are presented. Individual students' interests will be catered for in the latter part of the seminar when papers are chosen by the students themselves, reading material being discussed individually. There is a sessional undergraduate lecture course (SO202 The Social Analysis of Russia and the CIS) which MSc students may attend.

Written work: Students will normally be expected to write seminar papers during each semester.

Reading list: C Black (Ed), The Transformation of Russian Society; J Pankhurst & M P Sacks, Contemporary Soviet Society; D Lane, Soviet Economy and Society and Soviet Society under Perestroika; M McCauley (Ed), Gorbachev and Perestroika, A Jones et al (Eds), Soviet Social Problems; S White et alDevelopments in Soviet and post-Soviet Politics; A Saikal & W Maley (Eds), Russia in Search of Its Future; M Buckley, Redefining Russian Society and Polity Supplementary reading list: A more detailed list will be distributed in the seminar.

Assessment: There is a conventional three-hour examination (75% of the total mark) in the ST in which three questions must be answered and an assessed essay (25% of the total mark) of not more than 2,000 words to be handed in to the Sociology Administration Office, Room S219a, not later than 4pm on the first Friday of the ST.

SO418

Genes and Society

Teacher responsible: Dr C Badcock, S282 Availability: This course is an option for the MSc in Sociology. Core syllabus: The history of genetics and its social impact. Basic principles of molecular and developmental genetics. The role genetics in modern evolutionary social science. The issues raised by modern genetics for society and the social sciences.

Content: Preformationism, Lamarckism, Pangenesis and epigenesis. Spencer and Social Darwinism. Mendel, Weismann, Morgan and the American geneticists. Single gene disorders. The eugenics movement. Lysenkoism in the USSR. Boas, cultural determinism, Margaret Mead and Samoa. The nature/nurture controversy. Twin studies and socialization theory. Sociological holism and genetic reductionism. The modern synthesis of Mendelian genetics

and Darwinism. DNA and the genetic code. Hamilton's inequality and the genetics of social behaviour. The selfish gene model. The sociobiology controversy. Sex determination, violence and homicide. Parent-offspring conflict before and after birth. Genomic imprinting and intragenomic conflict. Genes, memes and gene-culture co-evolution. Evolutionary psychology and psychodarwinism. DNA, race and language. Biotechnology and the human genome project.

Teaching: 10 lectures in the first term, plus 22 seminars in both terms. Students are encouraged to attend the lectures for SO215, Evolution and Social Behaviour

Reading list: C Badcock, PsychoDarwinism, 1994; M Berg & M Singer, Dealing with Genes: The Language of Heredity, 1992; H Caton, The Samoa Reader; R Cook-Degan, The Gene Wars: Science, Politics and the Human Genome 1994: W Cookson, The Gene Hunters, 1994: N G Cooper (Ed), The Human Genome Project, 1994; H Cronin, The Ant and the Peacock: Altruism and Sexual Selection from Darwin to Today, 1991; R Dawkins, The Selfish Gene, 1989; River Out of Eden, 1995; D Freeman, Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth, 1983; W D Hamilton, Narrow Roads of Gene Land, 1996; A Edey & D Johanson, Blueprints: Solving the Mystery of Evolution, 1990; D J Kevles & L E Hood, The Code of codes. scientific and social issues in the human genome project; D Nelkin & M S Lindee The DNA Mystique: The Gene as a Cultural Icon: 5 Jones. The Language of the Genes: Biology, History and the Evolutionary Future, 1993; In the Blood, 1996; S Jones & B Van Loon, DNA for Beginners, 1993; R Pollack, Signs of Life: The Language and Meanings of DNA, 1994; 5 Tomkins, Heredity and Human Diversity, 1989; R Trivers, Social Evolution, 1985; Intragenomic Conflict; C Tudge, The Engineer in the Garden; T Wilkie, Perilous Knowledge. The Human Genome Project and Its Implications, 1993; L Wolpert, The Triumph of the Embryo; D Young, The Discovery of Evolution.

Assessment: Three-hour unseen examination at the end of the ST.

SO420 Half unit

Approaches to Globalization

Teacher responsible: Dr Leslie Sklair, S200

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course will introduce students to the main approaches to globalisation in sociology and related disciplines and to criticisms of these approaches.

Content: Debating and explaining globalisation; experiencing globalisation; globalisation in the economic, political and culture-ideology spheres; social movements for and against globalisation.

Teaching: Lecture/seminar (SO420) (two-hours) x 10 MT.

Reading list: The textbook for the course is F Lechner & J Boli (Eds), The Globalisation Reader, Blackwell, 2000. A detailed reading list will be distributed at the beginning of the course.

Assessment: A formal two-hour examination in the ST: two questions from a choice of five (50%).A written assignment of not more than 3,000 words (50%).

50424

Key Issues in Human Rights

Teachers responsible: Professor C Gearty, Z127, Professor S Cohen, S277 and Professor C Chinkin, A154

Availability: Compulsory core course for MSc Human Rights students. Also available to MSc Crime, Deviance and Control; MSc Sociology; MSc Criminal Justice Policy; MSc Political Sociology students and as an outside option for LLM, MA/MSc International Relations, and other MSc degrees, where regulations and numbers permit.

Core syllabus: This is an inter-disciplinary course. It aims to provide MSc students with a general overview of (a) legal and social scientific thinking about the concepts and ideals of 'human rights'; (b) the study of the prevention and control of selected human rights violations and (c) a selection of major current issues and public debates in the area.

Content: The course covers the following topics: Key concepts; Political and Philosophical Theories of Rights; Anthropology and Universal Rights; Historical Origins of international Human Right Norms, Standard and Laws; Sociological Concepts about Crimes of the State; Genocide; Torture; Democratisation and Justice in Transition, (Truth Commissions, Justice and Reconciliation). It also deals with the international legal system and selected human rights problems through the following subjects: Legal and Institutional Mechanisms (domestic, regional and international) for Implementation and Enforcement; International Jurisdiction and the model of the International Criminal Court; Humanitarian Intervention; Asylum and Refugee Rights; Minority Rights; Women's Rights; Rights of Children; Social and Economic Rights. The course selects some international issues and debates, such as Universality versus Cultural Specificity; Globalisation and Corporate Legal Responsibility; Ferrorism and National Security.

Teaching: 25 two-hour seminars in the MT, LT and ST.

Written work: Students will be required to write a 4,000 word paper by

the end of the Easter vacation.

Reading list: Main Course textbook: Henry J Steiner & Philip Alston, International human rights law in context: law, politics, morals: text and materials; 2nd edn, Oxford University Press, 2000.

Additional readings: Alston & Crawford, The Future of UN Human Rights Treaty Monitoring, Cambridge University Press, 2000; Elazar Barkman, The Guilt of Nations: Restitution and Historical Injustices. Norton, 2000; Gary Bass. Stay the Hand of Vengeance: The Politics of War Crimes Tribunals, Princeton University Press, 2000; J Berting et al (Eds), Human Rights in a Pluralist World: Individuals and Collectivities, Meckler, 1990; Antonio Cassese, Human Rights in a Changing World, Polity, 1994; Frank Chalk & Kurt Jonassohn, The History and Sociology of Genocide, Yale University Press, 1990; Stanley Cohen, States of Denial: Knowing about Atrocities and Suffering, Polity Press, 2001; John Conroy, Unspeakable Acts, Ordinary People Dynamics of Torture, Alfred Knopf, 2000); Tony Evans, The Politics of Human Rights: A Global Perspective, Pluto Press, 2001; Helen Fein, 'Genocide: a Sociological Perspective', Current Sociology, Spring 1990; Michael Freeman, Human Rights, Polity Press, 2002; Patricia Hayner, Unspeakable Truths: Confronting State, Terror and Atrocity, Routledge 2001; L Henkin, The Age of Rights, Columbia University Press 1990; A L Hinton, Genocide: an Anthropological Reader, Blackwell, 2002; R E Howard, Human Rights and the Search for Community, Westview Press, 1995: Francesca Klug, Values for a Godless Age: The Story of the UK's New Bill of Rights, Penguin, 2000; Neil J Kritz (Ed), Transitional Justice: How Emerging Democracies Deal with Former Regimes, 1997; A James McAdams (Ed), Transitional Justice and the Rule of Law in New Democracies, University of Notre Dame Press, 1997; A Na'aim & F Deng (Eds), Human Rights in Crosscultural Perspective: a Quest for Consensus, University of Philadelphia Press, 1992; Aryeh Neier, War Crimes: Brutality, Genocide, Terror and The Struggle for Justice, Time Books, 1998; Mark Osiel, Mass Atrocity, Collective Memory and the Law, Transaction, 1997; Mark Osiel, Obeying orders: Atrocity, Military Discipline and the Law of War Transaction, 1999: Edward Peters Torture, Blackwell, 1995; Rees & Wright, Human Rights and Corporate Responsibility, Pluto Press, 2000; Geoffrey Robertson, Crimes Against Humanity: the Struggle for Global Justice, Penguin, 1999; Dinah Shelton, Remedies in International Human Rights Law, OUP, 1999; Henry Steiner (Ed), Truth Commissions: A Comparative Assessment, World/US Peace Foundation, 1997; Lawrence Weschler, A Miracle, A Universe: Settling Accounts with Torturers, Pantheon, 1990; Richard Wilson, The Politics of Truth and Reconciliation in South Africa, CUP, 2001; Shelley Wright, International Human Rights, Decolonisation and Globalisation: Becoming Human, Routledge, 2001.

Assessment: (1) Assessed essay (30%). (2) Written examination paper (70%).

50425

Regulation, Risk and Economic Life

Teachers responsible: Professor B Hutter, H604 and Dr N Dodd, S283 Availability: This is an optional paper for MSc Sociology, MSc Political Sociology, MSc Criminology, MSc Regulation, MSc Management and Regulation of Risk students and other MSc/MPhil students by arrangement. Core syllabus: This course introduces students to socio-legal, especially sociological, perspectives on regulation in advanced industrial societies. The course will pay particular attention to state and non-state regulation, to risk and uncertainty and to local-global connections. It will draw upon a broad international literature on social and economic regulation.

Content: Topics include regulatory development, regulatory enforcement, corporate responses to regulation, regulation as risk management, risk taking and compliance, risk and information, globalisation and the market, globalisation, regulation and the nation state, national and international styles of regulation, trends in regulation, regulation and competition. Teaching: 22 weekly two-hour seminars, which will combine lecture-led

and student-led discussions with debates. Written work: All students are expected to submit one piece of non-

assessed written work and prepare seminar presentations. Reading list | Ayres & J Braithwaite, Responsive Regulation, 1992; R

Baldwin, C Hood & C Scott, Socio-Legal Reader in Regulation, 1998; B M Hutter, Regulation and Risk, 2001; A Ogus, Regulation, 1994; N Fligstein, The Transformation of Corporate Control, 1990; R Swedberg (Ed), Economic Sociology, 1996; N Smesler & R Swedberg (Eds), The Handbook of Economic Sociology, 1994.

Assessment: Three-hour examination (70%) and an assessed essay (30%) to be submitted to the Sociology Administration Office, Room S219a, by the end of the first week of the ST.

SO426 Half unit

Sociological Theory Part 1 Teacher responsible: Dr Nigel Dodd, S283 Availability: For MSc students.

Core syllabus: A review of classical and modern social theory.

Content: The origins and development of modern society; neo-Marxism and critical theory; systems theory; historical sociology. The concept of postmodernity; key theories of postmodern society (eq Lyotard, Baudrillard, Bauman, Rorty, Jameson); the concept of high or late modernity (Giddens, Beck): relativism and pluralism.

It is not assumed that students have a basic grounding in classical social theory. Teaching: 10 two-hour seminars (SO426) weekly during MT.

Reading list: Relevant books that provide an overview include: B Barnes, Elements of Social Theory; Z Bauman; Postmodernity and Its DisContents; A Callinicos, Social Theory; N Dodd, Social Theory and Modernity; A Giddens, Capitalism and Modern Social Theory; A Giddens, The Constitution of Society; G Ritzer, Sociological Theory.

Assessment: Two-hour formal examination in the ST, comprising topics agreed with the students and covered in the seminars. Students must answer two from about 10 questions.

SO427 Half unit

Sociological Theory Part 2

Teacher responsible: Dr Nigel Dodd, S283

Availability: For MSc students who have taken Sociological Theory Part I or can demonstrate that they have a sufficient grounding in the theories ered in that course.

Core syllabus: A review of postmodern social theory.

Content: A discussion of key analytical problems in advanced sociological theory: the problem of structure and action; the analysis of language and culture; theories of structualism and post-structuralism Teaching: 10 two-hour seminars (SO427) weekly during LT.

Reading list: N Mouzelis, Sociological Theory: What went wrong?; G Ritzer, Sociological Theory, J H Turner, The Structure of Sociological Theory Assessment: Two-hour formal examination in the ST, comprising topics agreed with the students and covered in the seminars. Students must answer two from about 10 questions.

50428

Global Media: Dissertation (2 unit)

Teacher responsible: All teachers contributing to Media@lse Teaching may be involved in the supervision of the dissertation.

Availability: MSc Global Media and Communications students only.

Core syllabus: The aim of this dissertation is for students to pursue an independent piece of research within the field of global media and communications.

Content: The dissertation is a quantitative or qualitative investigation of an issue in the field of global media and communications. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their supervisors before embarking on any research.

Arrangements for Supervision: Students will have initial discussions with prospective supervisors at the LSE towards the end of their first year, normally during the summer term. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed. While at Annenberg students will be expected to take the Communication Research Practicum course to prepare them for individual research and will continue discussions on their topic both with tutors at USC and with the nominated supervisor at LSE (via e-mail). Preparation of the dissertation will commence, normally, once examinations are complete at USC. Students then have the choice of conducting their research and preparing their dissertation while remaining at USC, or returning to LSE. In either case their principal supervisor will be at LSE.

Assessment: Two copies of the dissertation must be handed in to the Media@lse MSc Programme Administrator by the nominated date towards the end of August. The dissertation must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length. The dissertation counts as one unit in the overall Assessment of the programme.

SO430 Half unit

Economic Sociology Teachers responsible: Dr Nigel Dodd, S283 and Dr Patrick McGovern,

Availability: For MSc Sociology; also available as an outside option within other Masters degrees where regulations permit.

Core syllabus: An examination of theoretical and empirical developments in economic sociology from classical theory to the present day. Developments in the 'New Economic Sociology' will be a particular focus.

Content: Classical approaches to economy and society; economic interpretations of social life; rational choice theory; the 'new economic sociology'; the sociology of money; the social organisation of financial markets; the social organization of labour markets; social capital in the labour market; immigrant employment.

Teaching: 10 two-hour seminars on a weekly basis during the LT.

Written work: A 2,000 word essay (formally assessed) is required. Reading list: N Fligstein The Architecture of Markets (2001): M Granovetter & R Swedberg (Eds), The Sociology of Economic Life (1992); N Smelser & R Swedberg (Eds), The Handbook of Economic Sociology (1994); R Swedberg, Economic Sociology: Past and Present (1987); R Swedberg, Max Weber and the Idea of Economic Sociology (1998); S Zukin & P DiMaggio (Eds), Structures of Capital: The Social Organization of the Economy

Assessment: A two-hour unseen examination (two-thirds) and an essay of

2,000 words (one-third). The essay should be submitted to the Sociology Administration Office, Room S219a, no later than the first Friday of the ST.

SO433 Half unit **Cultural Theory**

Teachers responsible: Dr Nick Couldry, S216 and Dr Don Slater, S218a Pre-requisites and excluded combinations: Available for students taking Sociology or Media and Communications Masters programmes. Other students may attend subject to numbers and their own degree regulations. Core syllabus: The course aims to provide intellectual foundations for theorizing and researching cultural forms and institutions within the context of social science disciplines. It will give students familiarity with major issues in contemporary cultural theory and its interrelations to social, spatial and media theory.

Content: The course will provide a theoretical foundation for researching cultural processes and institutions. The course investigates concepts of culture in relation to core concerns of social theory. This includes both a review of traditions of theorizing culture and a consideration of analytical frameworks and debates that have developed in relation to specific social dimensions such as the city, economy, mediation, ethnicity, gender and technology. Teaching: Weekly lecture/seminar (10 x 2hrs) MT. Written work: All students are expected to submit one piece of nonassessed written work and prepare seminar presentations Reading list: P Bourdieu, Distinction (1984); *P du Gay (Ed), Production of Culture, Cultures of Production (1997); *N Couldry, Inside Culture (2000); T Eagleton, The Idea of Culture (2000); *M Featherstone & S Lash (Eds), Spaces of Culture: City-Nation-World (1999); U Hannerz, Cultural Complexity (1992); D Harvey, The Condition of Postmodernity (1990)PJackson, M Lowe et al (Eds), Commercial Cultures: economies, practices, spaces (2000); A McRobbie, In the Culture Society: Art, Fashion and Popular Music (1999); A J Scott, The Cultural Economy of Cities (2000); R Sennett, The Fall of Public Man (1977); *D R Slater, Consumer Culture and Modernity, Cambridge (1997); M Smith, Culture: Reinventing the Social Sciences (2000); J Storey (Ed), Cultural Theory and Popular Culture: A Reader (1998); John Thompson, The Media and Modernity (1995)R Williams, Culture and Society (1958) Assessment:

1. A formal two-hour examination (50%). 2. A written assignment of not more than 3,000 words (50%).

50434

Cultural Theory and Cultural Forms Teacher responsible: Dr Nick Couldry, S216 Pre-requisites and excluded combinations: Compulsory for students on MSc Culture and Society as core course for this programm Core syllabus: The course aims to provide intellectual foundations for theorizing and researching cultural forms and institutions within the context of social science disciplines. It will give students familiarity with major issues in contemporary cultural theory and its interrelations to social, spatial and media theory, and introduce students to central issues in the empirical investigation of cultural processes from a social science perspective. Content: The course will provide a foundation in approaches to cultural processes and institutions, attending to analytical frameworks, research strategies and empirical case studies. The first term investigates concepts of culture in relation to core concerns of social theory. This includes both a review of traditions of theorizing culture and a consideration of analytical frameworks and debates that have developed in relation to specific social dimensions such as, the city, mediation, economy, ethnicity, gender and technology. The second term looks at key themes in empirical research into cultural practice, drawing on a number of case studies such as specific organizational cultures, cultural industries and institutions, and processes of media and cultural consumption.

Teaching: Weekly lecture/seminar (20 x 2hrs). Written work: All students are expected to submit one piece of nonassessed written work and prepare seminar presentations. Reading list: Term 1: P Bourdieu, Distinction (1984); P du Gay (Ed), Production of Culture, Cultures of Production (1997); N Couldry, Inside Culture (2000); T Eagleton, The Idea of Culture (2000); M Featherstone & S Lash (Eds), Spaces of Culture: City-Nation-World (1999); U Hannerz, Cultural Complexity (1992); D Harvey, The Condition of Postmodernity (1990);D R Slater, Consumer Culture and Modernity (1997); M Smith, Culture: Reinventing the Social Sciences (2000); J Storey (Ed) Cultural Theory and Popular Culture: A Reader (1998); J Thompson, The Media and Modernity (1995);R Williams, Culture and Society (1958). Term 2: D Crane (Ed), The Sociology of Culture (1994);P Jackson & M Lowe et al (Eds), Commercial Cultures: economies, practices, spaces (2000): R Keat & N Abercrombie, Enterprise Culture (1991); D McKenzie & J Wajcman, The Social Shaping of Technology (1999); S Livingstone, Young People and New Media (2002); A McRobbie, In the Culture Society: Art, Fashion and Popular Music (1999); T Rantanen & O Boyd-Barrett, The Global News Agency (1998); A J Scott, The Cultural Economy of Cities (2000); R Sennett, The Corrosion of Character (2000); C Seale (Ed), Researching Society and Culture (1998); B Skeggs, Formations of Class and Gender (1997); B Wellman, Networks in the

Global Village (1998). Assessment

A formal three-hour examination in the summer term (50%) 2. A written assignment of not more than 5,000 words (50%) Teachers responsible: Dr Nick Couldry, S216 and Dr Don Slater, S218a

SO435 Half unit

Culture and Economy Teacher responsible: Professor Judy Wajcman, S285

Pre-requisites and excluded combinations: Optional course for MSc Sociology, also available to other graduate students where regulations permit. Core syllabus: The course explores the relation between culture and economy within contemporary theory and contemporary social life. It focuses on the construction of the economy/culture division, critiques of this division, within traditions of social thought in general, and within the sociology of economic life in particular. It also looks substantively at selected economic institutions and processes through key themes and case studies. Content: Traditions of theorizing the relation between culture and economy; the 'cultural turn' in economic sociology; commercial institutions and processes in contemporary economic life; the concept of market society in modern thought and critique; 'new economy' and other concepts of the 'enculturation' of economy in contemporary society; globalisation.

Teaching: Weekly lecture/seminar MT. Written work: All students are expected to submit one piece of non-

assessed written work and prepare seminar presentations Reading list: M Callon (Ed), The Laws of the Market (1998); J G Carrier (Ed), Meanings of the Market: The Free Market in Western Culture (1997); P du Gay (Ed), Production of Culture, Cultures of Production (1997); J K Gibson-Graham. The End of Capitalism (as we knew it?): A Feminist Critique of Political Economy (1996); M Granovetter & R Swedberg (Eds), The Sociology of Economic Life (1992); R J Holton, Economy and Society (1992); S Lash & J Urry, Economies of Signs and Space (1994); N Klein, NoLogo (2001); L Ray & A Sayer (Eds), Culture and Economy: After the Cultural Turn (1999); D Slater & F Tonkiss, Market Society: Markets and Modern Social Thought (2001); V A Zelizer, The Social Meaning of Money (1997)

Assessment:

1. A formal two-hour examination in the ST (50%).

2. A written assignment of not more than 3,000 words (50%).

SO436 Half unit Sociology of Consumption Teacher responsible: Dr Don Slater, S218a

Pre-requisites and excluded combinations: Optional course for MSc Sociology, also available to other graduate students where regulations permit. Core syllabus: The course explores the various theoretical traditions that have contributed to producing the sociology of consumption, and attempts to situate consumption within modern social thought. This includes the investigation of the concepts such as 'consumer culture' and 'consumer society', and of fundamental social categories that have been closely interrelated with consumption such as choice, identity, needs and cultural reproduction. The course will also present case studies from selected areas of the sociology of consumption

Content: Traditions of theorizing consumption and consumer society, consumption, identity and subjectivity; consumption and cultural reproduction; cultural consumption; post-modernity and late modernity; globalisation, localization and cross-cultural consumption; case studies. Teaching: Weekly lecture/seminar LT.

Written work: All students are expected to submit one piece of nonassessed written work and prepare seminar presentations.

Reading list: P Bourdieu, Distinction (1984); J Entwistle, The Fashioned Body (2000); Falk & Campbell, The Shopping Experience (1997); M Featherstone, Consumer Culture and Postmodernism (1991); T Frank, One Market Under God (2000); J Gronow & A Warde, Ordinary Consumption (2001);AHaugerud et al, Commodities and Globalization (2000); P Jackson et al, Commercial Cultures: economies, practices, spaces (2000); S Lash & J Urry, Economies of Signs and Space (1994); N Klein, NoLogo (2001); M Lee (Ed), The Consumer Society Reader (2000); D Miller, Material Culture and Mass Consumption (1987); D Miller (Ed), Acknowledging Consumption: A Review of New Studies (1995); G Ritzer, The McDonaldization of Society (1993); D R Slater, Consumer Culture and Modernity (1997).

Assessment:

1. A formal two-hour examination in the ST (50%).

2. A written assignment of not more than 3,000 words (50%).

SO438 Half unit

Sociology of Employment I: Social Relations at Work Teacher responsible: Dr Patrick McGovern, S275

Availability: For graduate students in the departments of Industrial Relations and Sociology and The Interdisciplinary Institute of Management. Students should preferably have a degree with a sizeable component of Sociology, but any social science is acceptable; other students will be admitted at the discretion of the course convenor.

Core syllabus: Theoretical perspectives and empirical analyses of the employment relationship with a particular emphasis on social relations in the workplace. Labour market divisions, especially those based on gender. Content: The employment relationship; control and consent at work: scientific management and McDonaldization; informality, work groups and efficiency; labour market divisions; women in the labour market; occupational segregation; the 'gender gap' in pay; discrimination at work.

Teaching: The course consists of 11 two-hour seminars (SO438) and 10 lectures (SO212). The lectures are intended broadly to introduce the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue the topic or some specific aspects in more detail. Both take place on a weekly basis during the MT. There is also a revision seminar in the ST

Written work: A 2,000 word essay (formally assessed) is required.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, The Sociology of Work (2nd edn); C Tilly & C Tilly, Work Under Capitalism; C Hakim, Key Issues in Women's Work, A more comprehensive bibliography will be available to students taking this course.

Assessment: A two-hour unseen examination (two-thirds) and an essay of 2,000 words (one-third). The essay should be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Friday of the IT.

SO439 Half unit

Sociology of Employment II: Contemporary Management and Globalisation

Teacher responsible: Dr Patrick McGovern, S275

Availability: For graduate students in the departments of Industrial Relations and Sociology and the Interdisciplinary Institute of Management. Students should preferably have a taken Sociology of Employment I in the MT. Other students will be admitted at the discretion of the course convenor

Core syllabus: Sociological perspectives on changes in the employment relationship with particular emphasis on contemporary developments in management, work organisation and globalisation.

Content: Change in the employment relationship; employment in Japan; contemporary developments in management such as self-managing teams, lean production and management gurus; globalisation and labour; employment practices of multinational corporations; immigrant workers; the future of work.

Teaching: The course consists of 11 two-hour seminars (SO439) and 10 lectures (SO212). The lectures are intended broadly to introduce the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue the topic or some specific aspects in more detail. Both take place on a weekly basis during the LT. There is also a revision seminar in the ST.

Written work: A 2,000 word essay (formally assessed) is required.

Reading list: There is no recommended textbook. A comprehensive bibliography will be available to students taking this course. Assessment: A two-hour unseen examination (two-thirds) and an essay of

2,000 words (one-third). The essay should be submitted to the Sociology Administration Office, S219a, no later than the first Friday of the ST.

SO442 Half unit **Global Cities**

Teacher responsible: Professor S Sassen (Centennial Professor), S267 Availability: Course primarily for those registered on MSc Cities, Space and Society, MSc City Design and Social Science, MSc Human Geography Research, MSc Local Economic Development, and MSc Regional and Urban Planning Studies. Other graduate students registered in programmes such as those in anthropology, sociology, social policy and international relations are also welcome

Content: Strategic Spaces for Economic Globalization; The New Cross-border Geographies of Centrality and Marginality. Cutting the Old North-South Divide; The City as a Production Site for the Leading Sectors in the Global Information Economy; The City as a New Frontier; The Multiplication of Urban Struggles/Immigration/New Politics; Identity in the Global City: Economic and Cultural Encasements; Consequences of Globalization: Inequality and New Forms of Power; Impacts of Digitalization on the City; Trans-national and Local Networks; Urban Labour Markets.

Core syllabus: The social economic and cultural dimensions of globalisation for cities and regions.

Teaching: 10 x one-and-a-half-hour seminars in the LT.

Reading list: S Dunn (Ed), Managing Divided Cities, Keele University Press, 1994; S Fainstein, The City Builders, University of Kansas Press, 2000; S Fainstein, I Gordon & M Harlow, Divided City: Economic Restructuring and Social Change in London and New York, Blackwell, 1993; A D King (Ed), Representing the City. Ethnicity, Capital and Culture in the 21st Century, Macmillan, 1995; P Knox & P Taylor (Eds), World Cities in a World-System, Cambridge University Press, 1995; S Sassen, Cities in a World Economy, Pine Forge/Sage, 2000; S Sassen, Globalisation and its Discontents, 1999; S

Sassen, The Global City, Princeton University Press, 2000; L Sklair, Sociology of the Global System. Social Changes in Global Perspective, Johns Hopkins University Press, 1991.

Assessment: The course is assessed by a 5,000 word essay.

SO443 Half unit Critical Studies of Cities and Regions

Teacher responsible: Professor E Soja, Y310

Availability: For MSc City Design and Social Science and MSc Regional & Urban Planning students. Also available to other MSc students where regulations permit

Core syllabus: This course aims to introduce students in spatially-oriented disciplines (architecture, urban and regional planning, geography, sociology) to recently developed approaches to the critical study of cities and regions. The primary emphasis will be on the interplay between urban culture and the geopolitical economy both in terms of an empirical understanding of contemporary urbanisation processes and as a field of inquiry that combines urban and regional analysis with critical cultural studies (post-structuralism, post-colonial critiques, post-modern feminism). Integrating the historical and contemporary discussions is a critical rethinking of the concepts of space and the social spatiality of urbanism. Comparisons will be drawn mainly from Los Angeles and London. Content: Lectures will cover the following topics:

New developments in spatial theory and urban studies; Rethinking the origins of cities: the three Urban Revolutions; Modernity and the Industrial Capitalist Metropolis; Post-modernity and the New Urbanisation Processes; Industrial restructuring and the Post-fordist metropolis; Globalisation processes: capital, labour, culture; Exopolis and the Fractal City: social and spatial polarisations; Controlling the Post-metropolis: police vs. polis; Simcities: restructuring the urban imaginary; and Spatial justice and regional democracy

Teaching: 10 x two-hour lectures in the MT.

Reading list: E Soja, Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places, and Postmetropolis: Critical Studies of Cities and Regions; M Storper, The Regional World; A Scott, Regions and the World Economy; D Harvey, Social Justice and the City; J Jacobs, The Economy of Cities, Watson & Gibson (Eds), Postmodern Cities and Spaces; Syngedouw & Merrifield, The Urbanization of Injustice; Dear, The Postmodern Urban Condition

Assessment: There will be two assessed essays of 2,500 words each (100%) to be handed in during the MT.

SO450 Half unit

Foundations of Urban Studies

Teachers responsible: Professor Richard Sennett (on leave) and Mr Savvas Verdis

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: This course aims to orient students to some basic issues linking the social life of cities and the building of cities. It is not a survey of urban sociology; rather, a more in-depth exploration of three key themes which all engage the social with the material: 1) Spatial narrative: the relation between urban space and time, 2) Nature and Practice: the dialectic between nature and city, and 3) Dramaturgical space: the re-enactment of place through every-day theatre.

Content: The course explores the following problems:

Public Life and Public Space; The characters that inhabit the cities and their practices; The Public Realm conceived as a Theatre; Memory and Place; Spatial Narrative; Movement and velocity; Bodily Experience and Built Form; Crowding and subjective agency; Exposure and the domestication of the public sphere; and City as habitat versus city as picture

Teaching: 10 weekly lectures and eight weekly one-and-a-half-hour seminars, IT

Reading list: M Weber (tr D Martindale & G Neuwirth), The City, London, 1966; S Giedion, Space, Time and Architecture, Cambridge Mass, 1949; L Mumford, The City in History, London, 1961; H Lefebvre, The Production of Space, Oxford, 1991; H Lefebvre, Le Droit A la Ville, Paris, 1968; D Harvey, Social Justice and the City, London, 1973; M Castells, The Informational City, Oxford, 1989; S Sassen, Cities in a World Economy, Thousand Oaks, CA, 1994; R Koolhaas, S, M, L, XL, New York, 1995; R Sennett, The Fall of Public Man, Cambridge, 1977; R Sennett, Flesh and Stone, London, 1994; S Kostof. The City Shaped, London, 1991;L Benevolo (tr G Culverwell), The History of the City, London, 1980; J Rykwert, The Idea of a Town, London, 1976; C Calhoun (Ed), Habermas and the Public Sphere, Cambridge, Mass, 1992; Selected writings of Michel Foucault, Georg Simmel & Jane Jacobs. Assessment: A course essay of not more than 3,000 words (100%) on an approved topic to be submitted at the beginning of the ST.

SO451 Half unit

Urban Morphologies

Teacher responsible: Mr R Burdett, Y308 Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible

Core syllabus: A review of 20th century urban design theories and methodologies of spatial analysis. Comparative case studies of the contemporary city. Identification of physical issues affecting social and economic performance. Analysis of the spatial and social organisation of public and private institutions, complex buildings and civic spaces and their relationship to urban form.

Content: The course will cover the following areas: a. Techniques of spatial analysis of complex building and urban form and their application to current design practice; review of contemporary theories of urban space.

b. Comparative urban case studies focusing on: metropolitan and community issues; housing; public and private transport; compact and dispersed cities; real estate development, planning constraints; inner city regeneration and out-oftown development

Teaching: 10 weekly lectures and weekly one-and-a-half-hour seminars, MT. Reading list: P Hall, Cities of Tomorrow, Oxford, 1996; J Jacobs, The Death and Life of the Great American City, New York, 1961; A Rossi, The Architecture of the City, MIT Press, 1998; B Hillier, Space is the Machine, Cambridge, 1996; W H Whyte, City, Rediscovering the Centre, New York, 1988; Report of the Urban Task Force, Towards an Urban Renaissance, London, 1999. Assessment: Students must submit an illustrated essay of not more than 3,000 words (50%) on an approved topic to be submitted at the beginning of the LT. A two-hour written examination in the ST (50%).

SO452 Half unit **Urban Infrastructure**

Teachers responsible: Mr R Burdett, Y308 with Mr R Zogolovitch, c/o Y309

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: To develop a critical understanding of the physical infrastructure of the city, its relationship to development, and its impact on society. Content: Development and Engineering. Development Process. Transport Systems. Project Delivery and Regeneration. Impact of Infrastructure. Cost Benefit Analysis. IT and Security. Traffic Congestion. Project Implementation. Sustainability.

Teaching: 10 weekly lectures and 10 weekly seminars in LT. Reading list: Key texts include: A A Jackson, Semi-detached London: Suburban Development, Life and Transport, 1900-1939, George Allen & Unwin, 1973:London County Council County of London Plan Macmillan 1944; O Marriott, The Property Boom, Hamish Hamilton, 1967; D Banister, Transport and Urban Development, Spon, London, 1995; S Guy, 5 Marvin & T Moss (Eds), Urban Infrastructure in Transition: Networks, Buildings, Plans, Earthscan, London, 2001; K J Button & E T Verhoef, Road pricing, traffic congestion, and the environment: issues of efficiency and social feasibility, Edgar Allen 1998

Assessment: A course essay of not more than 3,000 words (50%) on an approved topic to be submitted at the beginning of the ST. A 2-hour written examination in the ST (50%).

SO453 Half unit

Gender and Post-Colonial Theory Teacher responsible: Dr Claire Alexander, S264 Availability: This half unit course is available to all those following Masters programmes in the Department of Sociology and the Gender Institute, and to other suitably qualified MSc students. It is especially recommended to those students on MSc Gender and MSc Gender and Development. Core svllabus: This course is designed to provide an introduction to some of the main authors and themes within postcolonial theory with a special focus on the intersections between gender and postcolonial theories. Both postcolonial and gender theories offer critiques of modernist conceptions of the subject, foregrounding issues of power. They also raise important methodological questions for understanding political, economic and social relations in the postcolonial era. The sessions will be run in such a way as to enable students to critically engage with the complex concepts, and sometimes difficult texts of postcolonial theory. Therefore it is essential that the set texts are read prior to the sessions and students come prepared to participate and raise questions.

Content: The course focused on in-depth readings and historical and political contextualisation of key authors such as Edward Said, Frantz Fanon and Homi Bhabha. Feminist interventions in the field of postcolonial studies, highlighting critiques of postcolonial 'forefathers' and mainstream feminist theory. Particular arenas (case studies) of importance to the development of postcolonial feminist thought, namely sexuality, the veil and resistance. Teaching: Teaching: 10 x two hour integrated lectures and seminars. Reading list: J Alexander & C T Mohanty, Feminist Genealogies, Colonial Legacies, Democratic Futures, Routledge, New York (1997); Homi K Bhabha, The Location of Culture, Routledge (1994); A Brooks, Postfeminisms, Feminism, Cultural Theory and Cultural Forms, Routledge (1977); Fanon

Frantz, Black Skin/White Masks, Grove Press, New York (1967); A Loomba, Colonialism/postcolonialism, Routledge (1998); J M John, Discrepant Dislocations: Feminism, Theory, and Postcolonial Histories, University of California Press (1996); D Landry & G MacLean (Eds), The Spivak Reader, Routledge (1995); M Marchand & J Parpart, Feminism, Postmodernism and Development, Routledge (1997); A McClintock, Imperial Leather: Race, Gender and Sexuality in the Colonial Contest, Routledge (1995); C T Mohanty, A Russo & L Torres (Eds), Third World Women and the Politics of Feminism, Indiana Press (1991); Edward W Said, Orientalism, Penguin (1987). Assessment: There will be one assessed essay of 2,500 words to be submitted at the end of the term and a two-hour unseen examination in June. The essay will comprise 25% of the final grade and the examination the other 75%.

504M1

Methods in Sociological Study 1 Teacher responsible: Dr Ursula Henz, S218

Availability: Compulsory course for MSc Sociology. Part-time students taking the MSc over two years may take the course in either the first or second year. As part of this course students are required to attend and be assessed in MI451 Quantitative Analysis in Social Research 1: Description and Inference or MI452 Quantitative Analysis 2: The Generalised Linear Model (see below).

Core syllabus and Content: Selected strategies for the collection, analysis and interpretation of quantitative and qualitative data. Research design; questionnaire design; question wording; attitude measurement and scaling; interview practice; sampling; collecting qualitative data; analysis of qualitative data. Ouantitative Methods: Students who have no previous experience of statistics and data analysis should take component MI451: Quantitative Analysis 1: Description and Inference taught by the Methodology Institute. This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. If you register for course SO4M1 you will automatically be included on MI451. Students who have already studied statistics and data analysis should take component MI452: Quantitative Analysis 2: The Generalized Linear Model also taught by the Methodology Institute. This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course teachers. If you register for course SO4M2 you will automatically be included on MI452 Teaching: The 10 seminars in MT will be concerned with issues to do with survey and related types of research design (plus MI451 or MI452 computer classes). Seminars in the LT are concerned with qualitative research methods. Written work: There is one compulsory (assessed) assignment in MT and one in LT. Additional pieces of compulsory practical work which will not contribute towards the Assessment are undertaken during the year.

Reading list: There is no single textbook that covers the Content of the whole course but students are encouraged to purchase C M Judd, E R Smith & L H Kidder, Research Methods in Social Relations (6th edn), Holt, Rinehart and Winston, Fort Worth, 1991, ISBN 0-03-031149-7, CC H62 J91. Other useful textbooks are: R Burgess, In the Field, HM28 B95 CC, I984; N Denzin & Y Lincoln (Eds), Handbook of Qualitative Research H62 H23 CC, 1994.

Assessment: The course is assessed by two methods. (a) Two pieces of coursework: This counts for 23% of the final mark and consists of two equally weighted components. (b) Two written exams: Students registered on SO4M1 will take SO4M1a which is a two-hour open book examination based on MI451 (worth 12%) and SO4M1b (worth 65%) which is a three-hour formal unseen examination based on the quantitative and qualitative components taught in the Department. Students registered on SO4M2 will take SO4M2a which is a two-hour open book examination based on MI452 (worth 12%) and SO4M2b (worth 65%) which is a three-hour formal unseen examination based on the quantitative and qualitative components taught in the Department. All examinations will be given in ST.

SO4M2

Methods in Sociological Study 2

Teacher responsible: Dr Ursula Henz, 5218

Availability: Compulsory course for MSc Sociology. Part-time students taking the MSc over two years may take the course in either the first or second year. As part of this course students are required to attend and be assessed in MI451 Quantitative Analysis in Social Research 1: Description and Inference or MI452 Quantitative Analysis 2: The Generalised Linear Model (see below).

Core syllabus and Content: Selected strategies for the collection, analysis and interpretation of quantitative and qualitative data. Research design; questionnaire design; question wording; attitude measurement and scaling; interview practice; sampling; collecting qualitative data; analysis of qualitative data. Quantitative Methods: Students who have no previous experience of statistics and data analysis should take component MI451: Quantitative

Analysis 1: Description and Inference taught by the Methodology Institute. This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. If you register for course SO4M1 you will automatically be included on MI451. Students who have already studied statistics and data analysis should take component MI452: Quantitative Analysis 2: The Generalized Linear Model also taught by the Methodology Institute. This course covers various multivariate techniques. including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course teachers. If you register for course SO4M2 you will automatically be included on MI452

Teaching: The 10 seminars in MT will be concerned with issues to do with survey and related types of research design (plus MI451 or MI452 computer classes). Seminars in the LT are concerned with qualitative research methods. Written work: There is one compulsory (assessed) assignment in MT and one in LT. Additional pieces of compulsory practical work which will not contribute towards the Assessment are undertaken during the year.

Reading list: There is no single textbook that covers the Content of the whole course but students are encouraged to purchase C M Judd, E R Smith & L H Kidder, Research Methods in Social Relations (6th edn), Holt, Rinehart and Winston, Fort Worth, 1991, ISBN 0-03-031149-7, CC H62 J91. Other useful textbooks are: R Burgess, In the Field, HM28 B95 CC, I984; N Denzin & Y Lincoln (Eds), Handbook of Qualitative Research H62 H23 CC, 1994.

Assessment: The course is assessed by two methods. (a) Two pieces of coursework: This counts for 23% of the final mark and consists of two equally weighted components. (b) Two written exams: Students registered on SO4M1 will take SO4M1a which is a two-hour open book examination based on MI451 (worth 12%) and SO4M1b (worth 65%) which is a three-hour formal unseen examination based on the quantitative and qualitative components taught in the Department. Students registered on SO4M2 will take SO4M2a which is a two-hour open book examination based on MI452 (worth 12%) and SO4M2b (worth 65%) which is a three-hour formal unseen examination based on the quantitative and qualitative components taught in the Department. All examinations will be given in ST.

SO4M3

Criminological Research Methods 1

Teachers responsible: Dr Janet Foster, 5279 and Ms Rachel Condry, 5212 Availability: For MSc Crime, Deviance and Control. This course is also open to students taking other MSc programmes

Core syllabus: This course offers the opportunity to examine elements of quantitative and qualitative research methods which are particularly helpful for criminological enquiry. As part of this course students are required to attend, and be assessed in MI451 Quantitative Analysis in Social Research 1: Description and Inference (for those with little, or no statistical training), or MI452 Quantitative Analysis 2: The Generalised Linear Model (for those with more sophisticated statistical skills).

Content: The course begins with EITHER: MI452 or MI451 in the Autumn term. These courses are run by the Methodology Institute and form the foundation of the quantitative element of the course. MI451: Quantitative Analysis 1: Description and Inference covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. If you register for SO4M3 you will automatically be included on MI451. MI452 Quantitative Analysis 2: The Generalized Linear Model is a more sophisticated course that covers various multivariate techniques, including multiple regression, logistic regression and log-linear modelling. If you register for course SO4M4 you will automatically be included on MI452. For both M1451 and MI452 exercises and project work must be completed. In the second term we examine qualitative methods, including interviewing techniques, problems of gaining access and ethnographic methods, as well as quantitative research and its uses in Criminology (for example, crime surveys, longitudinal analysis, crime trend analyses and evaluation).

Teaching: MI452 or MI451 in the Autumn term. 10 Methods of riminological Enquiry Seminars, one-and-a-half-hours in the LT.

Reading list: K Punch, Introduction to Social Research: Quantitative and Qualitative Approaches, 1999; M Hammersley & P Atkinson, Ethnography: Principles in Practice, 1995; Miles & A Huberman, Oualitative Data Analysis, 1994; A Oppenheim, Questionnaire Design and Attitude Measurement; R Black, Evaluating Social Science Research; K Bordens & B Abbott, Research Design and Methods; V Jupp, Methods of Criminological Research, 1989; P Rossi & H Freeman, Evaluation: A Systematic Approach. Assessment: This course has four elements of Assessment. Students registered on SO4M3 will take SO4M3a which is a two-hour open book examination based on MI451 (worth 30%). Students registered on SO4M4 will take SO4M4a which is a two-hour open book examination based on MI452 (worth 30%). All students must also take SO4M3b/SO4M4b a twohour formal unseen examination on Methods of Criminological Enquiry (worth 40%). All examinations will be given in ST. In addition, students must also submit in LT a qualitative fieldwork exercise (worth 15%) and a methodological critique of a quantitative study submitted at the beginning of the ST (worth 15%)

504M4

Criminological Research Methods 2

Teachers responsible: Dr Janet Foster, S279 and Ms Rachel Condry, S212 Availability: For MSc Crime, Deviance and Control. This course is also open to students taking other MSc programmes.

Core syllabus: This course offers the opportunity to examine elements of quantitative and qualitative research methods which are particularly helpful for criminological enquiry. As part of this course students are required to attend, and be assessed in MI451 Quantitative Analysis in Social Research 1: Description and Inference (for those with little, or no statistical training), or MI452 Quantitative Analysis 2: The Generalised Linear Model (for those with more sophisticated statistical skills).

Content: The course begins with EITHER: MI452 or MI451 in the Autumn term. These courses are run by the Methodology Institute and form the foundation of the quantitative element of the course. MI451: Quantitative Analysis 1: Description and Inference covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. If you register for SO4M3 you will automatically be included on MI451. MI452 Quantitative Analysis 2: The Generalized Linear Model is a more sophisticated course that covers various multivariate techniques, including multiple regression, logistic regression and log-linear modelling. If you register for course SO4M4 you will automatically be included on MI452. For both M1451 and MI452 exercises and project work must be completed. In the second term we examine qualitative methods, including interviewing techniques, problems of gaining access and ethnographic methods, as well as quantitative research and its uses in Criminology (for example, crime surveys, longitudinal analysis, crime trend analyses and evaluation).

Teaching: MI452 or MI451 in the Autumn term. 10 Methods of Criminological Enquiry Seminars, one-and-a-half-hours in the LT.

Reading list: K Punch, Introduction to Social Research: Quantitative and Qualitative Approaches, 1999; M Hammersley & P Atkinson, Ethnography: Principles in Practice, 1995; Miles & A Huberman, Qualitative Data Analysis, 1994; A Oppenheim, Questionnaire Design and Attitude Measurement; R Black, Evaluating Social Science Research; K Bordens & B Abbott, Research Design and Methods; V Jupp, Methods of Criminological Research, 1989; P Rossi & H Freeman, Evaluation: A Systematic Approach.

Assessment: This course has four elements of Assessment. Students registered on SO4M3 will take SO4M3a which is a two-hour open book examination based on MI451 (worth 30%). Students registered on SO4M4 will take SO4M4a which is a two-hour open book examination based on MI452 (worth 30%). All students must also take SO4M3b/SO4M4b a two-hour formal unseen examination on Methods of Criminological Enquiry (worth 40%)All examinations will be given in ST. In addition, students must also submit in LT a qualitative fieldwork exercise (worth 15%) and a methodological critique of a quantitative study submitted at the beginning of the ST (worth 15%)

ST402 Half unit

Principles and Methods of Statistical Practice Teacher responsible: Dr J Penzer, B610

Availability: Primarily for MSc Statistics, also available as an option to MSc students. Pre-requisite: Mathematics to the level of MA200/MA201 Further Mathematical Methods.

Core syllabus: The course is intended partly as a refresher - guickly covering some fundamental aspects of practical probability and statistics and partly as an introduction to advanced methods currently used in social science and finance.

Content: Revision of probability theory. Random variables, instance of random variable, discrete and continuous distributions, conditional distributions, mass and density functions, expectation, variance, covariance, correlation and dependence, generating functions, transformations of random variables. Sampling distributions, estimation and hypothesis testing, properties of statistics (sufficiency, bias, efficiency). Introduction to more advanced topics, regression, ANOVA, multivariate distributions, sampling theory. Teaching: Lectures: 20 MT. Classes: 10 MT.

Reading list: G S Casella & R L Berger, Statistical Inference; R V Hogg & A T Craig, Introduction to Mathematical Statistics; P L Meyer, Introduction to Probability with Applications

Assessment: Two-hour written examination in the ST.

ST404 Half unit

Sampling Theory and Practice

Teacher responsible: Mrs J I Galbraith, B615 Availability: Primarily for MSc Statistics. Pre-requisites: mathematics to the level of MA200/MA201 Further Mathematical Methods; ST202 Probability,

Distribution Theory and Inference. Core syllabus: The course deals with the theory and practice of sample design. Particular emphasis is given to sampling problems which arise in the social sciences.

Content: Simple random sampling, estimation of means, proportions, totals and standard errors, ratio and regression estimation. Stratified random sampling, proportional allocation, optimal allocation. Cluster sampling, multistage sampling. Double and multi-phase sampling, post-stratification, equal probability of selection designs. Estimation for complex designs. Non-response rrors, weighting and other practical constraints with examples from surveys Teaching: : Lectures: 20 MT. Classes: 8 MT plus one two-hour workshop MT. Reading list: W G Cochran, Sampling Techniques (1977); L Kish, Survey Sampling (1965); R L Scheaffer, W Mendenhall & R L Ott, Elementary Survey Sampling (1996); F J Fowler Jr, Survey Research Methods (2002); G Kalton, Introduction to Survey Sampling (1983); E 5 Lee et alAnalyzing Complex Survey Data (1989);E Babbie, The Practice of Social Research (2001). Assessment: Two-hour written examination in the ST.

ST405 Half unit Multivariate Methods

Teachers responsible: Dr M Knott, B607 and Mrs J I Galbraith, B615

Availability: Primarily for MSc Statistics. Pre-requisite: mathematics to the level of MA200/MA201 Further Mathematical Methods; ST202 Probability, Distribution Theory and Inference.

Core syllabus: An introduction to the theory and application of modern multivariate methods used in the Social Sciences. Content: A selection from the following topics: cluster analysis, multidimensional scaling, principal components analysis, correspondence analysis, factor analysis, latent variable models, multivariate normal distribution, exponential family, and structural equations models. Teaching: Lectures: 15 LT. Computer workshops: 4 x two-hour LT. Written work: Two small reports to be used for Assessn Reading list: D J Bartholomew , F Steele, I Moustaki & J I Galbraith, The Analysis and Interpretation of Multivariate Data for Social Scientists; D J Bartholomew & M Knott, Latent Variable Models and Factor Analysis; C Chatfield & A J Collins, Introduction to Multivariate Analysis; B S Everitt & G Dunn, Applied Multivariate Data Analysis Assessment: Course Assessment (30%); two-hour written examination in the ST (70%).

ST409 Half unit

Stochastic Processes

Teacher responsible: To be announced Availability: Primarily for MSc Statistics, MSc Management and Regulation of Risk and MSc Econometrics & Mathematical Economics. Pre-requisites: mathematics to the level of MA200/MA201 Further Mathematical Methods and a good undergraduate knowledge of distribution theory; some probability to the level of ST402 or equivalent. Core syllabus: A broad introduction to stochastic processes for postgraduates with an emphasis on financial and actuarial applications. Content: Markov processes. Martingales, Brownian motion, stochastic differential equations and diffusion processes. Applications in Finance, Actuarial applications.

Teaching: Lectures: 20 LT. Classes: 10 LT. Reading list: N H Bingham & R Kiesel, Risk Neutral Valuation; R Durrett, Essentials of Stochastic Processes; P Embrechts, Modelling Extremal Events; T Mikosch, Elementary Stochastic Calculus; S I Resnick, Adventures in Stochastic Processes; S M Ross, Introduction to Probability Models. Assessment: Two-hour written examination in the ST.

ST411 Half unit

Regression, Diagnostics and Generalized Linear Modelling

Teacher responsible: Professor H Wynn, B605 Availability: Primarily for MSc Statistics and MSc Econometrics and Mathematical Economics. Pre-requisites: mathematics to the level of MA100 Mathematical Methods, probability to the level of ST202 Probability, Distribution Theory and Inference Core syllabus: Regression analysis and generalized linear modelling with an emphasis on diagnostics.

Content: Revision of one variable and multiple regression; the use of MINITAB. Variable selection and model building. Deletion diagnostics, plots with envelopes, diagnostic plots for explanatory variables. Transformation of the response, constructed variables. The use of S-Plus for data analysis. Generalized linear models, loglinear models, contingency tables and testing the link function.

Teaching: Lectures: 20 LT. Computer Workshops: 10 LT. Reading list: A C Atkinson & M Riani, Robust Diagnostic Regression Analysis; A C Atkinson, Plots, Transformations, and Regression; W N Venables & B D Ripley, Modern Applied Statisticswith S-Plus; A Dobson, An Introduction to Generalised Linear Modelling; P McCullagh & J A Nelder,

Generalized Linear Models. Assessment: Two-hour written examination in the ST.

ST415 Half unit

Surveys and Experiments in Social Research Teacher responsible: Dr J Kuha, B808

Availability: Primarily for MSc Statistics, MSc Social Research Methods (Statistics) and MSc Operational Research. Pre-requisite: a basic knowledge of statistics and probability up to first degree level.

Core syllabus: The course deals with the principles and practicalities of the design and execution of experiments, quasi-experiments and sample surveys for social investigations.

Content: Principles and methods of empirical research, formulation and testing of theories, operationalisation and measurement. Principles of experimental research, common experimental and guasi-experimental designs. Strategies and methods of survey data collection, sampling, attitude measurement, questionnaire design, non-sampling errors, non-response. Teaching: Lectures: 10 MT and 20 LT.

Reading list: C A Moser & G Kalton, Survey Methods in Social Investigation; W R Shadish, T D Cook & D T Campbell, Experimental andQuasi-experimental Designs for Generalized Causal Inference.

Assessment: Two-hour written examination in the ST (70%): course Assessment (30%).

ST416 Half unit **Multilevel Models**

Teacher responsible: Dr J Kuha, B808

Availability: Primarily for MSc Statistics and MSc Social Research Methods (Statistics). Pre-requisites: a knowledge of probability and statistical theory, including linear regression and logistic regression.

Core syllabus: A practical introduction to multilevel modelling with applications in social research.

Content: This course deals with the analysis of data from hierarchically structured populations (eg individuals nested within households or geographical areas) and longitudinal data. Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (eg MLwiN, Stata).

Teaching: : Lectures: 10 LT. Computer Classes: five two-hour sessions LT. Written work: One piece of assessed coursework.

Reading list: T Snijders & R Bosker, Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling, Sage.

Also recommended are: I Kreft & J de Leeuw, Introducing Multileve Modelling; H Goldstein, Multilevel Statistical Models; S W Raudenbush & A S Bryk, Hierarchical Linear Models: Applications and Data Analysis Methods Assessment: Course Assessment (50%); two-hour written examination in the ST (50%).

ST417 Half unit

Statistical Sources and Packages

Teacher responsible: Dr M Knott, B607 Availability: Primarily for MSc Statistics, MSc Social Research Methods (Statistics) and MSc Operational Research. Pre-requisite: statistics to the

level of ST203 Statistics for Management Sciences. Core syllabus: An introduction to the more important sources of statistical data and to several popular statistical computing packages. The course provides students with the technical skills they will need in doctoral research or future employment

Content: ST417 1: Statistical Sources (Dr C Phillips) The sources and methodology used in major UK sample survey and census. An introduction to statistical literature and electronic data sources. Students study international and national datasets with a view to researching particular social or economic problems.

ST417.2: Packages and Data Analysis (Dr M Knott) Analysis of data using standard statistical packages such as MINITAB, S-PLUS, STATA and SPSS. Students will work on a series of mini-projects presenting their results to the group.

Teaching: Lectures ST417.1: 8 MT.

Student Presentations ST417.1: one day during ST.

Computer Workshops ST417.2: 15 MT.

Student Presentations ST417.2: 20 LT.

Written work: ST417.1 one assessed project. ST417.2 two mini-projects using analysis of data sets and one presentation of a statistical package. Reading list: Appropriate material will be made available during the course. A general source referred to throughout will be the current issue of Social Trends, HMSO.

Assessment: Course assessed: ST417.1 (40%), ST417.2 (60%).

ST418 Half unit

Non-Linear Dynamics and the Analysis of Real Time Series Teacher responsible: Dr L Smith, B705

Availability: Primarily for MSc Statistics and MSc Mathematical Economics and Econometrics. Pre-requisite: ST422 Time Series. Core syllabus: An introduction to the dynamics of non-linear deterministic

systems with a practical focus, including case studies, of use of time series data in industry. Content: Analysis and modelling of real data, involving an introduction to

the dynamics of non-linear systems. Focus is on evaluating which methods to employ (linear/non-linear, deterministic/stochastic) in a given problem. Concrete applications in economics (electricity demand) and environment (weather derivatives) as well as analytically tractable illustrations. Teaching: Lectures: 20 LT, two ST. Computer Workshops: 10 LT. Classes:

Reading list: H Kantz & T Schreiber, Non-linear Time Series Analysis; E Ott, T Sauer & J A Yorke (Eds), Coping with Chaos: Analysis of Chaotic Data and The Exploitation of Chaotic Systems; E Ott, Chaos in Dynamical Systems. Assessment: Two-hour written examination in ST.

ST421 Half unit

Developments in Statistical Methods

Teacher responsible: Professor O Yao, B609

Availability: Primarily for MSc Statistics, also available as an option to MSc students. Pre-requisite: ST402 Principles and Methods of Statistical Practice. Students are advised to take ST411 Regression, Diagnostics and Generalized Linear Models in parallel to this course.

Core syllabus: Our aim is to teach students important statistical methodologies that reflect the exciting development of the subject over the last 10 years, which include empirical likelihood, MCMC, bootstrap, local likelihood and local fitting, model Assessment and selection methods, boosting, support vector machines. These are computationally intensive techniques that are particularly powerful in analysing large-scale data sets with complex structure.

Content: A selection from the following topics. Robustness of likelihood approaches: distance between working model and 'truth', maximum likelihood under wrong models, quasi-MLE, model selection with AIC, robust estimation. Empirical likelihood: empirical likelihood of mean, double bootstrap likelihood, M-estimation, parametric versus empirical likelihood. Bayesian methods and Markov chain Monte Carlo (MCMC) basic Bayes, Gibbs sampler, Metropolis-Hastings algorithm, data augmentation, a Bayesian version of EM algorithm. Elements of statistical learning: global fitting versus local fitting, linear methods for regression, splines, kernel methods and local likelihood. Model Assessment and selection: bias-variance trade-off, effective number of parameters, BIC, cross-validation. Further topics: additive models, varying-coefficient linear models, boosting, neural network, support vector machines. The course will be continuously updated to reflect important new developments in statistics.

Teaching: Lectures: 20 LT, Classes: five LT, Computer sessions: five LT. Reading list: T Hastie, R Tibshirani & J Friedman, The Elements of Statistical Learning: Data Mining, Inference and Prediction; Y Pawitan, In All Likelihood: Statistical Modelling and Inference Using Likelihood

ST422 Half unit

Time Series

Teacher responsible: Dr J Penzer, B610

Availability: Primarily for MSc Statistics, MSc Operational Research, MSc Econometrics & Mathematical Economics. Pre-requisites: mathematics to the level of MA200/MA201 Further Mathematical Methods and a good undergraduate knowledge of probability and distribution theory.

Core syllabus: A broad introduction to statistical time series for postgraduates. Content: Autocorrelation, stationarity and causality. ARIMA models, identification, estimation, diagnostic checking and linear prediction. Nonstationarity and differencing. Structural time series models, state space models, Kalman filtering and smoothing. Seasonality, cycles, explanatory variables, structural breaks, intervention analysis, Volatility models, ARCH and GARCH. Teaching: Lectures: 20 MT. Classes: five MT. Computer workshops: five MT. Reading list: P J Brockwell, Introduction to Time Series and Forecasting; A C Harvey, Time Series Models; G E P Box, Time Series Analysis, Forecasting and Control; J D Hamilton, Time Series Analysis; W A Fuller, Introduction to Statistical Time Series; C W J Granger, Forecasting Economic Time Series Assessment: Two-hour written examination in the ST.

ST450

Advanced Lectures on Special Topics in Statistics Teacher responsible: To be announced

Seminar series. Please refer to Departmental web page for details. www.lse.ac.uk/collections/statistics

The information contained in this section is relevant to all MRes/ PhD and MPhil/ PhD programmes. This section should be read in conjunction with General, which contains information relevant to all programmes and levels of study.

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Research

Contents

Your programme of study Regulations, classification scheme and code of practice **Examinations** Methodological training and study skills **Programme regulations** MRes/PhD MPhil/PhD **Course guides**

Registration means that you are a member of the School and entitled to use the School facilities. It is your

If you are about to start a new programme of study your registration date will be between Monday 29 September and Friday 3 October 2003 unless you are a student on certain courses in the Economics Department or on the intercollegiate LLM in which case your registration date will have been earlier in September. Students who are unavoidably late should contact the Student Services Centre for advice on how to register.

All students wishing to continue their studies to complete a programme must re-register. You will be Continuing students sent information on how to do this during the summer vacation.

All registered students will be issued with an LSE Card. This card serves as your student identity card and your library card and should be kept in a safe place. The cost of a replacement card is £10.00.

Re-registration each session depends on your making satisfactory progress in the preceding year. If you are a research student we will not allow you to re-register unless and until we have received confirmation from your department that re-registration is approved.

The School and University Regulations relating to your programme of study are quoted in the School Calendar, as are the Rules of the Library and the Conditions of Use of the Information Technology Services. Your signature on the registration form binds you to abide by all of these and by the following Conditions of Registration:

- to the English Courts having exclusive jurisdiction over any matter.
- term time (for dates of terms, please see the School Calendar). If for any reason you need to leave the School in term time, you will first consult your tutor/supervisor and inform the Student Services Centre.
- 3. You agree that, if you are away from the School through illness, you will inform your tutor/supervisor and, if you are away for more than a fortnight, you will send a medical certificate to the Student Services Centre.
- 4. You agree that if you change your place of residence you will inform the Student Services Centre of your new address at once.
- 5. You agree that you are liable for fees while you are in registration at the School, including any fees which a sponsor has agreed to pay on your behalf. You agree that, if you decide to withdraw from or interrupt your studies, no refund of fees can be made until the Student Services Centre has received notification in writing. Fees will be charged up to and including the week during which that written notification of withdrawal/interruption is received. You agree that, if you change your registration status, fees will be charged on a pro-rata basis as appropriate according to the date that official permission for the change was given.
- 6. You agree that you will pay tuition fees in full or in three instalments by the dates that have already been communicated to you. You accept that failure to pay tuition fees by the due date will invalidate your registration. You accept also that if you are in debt to the School (through deficiencies in the payment of tuition fees or of any other charges, which include but are not limited to library and accommodation charges) the School may terminate your registration and/or withhold official certification attesting to your progress at the School and to any academic award made to you.
- 7. You accept that LSE, like all other UK universities, collects and processes information on its students and staff for various essential administrative, academic, health and safety reasons, in order to pursue its legitimate interests as an institution of higher education. These interests include registration, allocation to teaching, monitoring and assessment of academic progress, entry to examinations, management of health and safety, planning, maintenance of order and contacting of next of kin in emergencies. This information is treated in strict confidence, and is covered by the provisions of the Data Protection Act.

Please note that your LSE email account will be used for a variety of essential communications, including information on payment of your tuition fees. You will be assumed to have opened and acted upon these communications.

Please note that on all matters connected with the School and University regulations you should consult the Student Services Centre. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing. You should always ask for written confirmation of any information relating to your tuition fees. Tutors/supervisors should not be expected to be familiar with all regulations, nor should they be expected to pass on to the Student Services Centre information about your plans. It remains your sole responsibility to do so.

YOUR PROGRAMME OF STUDY

responsibility to ensure that you register fully for your programme of study.

The final date by which new and returning students may register for the session is 31 October 2003. If you have not completed registration or re-registration by the deadline date of 31 October your record will be cancelled.

1. You agree to the relationship of the School and yourself being governed by English Law and

2. You agree that you will stay in London or within reasonable distance of the School during

REGISTRATION

New students

LSE Card

Future registration

CONDITIONS OF REGISTRATION

	and the second	permission sho
For taught courses the requirement is in practice for nine or twelve months, and for research students for at least two or three years. You must live within normal commuting distance of London in the UK; not go away during term-time without first consulting the Student Services Centre and your supervisor; and come to the School for tuition and attend lectures, classes, seminars, etc, as your programme and supervisor require.	Attendance requirements: all students	If you have registered for one programme of study but written approval from the conveners of each of the pro change programme of study form available in the Stud depend on the number of students already on the prog admission quota for each programme. We shall tell you
f you are a full-time student you must normally complete all the requirements for your programme of study within the year in which you are registered. If you are part-time you must normally complete within the two-year registration period for your programme.	Diploma and Master's students	If after having registered you wish to change from full-t complete a <i>request to transfer from full-time to part-tim</i> Student Services Centre. You will not normally be allow the session. See Part-time Study above.
Your registration period will have been specified in your offer of admission. Your programme of study will be agreed in conjunction with your supervisor. You may be allowed to take examinations on an informal basis: they will be marked and the results made available to you in the form of a transcript of your studies but cannot count towards a degree at the School.	Visiting Research Students	The choices you register will form your official examination
f you are on a taught programme it is not usually in your interest to interrupt your studies. However, if you think you need to do so, please complete the <i>interruption of registration</i> form available from the Student Services Centre. If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off.	Interrupting your studies: taught courses Not all the options you wish to take may be available when you resume study.	Your degree programme is made up of a number of co course but you need special permission in some cases choosing your courses you must follow the regulations <i>course registration form.</i> Wherever possible your choice of options for which yo timetabling constraints, but the availability of options ca
You are expected to remain in London in term-time for the duration of your studies. After formal xaminations you may pursue research for your dissertation outside London during the summer nonths; no permission is required.	Leave of absence for research: Master's and diploma students	The deadline for registering Michaelmas term cour Diploma students, 24 October 2003 for all Masters De Philosophy and History of Science programme have u
Before you make a final decision to terminate your studies, discuss your position with your supervisor or one of the School's Advisers – or the Dean.	Withdrawal from the School	If you choose an option taught mainly for another prog The board of examiners to which the option formally be course before it can be passed to the board of examin
, for whatever reason, you decide you are unable to continue with your programme and wish to eave in mid-session, you must notify the Student Services Centre <i>in writing</i> . Any refund due will e calculated on the basis of a 30-week year. You will be liable for fees up to and including the week the Student Services Centre receives written notification of your withdrawal.		If, exceptionally, you wish to take a course outside the you should seek permission from your Programme Tur or her permission by signing your course registration for Student Services Centre no later than 24 October 2
The contract between you and the School ends on the date of the main examination board for your degree rogramme (or viva voce examination in the case of MPhil/PhD students), unless you formally withdraw from the School before then and before taking your final examinations.	Duration of contract and discipline	You must choose courses from options available at the courses offered at other University of London colleges (LLM; Area Studies; History and Philosophy of Science
ou remain subject to the School's regulations until the end of contract, but you are not spected to remain in attendance after term ends. If you have disciplinary proceedings pending fter the end of the contract, the School reserves the right to withhold any award until the ponclusion of such proceedings.		All graduate students are assigned a supervisor, who supervisor is your academic guide at the School. The Codes Students set out what you can reasonably expect fro progress reviews. Research students shoul
eaching starts on Monday, 6 October. In general, lectures begin at five past the hour and finish five minutes to the hour. Timetables are available on the School's website.	LECTURES, CLASSES AND TIMETABLE	Your class teachers will complete reports on your progreports are collected and added to your personal file. progress you should discuss your concerns with your
opyright in lectures is vested in the lecturers. Notes taken at lectures may be used only for the urposes of private study. Lectures may not be recorded without the lecturer's permission. Any cording permitted is subject to the conditions (if any) imposed by the lecturer and may not be sed for anything except the student's private study.		You will have the opportunity to discuss your progress If your studies are being financed by an outside body report on your progress.
Where relevant, it is your responsibility to ensure that your status in the School is compatible with your status under the Immigration Rules. Research students should refer to the section on Research Programmes.	PART-TIME STUDY	
ew programmes at the School are designed specifically for part-time students. Usually tuition kes place at the same time as for full-time students. If you are registering on a part-time basis	Taught-course students	If you are unwell during your programme of study you more than two weeks you should tell the Student Serv because of ill-health and when you expect to return.
ou must ensure that you can attend lectures, classes and seminars when required.		If you think illness may affect your examination perfor

An insurance Endsleigh Insurance, 97 Southam

If you need to study abroad as part of your program personal insurance. The School's insurance does n

after 31 October without the permission of the Dean of Graduate Studies. This	CHANGING YOUR
permission should be sought via the Student Services Centre.	PROGRAMME
ne programme of study but wish to change to another, you must seek onveners of each of the programmes concerned, on the <i>request to</i>	You cannot automatically assume that you will be allowed to change
ly form available in the Student Services Centre. Permission will tudents already on the programme, your own qualifications, and the rogramme. We shall tell you the decision in writing.	programmes.
w wish to change from full-time to part-time registration you must fer from full-time to part-time registration form available from the ou will not normally be allowed to switch after the first few weeks of Study above.	Changing from full- time to part-time studies
For Master's and Diploma students only. I form your official examination entry and, for Diploma students, will be used to timetable your classes.	CHOOSING YOUR COURSES
made up of a number of courses. Most programmes offer a choice of al permission in some cases. If in doubt consult your supervisor. In must follow the regulations for your degree. You must complete a	Initial course choice
oice of options for which you are qualified will be met, subject to the availability of options cannot be guaranteed.	It is your responsibility to ensure that your choices are consistent with your programme regulations.
ber 2003 for all Masters Degree students [NB: students on the MSc Science programme have until 21 November 2003].	
ight mainly for another programme, your final results may be delayed. which the option formally belongs has to approve the mark for the seed to the board of examiners for your own degree.	
o take a course outside the regulations for your degree programme, n from your Programme Tutor. Your Programme Tutor must give his g your course registration form. The form must be returned to the no later than 24 October 2003 .	Choosing a course outside the regulations
from options available at the School. You are not allowed to take niversity of London colleges unless your programme is intercollegiate y and Philosophy of Science; Health Policy, Planning and Financing).	Courses at other University of London colleges
re assigned a supervisor, who is a member of the School's teaching staff. Your nuide at the School. The Codes of Practice for Diploma, Master's and Research t you can reasonably expect from your supervisor and contain details of regular iews. Research students should refer to the section on Research Programmes.	SUPERVISION AND ASSESSMENT OF PROGRESS
mplete reports on your progress at the end of every term. These dded to your personal file. If you have any doubts about your ss your concerns with your supervisor.	Diploma students
ity to discuss your progress with your supervisor during the Lent term.	Master's students
anced by an outside body we may be required by that body to give a	Reports on progress to outside bodies
See STUDENT SERVICES See EXAMINATIONS	ILLNESS DURING YOUR STUDIES
ur programme of study you should tell your supervisor. If you are ill for should tell the Student Services Centre of your non-attendance when you expect to return. ect your examination performance you should get a medical certificate a copy with a letter of explanation to the Student Services Centre. etter and certificate on file and advise the board of examiners.	
An insurance company which specialises in student insurance is	STUDYING ABROAD

RESEARCH PROGRAMMES (MPhil and PhD)

MPhil/PhD programmes are governed by the University of London Regulations for the degrees of MPhil and PhD and by the Code of Practice for Research Students and their Supervisors further on in this section.

All students are registered initially for the MPhil degree. If your progress is satisfactory you will be upgraded to PhD registration with full retrospective effect. The Code of Practice gives more information on this point.

Each department has its own arrangements and requirements in the form of attendance at seminars and classes for research students. These arrangements are set out in the departmental entries at the end of this section.

You must attend the School for the period set out in the regulations for your programme.

The minimum period of registration is two academic years (six terms) for full-time students, and for part-time students two years (six terms) for the MPhil or three years (nine terms) for the PhD. The University may under certain conditions reduce the minimum period to one year for those coming to the School to continue research previously being done for a research degree elsewhere in the UK.

The maximum period is six years (18 terms) for full-time students and eight years (24 terms) for part-time students or students who have studied a mixture of full- and part-time. Extension to the maximum period will be allowed only in exceptional cases by permission of your department, the Dean of Graduate Studies and Chair of the Graduate Studies Subcommittee.

You are required

- to remain in registration, to consult your supervisor regularly about your progress and to be subject to the School's regular progress-reporting system, whether in attendance at the School or not, for as long as you wish to retain the right to submit a thesis for examination;
- to pay full fees at the appropriate rate up to the end of the minimum period of registration;
- to pay for the first year (ie three terms) thereafter fees at 75% of the appropriate full rate;

to pay the Completion Fee annually thereafter until either a thesis is submitted for examination, the maximum period of registration has been met or the research is abandoned.

Subject to the approval of your supervisor, the Doctoral Programme Director and the Dean, you may continue registration outside the London area and/or outside the UK for employment purposes, if the minimum period of registration has been completed and if your department is satisfied that you will maintain regular communication and make satisfactory progress. Any reregistration will be part-time.

Please complete the interruption of registration form available in the Student Services Centre. A maximum of two years interruption may be allowed. Exceptionally and subject to the approval of the Doctoral Programme Director, the Dean of Graduate Studies may allow a longer period. Periods of interruption do not count towards the minimum period of registration required by the University of London. No fees are charged for periods of interruption of registration.

Research students: you may spend time away, to consult original sources or to undertake fieldwork or for other reasons, only on leave of absence with the written permission of the supervisor and the Dean of Graduate Studies. While on leave of absence you pay to the School the 'leave of absence' fee to maintain your registration. You are not issued with a Library card and you are not expected to make heavy demands on your supervisor's time; up to three 'supervisions' by correspondence per session may be expected. You will not be allowed leave of absence for more than a total of eighteen months unless exceptional permission has been given by the Dean of Graduate Studies and the supervisor following an examination of the academic case for leave.

Any period of leave of absence for which full fees are paid will count towards the minimum period of registration; otherwise it will not count. Students with awards from the ESRC will normally be counted as full-time students during periods of leave of absence, for which full fees will be charged.

INTRODUCTION

See YOUR PROGRAMME OF

STUDY

Minimum period of registration

DURATION OF STUDY

Maximum period of registration

> Continuous registration rule

Residence outside London

Interrupting your Studies

The Leave of Absence Fee is at the same level as the Completion Fee.

You may choose to pay full fees while on leave of absence.

eriod because of outside commitments. Documentary evidence will be required before we can llow you to register as a part-time student. You will be eligible to register if you are in one or	Part-time registration
ore of the following categories:	
employed or self-employed in London for at least 15 hours a week in normal office hours	Evening or weekend
registered as unemployed and are over 25 years old	work will not be
retired from regular employment	considered sufficient to
with children under school age or if you are the main carer for an elderly or disabled person	allow part-time
a full-time member of staff of the School.	registration.
you wish to move from full-time to part-time registration you should not be refused on academic	A department may, if it wishes, refuse to admit
rounds if you meet the School's published requirements for being registered as a part-time udent and if you have completed at least one year of study on a full-time basis.	part-time students.
he Student Services Centre will send you a progress report form in April to complete and pass to our supervisor. This form will usually be part of a formal departmental review of your progress that ill include comments from teachers other than your own supervisor. After this review decisions are	Progress reports
ken about whether you may re-register and/or registration upgraded to PhD.	
your studies are being financed by an outside body we may be required by that body to give a sport on your progress.	Reports on progress to outside bodies
You must ensure that your data collection confirms to the requirements set out below	COLLECTING RESEARCH DATA
he Data Protection Act requires public registration of all records of personal data on	Data protection law and
entifiable individuals. Where the material is held for research purposes, the individuals	the research student
oncerned are unlikely to have a right of access to such information; but control and use of the	
formation is subject to legally-enforceable restrictions. If you hold, or think you are likely to	
old, computerised information on individuals you should seek information and advice on	
gistration, control and use of such records from Dr Ian Stephenson, Deputy Academic	
egistrar, (extension 7120 or email I.L.Stephenson@lse.ac.uk.)	
here is provision for access to a successful MPhil or PhD thesis to be restricted for a	Use of confidential
aximum of five years; but the University has made it clear that it sees dangers in basing a	material in theses
esis on evidence which cannot be substantiated or tested by other researchers or which is	
ven under conditions which render the thesis inaccessible to other researchers. To satisfy the	
iteria for the award of a research degree, theses should be available for teaching and study	
urposes and be based on evidence that can be checked. The University will therefore not	
ccept applications to restrict access to a successful thesis based on the grounds that	
added application to reach dade act will the University allow such applications for the	
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onfidential material is included; nor will the University allow such applications for the rotection of third-party holders of copyright. No thesis should be submitted in a form which will	
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onfidential material is included; nor will the University allow such applications for the rotection of third-party holders of copyright. No thesis should be submitted in a form which will ve rise to such a problem. The only possible exceptions are that work on the thesis began afore January 1981, when this policy was clarified, or that confidential material was not riginally expected to form part of the thesis, but subsequently became indispensable.	Collection of material outside
onfidential material is included; nor will the University allow such applications for the rotection of third-party holders of copyright. No thesis should be submitted in a form which will ve rise to such a problem. The only possible exceptions are that work on the thesis began afore January 1981, when this policy was clarified, or that confidential material was not riginally expected to form part of the thesis, but subsequently became indispensable.	
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 ensure that the progress monitoring procedures for all research students are properly carried out

- · monitor submission rates in the department/institute
- · development of appropriate research training
- · act as an advocate for research students

Most departments have some special facilities available for the sole, or priority, use of research students. These include word-processing facilities, departmental libraries and common room facilities. Check with your own department what facilities are available and when. See also section on the LIBRARY.

Each year the ESRC and EPSRC allocate the School a small sum of money for each student holding an ESRC or EPSRC research studentship to help support costs of their research training (eg purchase of equipment and materials, survey costs, remuneration of interpreters, etc). If you are funded by ESRC or EPSRC you should apply to your department for funds from the Research Training Support Grant.

The degrees of MPhil and PhD are examined by thesis. Before you can submit your thesis for examination you must get official approval for your thesis title from the Graduate Studies Subcommittee. To do this you should complete the Thesis Title Approval Form available from the Student Services Centre.

You will then need to complete an official examination entry form available from the Student Services Centre. Your supervisor will have to countersign your form. Your supervisor will also need to indicate on the form who will be organising the examination and to which Subject Area Board the entry should be forwarded. Your supervisor will be asked to nominate an internal (to the University) and external examiner. The internal examiner should, if possible, come from another School or College of the University. Your supervisor cannot be appointed as the internal examiner.

The University's procedures for appointing examiners can be slow-moving. Your supervisor might wish to make informal contact with the proposed examiners before you submit your thesis. especially if it hoped to arrange the oral examination soon after the thesis is submitted.

The signed entry form (and the requisite supporting forms) should be sent to the Student Services Centre so that it may be authorised and forwarded to the Research Degree Officer at the University (tel 020 7636 8000, ext 7018/7019). The Student Services Centre will contact your supervisor for the names of the proposed external examiners. These names are then forwarded to relevant committees for approval. When the examiners have formally been approved the Research Degrees Office writes to the examiners, inviting them to act. When the Research Degrees Office receives your thesis it will pass it on to the examiners.

Once an entry form has been submitted, enquiries about the practicalities of thesis submission and oral examination should be directed to the Research Degrees Office at Senate House. The practical arrangements for examinations are entirely a matter of convenience between the examiners and the student and neither the Student Services Centre nor the Research Degrees Office at Senate House is involved.

You have 18 months from the date of your examination entry within which to submit your thesis. If you do not submit within 18 months your entry will lapse and a new entry will have to be made.

Your thesis must be submitted in the approved format. Details about the format are available from the Student Services Centre. You are responsible for the costs involved in the production of your thesis to the correct format

Names of typists willing to type theses are sometimes advertised in LSE News and Views. Departmental Managers may also be able to make recommendations.

If your MPhil or PhD examination is not successful and you are required to re-submit the thesis after further work, there is an additional fee payable. For details on up to date charges please contact the Research Degrees Office at Senate House (020 7636 8000, ext 7018/7019).

UNIVERSITY OF LONDON REGULATIONS FOR THE DEGREES OF MPhil AND PhD Candidates for the MPhil and PhD degrees are required to comply with any additional regulations prescribed by the College¹ of registration.

1. Admission and Registration

1.1. Application for admission to a course of study for the degree of MPhil or PhD should be made to the relevant College in accordance with the procedures prescribed by the College to which application is made. 1.2. Entrance requirements and any qualifying examinations are prescribed by the College to which application is made.

'College' also includes, for the purposes of these regulations, the British Institute in Paris, the Marine Biological Station Millport and the School of Advanced Study.

Departmental facilities

Research Training Support Grant and **Fieldwork Grants**

RESEARCH
DEGREE
EXAMINATION

Official entry form

Practical arrangements for your examination

Format and binding of thesis

> Typing and photocopying of thesis

Re-submission of thesis

- 1.3. A candidate for a research degree will be registered initially for the MPhil degree except where the College has given permission for initial registration for the PhD degree in accordance with any circumstances identified in the College's admission and registration procedures.
- A College may register for the MPhil or PhD degree, with exemption from part of the course of study, a person who has 1.4. commenced elsewhere a relevant course of study for the MPhil or PhD degree or equivalent degree. (see also paragraphs 35 and 431)

2. Transfer of Registration

- 2.1. A College may permit a student to transfer from a Postgraduate Taught degree to the MPhil degree, from the MPhil degree to the PhD degree or the PhD degree to the MPhil degree in accordance with the conditions specified by the College, provided that no transfer of registration is permitted after entry to the examination for any one of these degrees. Registration for the degree to which transfer has been made may date from initial registration for the degree from which transfer has been made.
- 2.2. On transfer of registration, the registration for the original degree will lapse.

3 Attendance and Course of Study

- 3.1. Every student is required to pursue a regular course of study as prescribed by the College.
- A College shall have a code of practice for supervisors and research students and appoint a supervisor for each of its 3.2. students registered for the MPhil or PhD degree in accordance therewith.
- 33 The length of the course shall be determined for each student individually by the authorities of the College at which he/she is registered, but in no case shall it be less than laid down in paragraphs 3.4 and 3.5 below.
- 3.4. Save as otherwise prescribed in paragraph 3.6 below the minimum length of course for the degrees of MPhil and PhD shall be two calendar years of full-time study or the equivalent in part-time study.
- 3.5. A student accepted under paragraph 1.4 may be exempted by the College from part of a course of study for the MPhil or PhD degree of this University, provided that the course of study followed at this University is not less than one calendar year or its equivalent in part-time study.
- Before a candidate is admitted to the examination for the degree, the College shall report that he/she has completed the 3.6. course in accordance with the relevant regulations.

Requirements of a Thesis

- 4.1. Thesis for the PhD degree
 - 4.1.1. The scope of the thesis shall be what might reasonably be expected after three or at most four years of full-time study. 4.1.2 The thesis shall:
 - (a) consist of the candidate's own account of his/her investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree
 - The part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated by the candidate and certified by the supervisor.]
 - and form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of (b) new facts and/or by the exercise of independent critical power:
 - (c) and be an integrated whole and present a coherent argument;

[A series of papers, whether published or otherwise, is not acceptable for submission as a thesis.

Research work already published, or submitted for publication, at the time of submission of the thesis, either by the candidate alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of the thesis, but may be adapted to form an integral part of the thesis and thereby make a relevant contribution to the main theme of the thesis.

Publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis.]

- and give a critical assessment of the relevant literature, describe the method of research and its findings, include (d) discussion on those findings and indicate in what respects they appear to the candidate to advance the study of the subject; and, in so doing, demonstrate a deep and synoptic understanding of the field of study, (the candidate being able to place the thesis in a wider context), objectivity and the capacity for judgment in complex situations and autonomous work in that field:
- (e) and be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by the Subject Area Board in Humanities; in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarise the main arguments of the thesis;
- (f) and not exceed 100,000 words; a College may prescribe a lower number in certain subject areas, which shall be detailed in the relevant College regulations;

[Note: the bibliography is excluded from the word count; footnotes are included within the word count; appendices are excluded from the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish.]

- and include a full bibliography and references; (g)
- and demonstrate research skills relevant to the thesis being presented: (h)
- and be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).
- 4.1.3. In the field of Music a candidate may register to undertake research leading to a thesis submitted in accordance with the normal provisions. Alternatively, a candidate may either (i) submit, as part of a thesis, a portfolio of substantial musical compositions or (ii) register to undertake original research in performance practice. Under (i) the portfolio of substantial musical compositions should show coherence and originality in invention and in the treatment of existing musical techniques; each work shall form the basis for a commentary on its structure and an exposition of the methods employed; and the portfolio should be accompanied by recordings of as many of the works as possible. Under (ii) the thesis may be supplemented by additional evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.
- 4.1.4. In the fields of Anthropology, Fine Art, Design and Media a candidate may either register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register for studio-based research/other audio-visual research. In the latter case the thesis may include a portfolio, exhibition or other audio-visual display. This must be original work which exemplifies and locates the ideas which are developed in conjunction with the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.
- 4.1.5. In the field of Drama and Theatre Studies, a candidate may either register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register to undertake original research in performance practice on the understanding that the material is submitted concurrently and is examined as an integrated whole. In the latter case the thesis

should include evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.

4.2. Thesis for the MPhil degree 4.2.2. The thesis shall:

- (b) evidence that the field has been surveyed thoroughly;

(c) and be an integrated whole and present a coherent argument; [A series of papers, whether published or otherwise, is not acceptable for submission as a thesis. Research work already published, or submitted for publication, at the time of submission of the thesis, either by the candidate alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of the thesis, but may be adapted to form an integral part of the thesis and thereby make a relevant contribution to the main theme of the thesis. Publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis.] (d) and give a critical assessment of the relevant literature, describe the method of research and its findings and include a

- discussion on those findings; (e)
- summarize the main arguments of the thesis:
- and include a full bibliography and references; (f)
- in the relevant College regulations.
- to which they may refer if they wish.]

- retainable documentation.
- - incorporated.

4.1.6. In the field of English, a candidate may register to undertake research leading to a thesis submitted in accordance with the normal provisions. Alternatively, a candidate may submit, as part of a thesis, an original literary text written specifically for the degree. This text should show coherence and originality and attain a publishable standard, as determined by the examiners, who will include those qualified in academic research as well as in the professional practice of writing. This text shall form the basis for a commentary on its structure, its use of dramatic, narrative or poetic technique, its relation to other literary works, and an exposition of the aims and concerns that lay behind its composition. The commentary should make clear that the candidate is well acquainted with the history and contemporary developments of the genre in which he or she is working in the creative portion of the thesis, and the critical field associated with it, and is able independently to analyse, interpret and evaluate debates and theoretical positions associated with it.

4.2.1. The scope of the thesis shall be what might reasonably be expected after two or at most three years of full-time study.

(a) consist of the candidate's own account of his/her investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree;

[The part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated by the candidate and certified by the supervisor.]

and be either a record of original work or of an ordered and critical exposition of existing knowledge and shall provide

and be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by Subject Area Board E (Humanities); in such cases the

thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall

and shall not exceed 60,000 words; a College may prescribe a lower number in certain subject areas, which shall be detailed

[Note: the bibliography is excluded from the word count; footnotes are included within the word count; appendices are excluded from the word count and should only include material which examiners are not required to read in order to examine the thesis, but

4.2.3. In the field of Music a candidate may register to undertake research leading to a thesis submitted in accordance with the normal provisions. Alternatively, a candidate may either (i) submit, as part of a thesis, a portfolio of compositions or (ii) register to undertake original research in performance practice. Under (i) the portfolio of compositions should show coherence and invention in a variety of extended structures and a good command of existing musical technique; each work shall form the basis for a commentary on its structure and an exposition of the methods employed; and the portfolio should be accompanied by recordings of as many of the works as possible. Under (ii) the thesis may be supplemented by additional evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation

4.2.4. In the fields of Anthropology, Fine Art, Design and Media a candidate may either register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register for studio-based research/other audio-visual research. In the latter case the thesis may include a portfolio, exhibition or other audio-visual display. This must be original work which exemplifies and locates the ideas which are developed in conjunction with the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.

4.2.5. In the field of Drama and Theatre Studies, a candidate may either register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register to undertake original research in performance practice on the understanding that the material is submitted concurrently and is examined as an integrated whole. In the latter case the thesis should include evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of

4.2.6. In the field of English, a candidate may register to undertake research leading to a thesis submitted in accordance with the normal provisions. Alternatively, a candidate may submit, as part of a thesis, an original literary text written specifically for the degree. This text should show coherence and originality and attain a publishable standard, as determined by the examiners, who will include those qualified in academic research as well as in the professional practice of writing. This text shall form the basis for a commentary on its structure, its use of dramatic, narrative or poetic technique, its relation to other literary works, and an exposition of the aims and concerns that lay behind its composition. The commentary should make clear that the candidate is well acquainted with the history and contemporary developments of the genre in which he or she is working in the creative portion of the thesis, and the critical field associated with it, and is able independently to analyse, interpret and evaluate debates and theoretical positions associated with it.

4.3 Requirements applicable to Theses submitted for the Degrees of MPhil and PhD

4.3.1. The greater proportion of the work submitted in a thesis must have been done after the initial registration for a research degree, except that in the case of a student accepted under paragraph 1.4 there shall be allowance for the fact that the student commenced his/her registration at another institution.

4.3.2. A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so

4.3.3. A candidate may submit the results of work done in conjunction with his/her supervisor and/or with fellow research workers provided that the candidate states clearly his/her own personal share in the investigation and that the statement is certified by the supervisor (see also paragraph 4.3.6).

- 4.3.4. A candidate must have the title of his/her thesis approved in accordance with the procedures specified by the College. 4.3.5. The decision to submit a thesis in any particular form rests with the candidate alone and the outcome of the examination is
- determined by two or more examiners acting jointly.
- 4.3.6. A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own (see also paragraph 4.3.3).
- 4.3.7. A thesis must be presented for examination in a final form in typescript or print and be bound in accordance with the instructions issued by the Academic Registrar of the University.
- 4.3.8. After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the Academic Registrar of the University, for lodging in the College/Institute/School of Advanced Study and University libraries, two copies of their theses, one hard-bound and one soft-bound, in accordance with the said instructions, if the copies of the theses submitted for examination did not conform with this specification.
- 4.3.9. Every candidate is required to present a short abstract of his/her thesis of not more than 300 words and bound with each copy of the thesis submitted to the University. One additional loose copy of the abstract must also be provided (see paragraph 5.4 below).

Entry to Examination and Submission of Thesis

- A College shall submit a completed entry form for each of its candidates to the Academic Registrar of the University (see also 5.1. paragraph 5.3 below).
- 5.2 A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry.
- The entry form may not be submitted to the University earlier than six months before the completion of the prescribed course 5.3. and must be submitted at least four months before the submission of the thesis.
- 5.4. A candidate is required to submit with his/her entry form a short description of the content of the thesis in about 300 words to assist in the appointment of suitable examiners (see also paragraph 4.3.9 above).
- 5.5. If the candidate has not submitted his/her thesis for examination within 18 months (or such shorter period as shall be stipulated by the College) from the submission of the entry form for the examination, the entry will be cancelled unless for special reasons the candidate's College requests otherwise.
- 5.6. A candidate will be required to submit two copies of his/her thesis either typewritten or printed in accordance with instructions obtainable from the Academic Registrar (see paragraph 4.3.7 above). A candidate may be required to provide a third copy of his/her thesis if a third examiner is appointed at any stage in the examination process.
- 5.7. A candidate for the MPhil or PhD degree is required to bring to the oral examination a copy of his/her thesis paginated in the same way as the copies submitted to the University.

Availability of Theses 6.

- It is a requirement for the award of the degree that one copy of a successful thesis is placed in the library of the candidate's College and one copy in the University of London Library or the appropriate library of the School of Advanced Study². The College copy shall be the archival copy and shall be in hard-bound form.
- 6.2. Subject to paragraph 6.3 below, candidates for the MPhil and PhD degrees will at the time of entry to the examination be required to sign a declaration in the following terms: (a) I authorise that the thesis presented by me in [year] for examination for the MPhil/PhD degree of the University of London shall, if a degree is awarded, be deposited in the library of the appropriate College and in the University of London Library and that, subject to the conditions set out in paragraph 6.2(d) below, my thesis be made available for public reference, inter-library loan and copying. (b) I authorise the College or University authorities as appropriate to supply a copy of the abstract of my thesis for inclusion in any published list of theses offered for higher degrees in British universities or in any supplement thereto, or for consultation in any central file of abstracts of such theses.
 - (a) I authorise the College and the University of London Libraries or their designated agents to make a microform or digital copy of my thesis for the purposes of inter-library loan and the supply of copies.
 - (b) I understand that before my thesis is made available for public reference, inter-library loan and copying, the following statement will have been included at the beginning of my thesis: The copyright of this thesis rests with the author and no quotation from it or information derived from it may be
 - published without the prior written consent of the author. I authorise the College and/or the University of London to make a microform or digital copy of my thesis in due course
 - (c) as the archival copy for permanent retention in substitution for the original copy. (d)
 - I warrant that this authorisation does not, to the best of my belief, infringe the rights of any third party.
- I understand that in the event of my thesis not being approved by the examiners, this declaration will become void. 6.3. A candidate may apply to his/her College for restriction of access, for a period not exceeding two years, to his/her thesis and/or the abstract of the thesis on the grounds of commercial exploitation or patenting or in very exceptional circumstances and in accordance with the procedure adopted by the College for consideration of such applications

Conduct of Examinations

- 7.1 General
 - 7.1.1. Examiners will be appointed for each candidate in accordance with the Instructions for the Appointment of Examiners for the Degrees of MPhil and PhD for Internal and External Students, which are available from the Academic Registrar of the College or of the University (attached as an Annex to these Regulations).
 - 7.1.2. All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a candidate's thesis until such time as any restrictions on access to the thesis, which have been granted by a College, are removed.
 - 7.1.3. The examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held - see paragraphs 7.3.3(c)/(d) and 7.5.3(c)/(d) below). Copies of the preliminary reports should be submitted to the Academic Registrar of the University together with the joint report. The preliminary reports will not normally be released to candidates but will be made available to the members of an appellate committee in the case of an appeal against the result of the examination for consideration at an appellate committee hearing. In such an event the preliminary reports will also be provided to the candidate. After any oral examination, a joint final report shall be prepared for submission to the University. The joint final report will be released

provided that where, in the opinion of the College of registration, the thesis includes material that is of significance for national security, arrangements may be made, with the agreement of the graduate concerned, so that the copies of the thesis placed in the public domain may have certain parts excised from them; in such cases the copies of the thesis placed in the public domain shall include an accompanying statement indicating by whom and at what location the full thesis on which the award was made may be consulted.

registered.

- 7.1.4. Each joint final report of the examiners shall indicate whether the thesis meets the requirements specified in paragraph 4.1 or 4.2 as appropriate and shall include a reasoned statement of the examiners' judgment of the candidate's performance. 7.1.5. Examiners have the right to make comments in confidence to the University in a separate report. Such comments should not

- 7.1.6. The supervisor shall be invited, unless the candidate indicates otherwise on his/her entry form, to attend the oral examination of his/her MPhil or PhD candidate as an observer. The supervisor does not have the right to participate in the examination of the candidate but may contribute if invited to do so by the examiners. Otherwise the oral examination shall be held in private. 7.1.7. The oral examination must normally be conducted in London. The University may, however, exceptionally agree that the examination be conducted elsewhere if there are circumstances which make this expedient.

7.2. Method of Examination for the PhD degree

7.3. Conduct of PhD Examination

- 7.3.1. Except as provided in paragraphs 7.3.3.(c) and 7.3.3.(d) the examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.
- 7.3.2. Candidates are required to present themselves for oral, practical or written examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis, as stated in paragraph 5.7 above.
- 7.3.3. There are seven options open to examiners in determining the result of the examination as follows: (a) if the thesis fulfils the criteria (set out in paragraph 4.1.2 above) and the candidate satisfies the examiners in all other parts of the examination, the examiners will report that the candidate has satisfied them in the examination for the PhD
 - degree
 - (b) if the thesis otherwise fulfils the criteria but requires minor amendments and if the candidate satisfies the examiners in all other parts of the examination, the examiners may require the candidate to make within three months amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
 - (c) if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 18 months. 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/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.
 - if the thesis satisfies the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 7.3.1, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 18 months. The examiners may at their discretion exempt the candidate from taking a further oral examination.
 - if the thesis satisfies the criteria for the degree, 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, and submit to a further oral examination within a period specified by them and not exceeding 18 months.
 - (f) if, after completion of the examination including the oral examination or re-examination for the PhD degree, the examiners determine that a candidate has not reached the standard required for the award of the degree nor for the representation of the thesis in a revised form for that degree, they shall consider whether the thesis does or might be able to satisfy the criteria for the award of the MPhil degree. If they so decide, the examiners shall submit a report which demonstrates either (a) how the criteria for the MPhil degree are satisfied, or (b) what action would need to be taken in order for these criteria to be satisfied³. Thereafter the following conditions and procedures will apply:

Either

- the candidate will be informed that he/she has been unsuccessful at the examination for the PhD degree, but that (i) his/her examiners have indicated that he/she has reached the standard required for the award of the MPhil degree or with minor amendments to his/her thesis he/she will satisfy the criteria for the degree, and that he/she may be considered for the award of the MPhil degree if he/she indicates within two months that he/she wishes to be so considered. Any minor amendments required shall be made within three months and the amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
- (ii) a candidate who indicates that he/she wishes to be considered for the award of the MPhil degree under this Regulation will not be required to submit the thesis, as may be required under the Regulations for the MPhil degree or to undergo an oral examination thereon, but will be required to fulfil the requirements for the MPhil examination in all other respects including (if applicable) the passing, at the next following occasion on which they are held, of any required written papers for the MPhil degree in Philosophy. In the latter case, the candidate will be informed that he/she must satisfy the examiners in the prescribed written papers and that if he/she fails re-entry will be governed by the Regulations for the MPhil degree in Philosophy insofar as they are applicable.
- a candidate who has reached the standard for the award of the MPhil degree who does not indicate that he/she wishes (iiii) to be considered for the award of that degree within the period given in paragraph (i) above will be informed that he/she has failed to satisfy the examiners for the PhD degree and that he/she may no longer be considered for the award of the MPhil degree.
- (iv) if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to enter the examination for the MPhil degree and re-present his/her thesis in a revised form within 12 months. The examiners may at their discretion exempt from a further oral examination, on representation of his/her thesis, a candidate who under these regulations has been permitted to re-present it in a revised form

In reporting they shall have regard to the different normal maximum lengths of the thesis for the PhD and MPhil degrees but shall have discretion to waive the thesis length for the MPhil degree if appropriate

routinely to candidates for their personal information. It will also be sent to the Head of the College at which the student was

- normally be concerned with the performance of the candidate but may cover, for example, matters which they wish to draw to the attention of the candidate's College or of the University.
- 7.1.8. The examiners may, at their discretion, consult the supervisor before completing their report, particularly if they have doubts relating to the appropriate decision to be made.

7.2.1. Candidates for the PhD degree must submit a thesis and be examined orally, save as prescribed otherwise in section 7.3 below.

- The examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not. (q) however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.
- 7.3.4. If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Senate, who shall determine the action to be taken.
- 7.3.5. A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination. A candidate may however apply to a College to register for another course of study leading to the submission of a thesis on a different topic.
- 7.4. Method of Examination for the MPhil degree
 - 7.4.1. Candidates for the MPhil degree must submit a thesis and be examined orally, save as prescribed otherwise in section 7.5 helow

7.5. Conduct of MPhil Examination

- 7.5.1. Candidates are required to present themselves for oral, written and/or practical examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis, as stated in paragraph 5.7 above.
- 7.5.2. Except as provided in paragraphs 7.5.3.(c) and 7.5.3.(d) the examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.
- 7.5.3. There are six options open to examiners in determining the result of the examination as follows:
 - (a) if the thesis fulfils the criteria (set out in paragraph 4.2.2 above) and the candidate satisfies the examiners in all other parts of the examination, the examiners will report that the candidate has satisfied them in the examination for the degree of MPhil.
 - (b) if the thesis otherwise fulfils the criteria but requires minor amendments and if the candidate satisfies the examiners in all other parts of the examination, the examiners may require the candidate to make within three months amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
 - if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that (c) the candidate be permitted to re-present his/her thesis in a revised form within 12 months. 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/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.
 - (d) if the thesis fulfils the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 7.5.2, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 12 months. The examiners may at their discretion exempt the candidate from taking a further oral examination.
 - (e) if the thesis fulfils the criteria 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, and submit to a further oral examination within a period specified by them and not exceeding 12 months.
 - (f) the examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination
- 7.5.4. If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Senate, who shall determine the action to the taken
- 7.5.5. A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination. A candidate may however apply to a College to register for another course of study leading to the submission of a thesis on a different topic

Notification of Results of MPhil and PhD Examinations 8

- After the examiners have reached a decision, the candidate shall be notified by the Academic Registrar of the University of 8.1 the result of his/her examination. The degree shall not be awarded until two copies of the successful thesis, bound in the appropriate formats, have been lodged with the Academic Registrar of the University (see paragraph 4.3.8).
- A diploma under the seal of the University shall be subsequently delivered to each candidate who has been awarded a 8.2 dearee.
- 8.3. The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of the College at the date of issue.

General

- 9.1. Communications sent from the University to an individual student must be regarded as applying to that student only.
- 9.2. Except insofar as paragraph 4.3.3. applies, the work in the thesis submitted by the candidate must be his/her own and submission of a thesis for examination for the MPhil or PhD degree will be regarded as a declaration of this fact.
- 9.3. All work submitted as part of the requirements for any examination of the University of London must be expressed in the candidate's own words and incorporate his/her own ideas and judgments. Plagiarism is the presentation of another person's thoughts or words as though they were the candidate's own and is an examination offence. Direct quotations from the published or unpublished work of another must always be clearly identified as such by being placed inside quotation marks. and a full reference to their source must be provided in the proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism as much as does a single unacknowledged long quotation from a single source. Equally, if another person's ideas or judgments are summarised, the candidate must refer to that person in his/her text, and include the work to which reference is made in the bibliography.
- Allegations of plagiarism will be considered under the Regulations for Proceedings in respect of Examination Offences by 9.4. Candidates for University Awards, as will any other allegations of examination misconduct, including, but not limited to:
 - 9.4.1. deliberate attempts to represent falsely or unfairly the ideas or work of others;
 - 9.4.2. the invention or fabrication of data;
 - 9.4.3. the submission of work commissioned from another person.
 - The Regulations for Proceedings in respect of Examination Offences by Candidates for University Awards are available from the Academic Registrar of the University.
- 9.5. If a candidate has entered the examination for the MPhil or PhD degree, but the authorities of a College, or of a Central Activity, or of the University Library, or the University Accountant notify the Academic Registrar of the University that he/she has not settled with them or made acceptable arrangements to settle any account outstanding, no report will be made on the result of the examination until the same authority certifies that payment has been made in full.
- 9.6. The University has approved a Procedure for Consideration of Appeals by Candidates for Research Degrees, which is

available from the Academic Registrar of the University. An application under the Procedure must be made within two months of notification of the result of the examination to the candidate

Introduction

- practice.
- 2. on request.

Preamble

The establishment of a harmonious relationship between a research student and his or her supervisor is of utmost importance to both people. Such harmony can only be established and maintained if both participants understand each other's concerns, treat each other with courtesy and are agreed on what constitutes the code and conventions on which such courtesy should be based. The job of supervision is not a chore. It is a way in which supervisors improve their own understanding of the field in which they are

For a research student, the supervisor's advice is essential both to guide the student past the traps, morasses and pitfalls which lie in wait everywhere for the inexperienced researcher, and to provide advice and moral support in those periods of self doubt and frustration which affect all but the most brilliant or the most insensitive of researchers in their first venture into the uncertain lands of original research. The work a student does for a research degree is an exercise in intellectual exploration and development within which training in research techniques takes place. These techniques are designed to tackle new material, develop new ideas or test out new research methods. The training can only be effective if the student is tackling some issue or question no-one has successfully tackled before. There can be no exercise in learning research techniques if the student is simply to traverse ground already explored, simply following in already well-trodden paths. If the answers are already known, the process by which the student learns to frame his or her new questions is just

make-believe

A student's first venture into original research is for the student a learning experience of the utmost importance. To the supervisor it may represent only the filling in of a small but missing part of a large jigsaw. The student knows of nothing in his or her academic career which is of comparable importance - to the student.

research student

Obligations and responsibilities of research students

- should be defined by the supervisor or department at the outset.
- 6. Students should submit written work regularly to their supervisors.
- 8

- Exceptionally an application may be made for restriction of access for a maximum of two years.
- access, should, in the first instance, be taken up by the student with the supervisor at the time.
- who will attempt to resolve the problem.
- - 16 Services Centre on an annual basis.

Obligations and responsibilities of supervisors

- supervision session.

CODE OF PRACTICE FOR RESEARCH STUDENTS AND THEIR SUPERVISORS

Please note, for the purpose of this document, reference to 'Departments' includes Institutes and to 'Conveners' includes Directors of Institutes.

1. This code of practice sets out the minimum required of MPhil/PhD students (hereafter referred to as 'students'), their supervisors and departments. It may be supplemented by separate departmental or institute codes and guidelines covering specific departmental

Regulations governing the registration, attendance and examination of students are published annually in the School Calendar. Students and their supervisors should acquaint themselves with these regulations. Different regulations are in force for students who commenced their registration before October 1989 and before October 1993. Information on these is supplied to the students affected

The University of London regulations for the degrees of MPhil and PhD define the requirements of the MPhil and PhD thesis and these are published annually in the Graduate Handbook.

4. The School's requirements on attendance and registration are published annually in the Graduate Handbook.

working and widen their knowledge of it far beyond the limits they could hope to attain by their own research.

What has to be understood is that when a supervisor accepts a student, whatever the formal rules may be, both have entered into an implied moral contract which lasts until one of the three, supervisor, student or research undertaking, expires.

There is some watch kept by the School and the departmental Convener or institute director on the relationship between student and supervisor. If this relationship breaks down there are procedures by which it can be repaired, if repair is possible, or a substitute found, if that is possible. To prevent such breakdown happening, there should be understanding, from the inception of the relationship, of the conventions by which it is to operate. What follows is an attempt to spell out these conventions for the benefit both of the supervisor and the

5. By the end of the first year (the first eighteen months in the case of part-time students) (subject to specific, published departmental practices which may, because of the nature of the subject, vary from this model) the student should have defined the area of research, become acquainted with the background knowledge required, including research skills, completed a literature review and have a framework for the future progress of the research with a timetable for the next two or three years (three or four years in the case of part-time students). The student should have produced a substantial amount of written work, even if only in draft form. 'Substantial'

Students should take note of the guidance and feedback from their supervisors.

Students should produce all material in typed or word-processed form.

Students should, as a matter of courtesy, inform their supervisor of other people with whom their work is being discussed.

10. Students wishing to issue questionnaires must first secure their supervisor's approval, and, if they wish to use the School's address for this purpose, the text of any communication must be approved by the supervisor before it is sent.

11. Students should not base their research on confidential material which would thereby make the thesis inaccessible. Under University Regulations, theses should be available for teaching and study purposes and be based on evidence that can be checked.

12. It is the student's responsibility to seek out the supervisor: any serious problems a student has with the supervisor, including those of

13. If a student cannot resolve these problems with his or her supervisor an approach might then be made by the student to the

department's Doctoral Programme Director, the Convener of the Department or the Director of the Institute.

If a student cannot resolve serious problems within the Department or Institute he/she should approach the Dean of Graduate Studies

15. Students are obliged to complete and return the Dean's Questionnaire for Research Students by the stipulated deadline. Students are obliged to complete and forward to their supervisor the Progress Monitoring Form, which is sent to them by the Student

17. The supervisor should have knowledge of a student's subject area and/or theoretical approach to be applied.

18. There should be regular meetings between student and supervisor. Full-time students have the right to see their supervisor at least three times a term in the first year and twice a term thereafter. Part-time students have the right to see their supervisor at least twice a term in the first year and once a term thereafter. It is usually advisable to arrange the time of the next meeting at the end of each

Supervision sessions will naturally vary in length but on average they should last for at least one hour. It is desirable that they should be largely uninterrupted by telephone calls, personal callers or departmental business.

20. A student should be given some response on written work, either orally or in writing, within one month of it being given to the supervisor. If, because the written work is very long or because of other pressing demands on time, it is unlikely that the supervisor will be able to respond to the student's work within the month, the supervisor should indicate this to the student and give a time when a response will be made.

21. If the student has an urgent problem the supervisor should deal with the matter over the telephone or arrange a meeting at short notice.

- 22. The supervisor should assist new students to plan their time and draw up a framework within which the research is to progress. The plan should mark out the stages which a student will be expected to have completed at various points in the research period. This framework is equally important for second and subsequent year students, but the responsibility is on students to have their own programme of topics that they would like to discuss with the supervisor. The supervisor should be aware of the requirement of some funding bodies that continuation of funding past the first year can be contingent upon a successful upgrade from MPhil to PhD and should help students with such awards to plan their work accordingly.23. For continuing students the supervisor should advise whether the research can feasibly be completed in the recommended period and
- whether a more realistic project should be attempted.
- 24. Research students are normally eligible to attend any course of lectures run by the School or the University (there are some exceptions in the case of self-financing institutes or other colleges of the University for which additional fees may be payable) supervisors should advise which courses may complement their field of research.
- 25. The supervisor and the department should be responsible for introducing the student to the wider research community within LSE and outside the School. The supervisor should take an active part in introducing the student to meetings of learned societies, seminars and workshops and to other research workers in the field. The supervisor should give advice on publication and put the student in touch with publishers where appropriate.
- 26. The supervisor is responsible for nominating the external and internal examiner for a student's viva and, subject to the decision of the relevant Subject Area Board of the University of London, for arranging a mutually convenient date between the two examiners and the student for the viva. There should be no unreasonable delay in examining a thesis once it has been submitted to the University. Three months is a reasonable maximum in most circumstances (see paragraph 54).

Responsibilities of the Convener and Doctoral Programme Director

- 27. The Convener is responsible for ensuring that a member of staff is appointed as Doctoral Programme Director for the department.
- 28. The Doctoral Programme Director has the following specific responsibilities:
 - (a) ensuring the induction of new research students
 - (b) allocation, change and training of supervisors
 - (c) ensuring that progress monitoring procedures for all research students are properly carried out
 - (d) monitoring submission rates in the department
 - (e) developing appropriate research training
- (f) acting as an advocate for research students in the department
- 29. The Doctoral Programme Director should ensure the following:
- (a) that no student is allocated to a supervisor who has an insufficient knowledge of the student's area of research and/or theoretical approach to be applied.
- (b) that all research students have supervisors who are current members of academic staff of the School. Members of staff on sabbatical or other leave and retired members of staff may not act as the lead supervisor for a research student; every research student should be entitled to supervision from a full-time member of the academic staff. If staff who are on leave or who retire wish to retain their supervisory responsibilities the Doctoral Programme Director must ensure that the student has, in addition, a supervisor from the full-time academic staff of the School.
- (c) that teachers should not have sole supervisory responsibility for research students until they have passed their departmental review. (d) that no supervisor is overloaded with supervisory responsibilities. The recommended maximum number of registered research students per supervisor is eight.
- (e) that supervisors have the training and support they require to undertake effective supervision. This support might include recommending a supervisor to attend various training courses, conferences and seminars; teaching relief; and adjustment of other departmental responsibilities to take account of the supervisory load. The appraisal system might be used to identify training needs but the Doctoral Programme Director should also consider reviewing supervisors' responsibilities on an annual basis.
- 30. In cases where a supervisor is criticised for poor supervision the Convener should discuss the complaint with the supervisor and, where appropriate, either recommend training or, if necessary, give other duties instead of supervision.
- 31. In cases where the supervisor being criticised is also the Convener, the Chairman of the Graduate Studies Subcommittee will have the responsibilities set out in paragraph 30.

Research training and support

- 32. All students are recommended to acquire keyboard and, where necessary, computer skills. If a student does not have these skills before registration Information Technology Services should be asked to advise on suitable training.
- 33 All students should have training in appropriate research methods.
- 34. Each department should establish, where appropriate, a collective research training programme for its students.
- 35. Each department should, where appropriate, arrange regular seminars for students which all students will normally be expected to attend and participate in on a regular basis. In the first year of a student's study these might concentrate on research methods. In subsequent years of study seminars should allow the opportunity for students to present and discuss their own work.

Departmental procedures

Allocation and change of supervisor

- 36. Supervisors are normally assigned to students at the time an offer of admission is made. Every student should be entitled to supervision from a full-time member of the academic staff of the School (see also paragraph 29b).
- 37. The School cannot guarantee that students will be able to work with any particular teacher they want, or that they will have the same supervisor throughout their period of study at the School. Nor can the School guarantee to provide supervision for a student whose thesis topic has gone beyond the subject area on which the student was admitted to the School.
- 38. If the initial allocation of supervisor turns out to be inappropriate, a change of supervisor may be effected through the Doctoral Programme Director or Convener on the initiative of the student or supervisor, preferably, but not exclusively, in the first year.

Progress reviews

- 39. Each department should communicate in writing to all its students what expectations it has for students' progress; the specific departmental review procedure; and the timetable for upgrading to PhD where appropriate.
- 40. A student's progress should be the subject of a major review by the department or institute sometime in the first fifteen months of registration for full-time students and by the end of the second year for part-time students.
- 41. This review must involve at least one member of the academic staff other than the supervisor. Progress will be reviewed on the basis of the literature review or another substantial area of the research. The reviewers must have the opportunity of reading this work in good time before the review meeting.

July each year, the names of those students who may not re-register

Procedure for upgrading to PhD

40) or by the end of the second year of registration.

Appeal

- 46. Within three months of the decision not to allow registration or three months of the final decision not to upgrade to PhD (see

- from the hearing of the appeal.

Procedures for completion (defined as submission of thesis)

- point of submission should also be established at this stage.

Referral

supervision

Formal channels of communication between research students and staff

- their supervisors.
- 59. Each department should appoint a Doctoral Programme Director (see paragraph 28).

Revised June 2002

42. Each department or institute should inform the Student Services Centre, on the basis of a pre-circulated form, no later than the end of

43. It is the normal expectation that the decision to upgrade a student to PhD will be made either at the first major review (see paragraph

44. If a student is not upgraded the case should be reviewed at the end of a further six months for a final decision.

45. If, as part of the progress review or upgrading review, a decision is made not to allow re-registration or upgrade to PhD, the department or institute must inform the student in writing of its decision and the reasons for that decision.

paragraph 44) a student may appeal against the decision to the Academic Registrar. The student should prepare a written statement of the grounds for the appeal which may be procedural or substantive. In the first instance, this statement should be submitted to the Academic Registrar who will ask the Dean of Graduate Studies to determine whether there is a prima facie case. If the Dean determines that there is no prima facie case, the student will be notified by the Academic Registrar in writing.

47. Where the Dean determines that there is a prima facie case, the Academic Registrar will convene an Appeal Panel comprising the Chair of the Graduate Studies Subcommittee and two members of the Committee chosen by lot. If the student belongs to the Chair's Department, the Chair will nominate another member of the Committee as a substitute.

48. Where the Dean has determined that there is no prima facie case, the student must inform the Academic Registrar in writing within fourteen days if he or she wishes to pursue the appeal. If the student wishes to pursue the appeal, a Panel will be convened as above. 49. The student's original statement and the Dean's determination will be available to the Panel. The student will be free at this stage to introduce grounds additional to those contained in the original statement. The Panel will take evidence from all relevant parties in the presence of all the parties. The Dean may give evidence to the Panel, but will not take part in its deliberations.

50. The decision of the Panel will be final, and will be communicated in writing to the student and to the Department within seven days

51. If an appeal against re-registration is unsuccessful the student will not be allowed to re-register at any time for the same MPhil/PhD project. Registration for a new topic will be subject to the normal admissions procedures.

52. If an appeal against upgrade is unsuccessful the student may only submit his or her thesis for the MPhil.

53. After the formal review of a student's progress by the end of the third year (by the end of the fourth year for part-time students) the review panel should consider when the student might be ready to submit the thesis. It is advisable to begin planning for completion at least a year before the proposed date of submission. The supervisor should agree a timetable for completion which should include ensuring the thesis title is approved and the examination entry made. A series of meetings between supervisor and student to the

54. The procedures for examination entry are published annually in the Graduate Handbook.

55. A student is eligible to submit a thesis for examination after the minimum registration period has been met. It is advisable to secure the supervisor's advice on the timing of submission but the supervisor's approval does not form part of the examination entry procedure. The supervisor's approval does not constitute any guarantee that the submission of a thesis will result in the award of a degree.

56. In cases where a thesis is referred for re-presentation in revised form the Doctoral Programme Director should be apprised of the situation and the student invited to discuss his or her position with the Doctoral Programme Director and supervisor. Provided the student has registered, or is willing to re-register, the supervisor should continue supervision until the thesis is re-presented unless there are difficulties between supervisor and student, in which case the Doctoral Programme Director should arrange alternative

57. Each department or institute should make provision for a Staff-Research Student Committee (unless the department/sub-department is small enough to enable informal and formal meetings between staff and students to take place with ease) and facilitate the establishment of a forum in which research students might meet each other informally.

58. The staff-student committee should meet at least once a term to discuss issues of relevance and interest to research students and

EXAMINATIONS

This section applies to students on taught programmes. It applies to research students only in respect of assessment offences and the presentation ceremonies, or if they are subject to a qualifying examination.

If you are a registered candidate, you must sit all of your examinations at the School. The only exception is where a candidate is taking an intercollegiate course where the examination would normally be sat at the institution which delivered the teaching.

Examination Timetable

The provisional examinations timetable will be published by the end of the Lent term. Your personal examination timetable will be available via LSEforYou early in the Summer term. Examinations will take place in the Summer term and students are required to be in attendance at the School throughout the exam period and available until 2 July 2004.

Late Submission of Course Work

There are penalties for the late submission of course-work. See the Annex to the Regulations for MA and MSc degrees and the Regulations for Diplomas.

Examination Entry

The course choices you make at the start of the session will constitute your examination entry.

Qualifying Examinations

If your continued registration is subject to any qualifying examination(s) you should ask your supervisor as early as possible what you are required to do.

Student Services Centre by week 3 of the Lent term.

Deferring Examinations

Deferral is only granted in exceptional circumstances

Deferment is not a right. School regulations normally require candidates to sit all examinations in the academic session in which the courses were first studied. If you wish to defer an examination, you will need to obtain the permission of your supervisor, the Chair of the relevant board of examiners and the Chair of the Graduate Studies Subcommittee. You should note that permission to defer is only given in exceptional circumstances. You should normally obtain this before the end of the first week of the Summer term.

Illness and Examinations

Before examinations

If you are ill before your examinations and you think your illness may affect your examination performance, you can ask the Board of Examiners to take this into consideration. You must get a medical certificate confirming your illness and write formally to the board via the Student Services Centre, quoting your candidate number and your programme of study. Any information submitted after the meeting of the Board of Examiners cannot be taken into consideration.

During examinations

If you are taken ill (or involved in an accident) just before or during your examination, you must contact the Student Services Centre immediately to discuss your situation.

Special Exam Arrangements

Candidates with a long-term physical, medical and/or psychological condition may apply for special examination arrangements. Candidates should contact the Adviser to Students with Disabilities & Dyslexia in H417A as early as possible and no later than the end of Lent term. Special arrangements agreed in the past have included the use of aids, extra time, rest periods, special examination accommodation, etc. To apply for special examination arrangements, you will need medical certification and/or other supporting documentation.

Late applications for special arrangements will only be considered if you experience sudden injury or illness. Such applications should be made at the Student Services Centre.

Examinations Overseas

Unregistered re-sit candidates may apply to sit examinations overseas at an approved overseas centre by writing to the Student Services Centre by 1 March 2004. Registered candidates can only sit examinations overseas if they have obtained exceptional permission from the Chair of Graduate Studies Subcommittee.

In order that the School can make such arrangements, you should submit the appropriate completed form available from the

You must submit medical information and details of extenuating circumstances within seven days of your last examination.

Please discuss your needs as early as possible with the Adviser to Students with Disabilities & Dyslexia.

If satisfactory arrangements cannot be made overseas examinations will have to be taken at the School

It is your responsibility to find a suitable location to sit your examination(s). Please note, where satisfactory arrangements cannot be made at an overseas location, candidates will be required to sit their examinations at the School.

Fee: The overseas examination fee is £150, payable by all candidates allowed to take examinations overseas in addition to any re-sit fee. Late applications may be subject to an additional fee.

Assessment Offences

Examination (including assessed course work) offences are defined by the School's Regulations on Assessment Offences in Taught Degree and Diploma Courses.

Cheating

Cheating is an attempt to deceive the examiners and is an offence. It includes but is not limited to:

- the use of books, notes, instruments, computer files or other materials or aids in the examination room that are not expressly permitted;
- assistance or the communication of information by one candidate to another in an examination room or where not
 permitted by the examiners;
- copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners.

Plagiarism

Plagiarism is the submission of work submitted by you for assessment which does not acknowledge the words and/or ideas of another person(s), whether published or not. Any quotation from the published or unpublished works of another person(s), including another candidate(s), must be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in the proper format. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as does a single unacknowledged long quotation from a single source.

Results

Shortly after the Board of Examiners for your programme has met, a pass list will be published on the noticeboards on the Ground Floor of the Old Building. Your detailed results will be sent to your permanent home address as it appears in LSEforYou. The Student Services Centre cannot give out examination results.

Examination Re-sits

You are allowed up to two entries only for each examination paper. If you have passed an examination, you will not be allowed to re-sit it unless required by the degree regulations.

Re-sits and re-registration

You are not required to re-register at the School to re-sit your examinations; if, however, you decide to do so you must first get the written permission of your programme convener and then consult the Student Services Centre. Fees for teaching will be charged at the normal rate for the session.

You are normally required to re-sit the paper for the failed course. Exceptionally, however, you may apply to sit a paper for a different course if allowed for in your degree programme regulations and if you follow the teaching for that course. You should first discuss this with your supervisor, whose permission will be required.

Re-sit out of registration

All unregistered re-sit candidates are required to complete a request to re-enter examinations form.. You will also have to pay a re-sit fee of £60 per full unit paper and £35 per half unit paper. The fee of £60 is also to be paid if you have to re-submit your dissertation. There is also an additional £150 for those allowed to sit overseas.

Student Progress Panel

The Student Progress Panel considers applications from students who wish to proceed to the next stage of study despite not having met the progression rules specified for their degree. It also considers applications for repeat registration.

Progression rules

Every degree programmes has rules about progression. Students who fail to meet these rules will not normally be allowed to proceed to the next year of study for their degree programme. They may, however, re-sit examinations at the first available opportunity as an unregistered student.

Procedure

Send applications and supporting statements to the Student Services Centre as early as possible.

If you have failed to meet the progression rules for your degree, you will need to complete an application form for registration in the next session. You may also submit a formal statement to the Student Progress Panel to explain the reasons for poor performance (eg health, domestic or personal difficulties encountered during the session). The Panel is unlikely to grant progression with an additional course load unless a strong case has been made, including some indication that any significant problems have been resolved. The Panel takes into account the views of your supervisor and, if relevant, medical or other documented evidence submitted.

Presentation Ceremonies

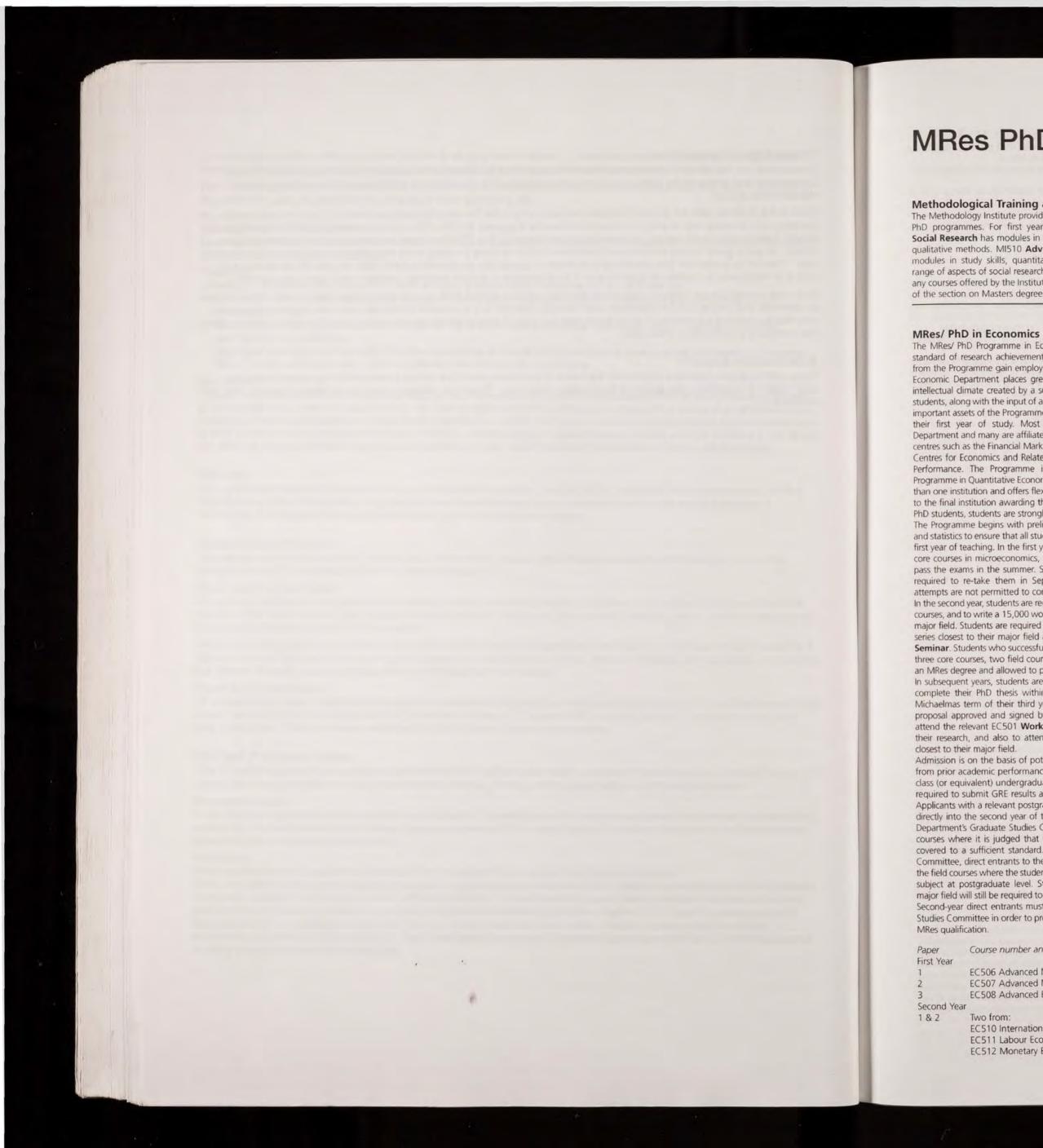
Ceremonies are held at which those to be awarded a degree are presented to the Director by their departments. Official photographs and videos of the ceremony are available for sale, and receptions are held for students and their guests in departmental groups.

Early in the Summer term for 9-month programmes and early in the following Michaelmas term for 12-month programmes, an invitation and booking form is sent to the term address (as it appears in LSEforYou) of all students expected to be eligible to attend. Each student is allowed to purchase two guest tickets (£15 in 2003) and may request to purchase additional guest tickets. As extra guest tickets are only made available if there is room, booking forms should be returned by the advertised date. There is no guarantee that late-booking students or guests can be accommodated (NB: refunds will be issued where notice of withdrawal is received in good time or if for any reason a student becomes unable to take part in a ceremony).

If you are enrolled on an 9-month programme and have chosen options from a 12-month programme where the full schedule of examinations means that the examiners will not meet until later in the summer (whenever your examination takes place), your results may not be confirmed at the same time as those of other students on your programme. You might have to attend the ceremony in 2005 rather than 2004.

Examination Appeals

If you wish to appeal against a decision of the board of examiners where the School is responsible for administering the examination in question, please refer to the relevant regulations. There is no appeal against the academic judgement of the examiners.



MRes PhD Programme Regulations

Methodological Training and Study Skills

The Methodology Institute provides a number of courses for research track PhD programmes. For first year PhD students MI450 Foundations of Social Research has modules in quantitative analysis, research design and qualitative methods. MI510 Advanced Social Research Methods offers modules in study skills, quantitative analysis and specialist options in a range of aspects of social research. All PhD students are welcome to attend any courses offered by the Institute, details of which are in the relevant part of the section on Masters degrees above.

The MRes/ PhD Programme in Economics aims at the highest international standard of research achievement and professional competence. Graduates from the Programme gain employment in all areas requiring economists. The Economic Department places great emphasis on the PhD Programme; the intellectual climate created by a substantial number of able and enthusiastic students, along with the input of an encouraging and skilled staff are the most important assets of the Programme. Students are assigned a supervisor during their first year of study. Most students do some teaching within the Department and many are affiliated to one of the economics-related research centres such as the Financial Markets Group, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance. The Programme is affiliated with the European Doctoral Programme in Quantitative Economics, which allows students to study at more than one institution and offers flexibility, subject to individual requirements, as to the final institution awarding the degree. Whilst there is some funding for PhD students, students are strongly encouraged to seek scholarships.

The Programme begins with preliminary September courses in mathematics and statistics to ensure that all students have the essential background for the first year of teaching. In the first year, students are required to take advanced core courses in microeconomics, macroeconomics and econometrics and to pass the exams in the summer. Students who do not pass these exams are required to re-take them in September, any who fail a subject at both attempts are not permitted to continue on the Programme.

In the second year, students are required to attend and pass exams in two filed courses, and to write a 15,000 word research paper related to their designated major field. Students are required to attend the weekly Departmental seminar series closest to their major field and the relevant EC501 Work in Progress Seminar. Students who successfully complete two years of study and pass the three core courses, two field courses and the research paper will be awarded an MRes degree and allowed to proceed to the PhD.

In subsequent years, students are expected to work on their research and to complete their PhD thesis within a further two years. By the end of the Michaelmas term of their third year students must have a detailed research proposal approved and signed by their supervisor. Students are required to attend the relevant EC501 Work in Progress Seminar, where they present their research, and also to attend the weekly Departmental seminar series

Admission is on the basis of potential as an economist. Potential is judged from prior academic performance - the minimum requirement being a first class (or equivalent) undergraduate degree in economics. All applicants are required to submit GRE results and academic references.

Applicants with a relevant postgraduate qualification in economics may enter directly into the second year of the Programme but may be required by the Department's Graduate Studies Committee to take any of the first year core courses where it is judged that the subject matter has not previously been covered to a sufficient standard. At the discretion of the Graduate Studies Committee, direct entrants to the second year may be given credit for one of the field courses where the student is considered to have performed well in the subject at postgraduate level. Students granted credit for their designated major field will still be required to write the EC599 research paper in that field. Second-year direct entrants must pass all courses indicated by the Graduate Studies Committee in order to proceed to the PhD, but are not eligible for the

Course number and title

EC506 Advanced Microeconomics

EC507 Advanced Macroeconomics

EC508 Advanced Econometrics

Two from:

EC510 International Economics for Research Students

EC511 Labour Economics for Research Students

EC512 Monetary Economics for Research Students

	EC513 Public Economics for Research Students
	EC514 Economics of Industry for Research Students
	EC515 Development and Growth for Research Students
	EC516 Game Theory for Research Students
	or EC517 Advanced Economic Theory for Research Students
	EC518 Advanced Econometric Theory for Research Students
	AC502 Topics in Financial Markets or AC503 Advanced
	Topics in Corporate Finance and Intermediation
3	EC599 Research Paper in Economics
4	EC501 Work in Progress Seminars
	In addition, students will be required to attend the weekly
	Departmental seminar series closest to their major field.
Subseq	uent Years
1	EC501 Work in Progress Seminars
	In addition, students will be required to attend the weekly

Departmental seminar series closest to their major field.

MRes/ PhD in Political Science

The programme is divided into two parts: 1. Taught courses examined by unseen written examination, leading to the MRes in Political Science (one year of courses for students with a Masters' degree and two years for students without a Masters' degree). Students choose a 'Major' and 'Minor' specialisation from the Government Department's MSc programmes: Comparative Politics, European Politics and Policy, Public Policy,

and Political Theory. 2. Research and writing of a doctoral thesis.

The Programme also contains two 'tracks', Track 1 and Track 2 (as explained below).

Entry requirements and programme track

The entry requirement determines the track followed by successful applicants. For entry onto either track, candidates should have a good honours degree in political science or a CLOSELY related discipline. Track 1 students fulfil the entry requirements for a master's degree. Track 2 involves an exemption from the first year of taught courses and will only be recommended by the course convenors if, in their judgement, a student already has appropriate prior training in guantitative methods and has already completed an MA or MSc in Political Science. Upgrade to the PhD depends on successful completion of the MRes in either track. Applicants should also include an outline research proposal of approximately 2-4 pages in order to be considered for the programme.

Track 1

Entry to the programme without an appropriate MSc or MA in Political Science or if the candidate does not have prior quantitative methods of the required standard)

First Year of Track 1

A. First draft of the Research Prospectus, to be submitted on 1 September (not to exceed 10,000 words)

B. Six taught courses:

- Two 'foundation' courses:
- 1. GV505 Foundations of Political Inquiry (2nd term)

2. GV481 Public Choice and Public Policy I: Introduction (H) (1st term) Two 'skills' courses:

3. One of the following:

MI451 Quantitative Analysis (1st term) (compulsory if no prior statistics) MI452 Quantitative Analysis (1st term)

4. One the following:

MI452 Quantitative Analysis (2nd term) (compulsory if MI451 taken under 3) MI455 Quantitative Analysis (2nd term)

Another advanced-level course on statistics or econometrics taught elsewhere in the School (with the approval of the Programme Convenor) Two 'specialisation' courses:

5. One of the following - the 'core course' in the Major specialisation: GV467 Introduction to Comparative Politics (H) (1st term)

GV450 European Politics: Comparative Analysis (H) (1st term)

GV483 Public Management Theory and Doctrine (H) (1st term)

GV408 Contemporary Disputes about Justice (H) (1st term)

6. Any course taught in the second term listed in the MSc programme of the Major specialisation

2 MRes PhD Programme Regulations

Second Year of Track 1

A. Final version of the Research Prospectus, to be submitted on 1 September (not to exceed 10,000 words)

B. Five taught courses:

One 'skills' course:

1. A qualitative or quantitative methods course taught in either term in the Methodology Institute or elsewhere in the School, or a language course. Four 'specialisation' courses:

2. The core course listed under 'First Year - 5', from the Minor specialization. A course taught in either term listed in the MSc programme Major specialization.

4. A course taught in either term listed in the MSc programme Minor specialisation, which is not listed in the MSc programme of the Major specialization.

5. Any course taught in either term in the Government Department or elsewhere in the School (with the approval of the Programme Convenor). Attend the following non-examined workshops:

GV500 Doctoral Programme Seminar (1st term only)

2. One of the following Research Workshops (1st and 2nd terms):

GV501 Doctoral Workshop: Political Theory

GV502 Doctoral Workshop: European Politics and Policy

GV503 Political Philosophy Research Seminar

GV504 Doctoral Workshop: Political Economy and Institutional Analysis GV506 Doctoral Workshop: Comparative Politics

D. Attend the following non-examined professional training courses: Teaching Induction Course.

MI513 Drafting, Writing and Publishing a PhD Thesis (2nd term).

Third and Fourth Years of Track 1

Only applies if upgraded to PhD. Research and Writing Dissertation. The candidate is required to attend at least one of the PhD Research Workshops during the Third and Fourth Years (including Workshops attended in the previous year).

Track 2

Entry to the programme with an MSc or MA in Political Science, with appropriate prior methods training and with the approval of the programme convenors. The focus of the prior Masters degree is treated as the candidates' Major subject for the purposes of the MRes/ PhD in Political Science).

First Year of Track 2

A. The Research Prospectus, to be submitted on 1 September (not to exceed 10,000 words)

B. Five taught courses:

Two 'foundation' courses

1. GV505 Foundations of Political Inquiry (2nd term). 2. GV481 Public Choice and Public Policy I: Introduction (H) (1st term) (or any course listed in the MSc programme of the Minor or Major subject if GV481 or a similar course taken in the MSc/MA).

One 'skills' course:

3. One the following:

MI452 Quantitative Analysis (1st or 2nd term)

MI455 Quantitative Analysis (2nd term, Any methods course taught in the Methodology Institute or elsewhere in the school, if MI452 already taken.

Two 'specialisation' courses, or one 'specialisation' course and one 'skills' course

4. One of the following - the 'core course' in the Minor specialisation: GV467 Introduction to Comparative Politics (H) (1st term)

GV450 European Politics: Comparative Analysis (H) (1st term)

GV483 Public Management Theory and Doctrine (H) (1st term)

GV408 Contemporary Disputes about Justice (H) (1st term)

5. One of the following:

Any advanced methods course taught anywhere in the School.

Any course taught in either term listed in the MSc programme of the Major or Minor specialization.

Attend the following non-examined workshops:

GV500 Doctoral Programme Seminar (1st term only).

One of the following Research Workshops (1st and 2nd terms):

GV501 Doctoral Workshop: Political Theory

GV502 Doctoral Workshop: European Politics and Policy

GV503 Political Philosophy Research Seminar

GV504 Doctoral Workshop: Political Economy and Institutional Analysis

GV506 Doctoral Workshop: Comparative Politics

D. Attend the following non-examined professional training courses: Teaching Induction Course.

2. MI513 Drafting, Writing and Publishing a PhD Thesis (2nd term).

Second and Third Years of Track 2 Only applies if upgraded to PhD.

Research and Writing Dissertation. The candidate is required to attend at least one of the PhD Research Workshops during the Third and Fourth Years (including Workshops attended in the previous year).

Award of the MRes in Political Science

The MRes in Political Science will be awarded if all the examinations are passed, with an overall grade determined as follows:

a 'Pass' is awarded if the examinations are passed with an average mark of between 50 and 59:

a 'Merit' is awarded if the examinations are passed with an average mark of between 60 and 67; and

a 'Distinction' is awarded if EITHER (a) a mark of 70 is achieved in a majority of the examinations. OR (b) the examinations are passed with an average mark of 68 or more

Upgrade to PhD

Upgrade to PhD is dependent upon:

Award of the MRes with at least an average of the Merit grade, plus passes in all exams that are required. In the event that a candidate achieves an average of at least 60, but fails an individual exam, the candidate may in the discretion of the exam board be upgraded, with the expectation that the failed exam will be retaken and passed at the next opportunity. 2. Approval of the Research Prospectus by the Prospectus Approval

Committee The prospectus is defended in front of the Prospectus Approval Committee

(probably in early October). The Committee will be comprised of: (a) one of the student's two co-supervisors, (b) one of the PhD Programme Convenor, and (c) the External Examiner of the MRes degree.

Award of the PhD in Political Science

Award of the PhD is dependent upon: 1. Completion of a research monograph (maximum 75,000 words).

2. Successful defence of the Thesis according to the rules of the University of London.

MPhil PhD Programme Regulations

Methodological Training and Study Skills

The Methodology Institute provides a number of courses for research track PhD programmes. For first year PhD students MI450 Foundations of Social Research has modules in quantitative analysis research design and qualitative methods. MI510 Advanced Social Research Methods offers modules in study skills, quantitative analysis and specialist options in a range of aspects of social research. All PhD students are welcome to attend any courses offered by the Institute, details of which are in the relevant part of the section on Masters degrees above

Accounting and Finance

The Department has a formally structured PhD programme and has recently received research training recognition from the ESRC. The aim of the programme is to produce students whose research is of the highest international quality. The programme normally consists of three courses in the first year, including a common course to be taken by all students. Students are required to do a seminar presentation in their first and second years. In addition students are required to attend either the Seminar on Current Developments in Accounting Research or the Capital Markets Workshop. One further course or part-course may be taken in the second year. Students are strongly encouraged to participate at an early stage in their research training in appropriate international workshops and colloquia. Students are also offered the opportunity to gain teaching experience, with appropriate training, without detracting from their research time. The structure of the programme is designed to provide a broad based training in theoretical and empirical research methods in accounting and finance. It permits specialist paths, particularly between the sub-disciplines of accounting and finance. The department has close links with the Financial Markets Group and the Centre for Analysis of Risk and Regulation. Progress is regularly monitored by the departmental Postgraduate Assessment Review Panel, as well as through normal supervisory mechanisms. Entry to the programme is normally conditional on a candidate having obtained a first or upper second class honours degree in Accounting and Finance from a British university, or other degree accepted as equivalent for this purpose. Satisfactory performance in the MSc Accounting and Finance, the MSc Finance and Economics or the MSc Management and Regulation of Risk offered by the department may also meet the entrance requirements. The department has a very strong research culture which includes an active seminar programme and a programme of distinguished visitors. Doctoral Programme Director: Professor D Webb, R413

Anthropology

The MPhil/ PhD programme has been a key element in the life of the Department for many years. We place the highest priority on the field research of our postgraduate students and on their professional development. The programme has a strongly international character, with students from a range of cultural and academic backgrounds.

To register for the MPhil/ PhD in Anthropology, students must normally have obtained either an upper second class honours degree in social anthropology or a master's degree in social anthropology (passed at a high standard) from a UK university. Students who do not have these qualifications will need to complete one of the following courses before applying to the MPhil/ PhD: MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition.

The first year of the MPhil/P hD programme focuses on research preparation and methodological training. (Please note that some students in the programme will be registered for the MSc Social Anthropology [Research Track], the course requirements for which are identical to those for the first year of the MPhil/ PhD.) The first year course requirements are as follows: AN500; AN501; either MI451or MI452; and MI453. (M-prefixed courses are held in the Methodology Institute; for course details see Methodology.) In addition, students follow a reading and fieldwork preparation course under the direction of their supervisors and prepare a 10,000 word research proposal. The proposal will be examined, and must be passed before a student will be allowed to begin fieldwork. After fieldwork (which normally lasts approximately eighteen months) students begin writing their PhD dissertations under the close supervision of members of staff. During this period of their studies, they attend weekly thesis-writing seminars (AN503), as well as the departmental Seminars on Anthropological Theory (AN500), and bi-monthly seminars on recent developments in anthropology (AN507).

Development Studies

The Development Studies Institute (DESTIN) was established in 1990 to promote interdisciplinary post-graduate teaching and research on processes of social political and economic development and change. The Institute is dedicated to understanding problems of poverty and late development within local communities, national political and economic systems and in the international system. Because the problems of development know no disciplinary boundaries, we have worked to attract scholars and students committed to elaborating interdisciplinary, theoretical and methodological approaches to the study of social development and change.

Five clusters of interdisciplinary research expertise have emerged within the Institute:

- Institutional Change, Institutional Reform and Governance War Torn Societies, Human Rights and Complex Emergencies
- Globalisation: International Financial Markets, Trade and Aid
- 4. Local Level Urban and Rural Livelihood Strategies

5. Rural Development, Agrarian Reform and Agrarian Change In 2001 the Institute established the Development Research Centre, funded by the UK Department for International Development, to pursue research on Crisis and Breakdown in the Developing World in coordination with academic partners in the South.

Our current staff concentrate expertise on global political economy, institutional and organisational change, democratic transition and democratisation, econometrics and quantitative methodologies, demographic trends, political ecology and the analysis of poverty and human development; and regional expertise covers Southeast, South and East Asia, Africa and Latin America. DESTIN staff have considerable experience in living and working in the developing world and most have engaged in policy relevant research with international development agencies.

Admissions

We encourage MPhil/ PhD applications from outstanding students who wish to undertake interdisciplinary research on a development topic that falls within the expertise of at least one of our faculty members. Applications should be submitted early in the calendar year for entry in October.

Students are expected to have a strong academic record and post-graduate training or work experience demonstrating a standard of achievement equivalent to good performance in our own MSc in Development Studies. In general, applicants should already have the basic foundational training necessary to begin specific work on their research topic (including a good grounding in one of the social science disciplines, languages necessary for the proposed research, etc). Of course, some students will need to acquire further methodological training, language skills, or background knowledge of a specific topic related to their research by following some post-graduate courses during their first year at the LSE (all students will be required to attend some seminars during their programme - see below)

Students should submit a short research proposal (no more than 2,000 words) with their application that will allow us to assess the potential of their proposed project and especially the availability of appropriate supervision within the Institute. The Institute may subsequently request applicants to submit a sample of written work or to appear for an interview.

Required Courses

Aside from students who are admitted with conditions of course work, the particular course work a student will require is decided with the supervisor upon arrival. Aside from regular attendance at the Seminar in Development Studies Research DV500, first year MPhil students (who have not read our MSc) are required to take the course Philosophical and Methodological Issues in Development Research (also taken by our MSc students). Research students taking this course must achieve 60% or better on a methodology essay before being upgraded to PhD status.

MPhil/PhD students will find it advantageous to attend our weekly Visiting Lecture Series in Development Studies (also attended by MSc students) where they are introduced to the work of leading UK-based academic researchers who speak about their current work in the development field. The series also includes "development practitioners" who introduce students to issues drawn from the experience of development projects. Additionally research students are encouraged or may be required to participate in courses offered by the **Methodology Institute** and other departments while they prepare their proposals.

Evaluation and Progress as a Research Student at DESTIN We believe that most students who plan to write a PhD dissertation should be able to complete the process within three years, or four years maximum. Part-time students should take no more than six years. While we follow the general Code of Practice for Research Students at the LSE, DESTIN has

2 MPhil PhD Programme Regulations

elaborated its own procedures for research students (see programme guide available at the Institute). Generally speaking, during your first year, you will prepare and present a detailed research proposal and finish all preparatory and background work for your dissertation. By the end of your second year, you should have finished all field work (where applicable). By the end of your third year, you should be able to complete your dissertation.

Students are accepted to the LSE as MPhil candidates. Some research students will work towards submission of an MPhil dissertation generally after 2 years in the programme while others will be upgraded to PhD status after satisfying the Research Committee that their project has doctoral potential.

Economic History

Doctoral Programme in Economic History Admission Requirements

Students are normally required to have passed a first degree at upper second class level and to have taken and passed at a good level a Masters degree in a relevant area of history or social science.

Methodological Training

First year research students are required to take EH520 Approaches to Economic History, and are strongly advised to attend the induction programme provided by the Methodology Institute. Students are also required to take EH400 Historical Analysis of Economic Change unless they can demonstrate an appropriate background in all three elements of that course. Supervisors may require students in their first or subsequent years of study to take other relevant economic history courses, methodological courses provided by the Methodology Institute or the Institute of Historical Research or skills training courses as required for their thesis topic.

Courses and seminars

All research students are required to attend and participate in the weekly Thesis Workshop in Economic History (EH590). Supervisors may require the attendance of students at other relevant research seminars at LSE or elsewhere within the University of London. Students who lack appropriate knowledge of substantive areas of economic history may be required to take one or more relevant MSc courses.

Targets for Progress

Year 1 - In the ST of the first year, students are required to present their work to the Thesis Workshop in Economic History. At the beginning of the ninth week of the ST students are required to submit at least one draft thesis chapter and a 3-5 page thesis outline to the department's Graduate Review Committee. The Committee will interview all students before the end of the first week of July, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. Year 2 - In the ST of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview all students, and if the work is of an acceptable standard, students will be upgraded from MPhil to PhD. Students who are away on fieldwork throughout their second year may defer the upgrade decision until the end of their third year.

Targets for Completion

The department takes the view that students who have already taken a relevant Masters degree should be able to complete a PhD thesis within three years of full-time study, and that no thesis should extend beyond four years of full-time study.

Economics

The MPhil/ PhD Programme in Economics aims at the highest international standard of research achievement and professional competence. Graduates from the Programme gain employment in all areas requiring economists. Admission is on the basis of potential as an economist rather than on thesis proposal. Potential is judged mainly from performance in the LSE MSc in Economics or a comparable Masters degree taken elsewhere. Applicants from outside the United Kingdom must submit GRE results.

The central element in the Programme in the first year is the weekly Seminar in Research Strategy where students make short presentations of their proposed research. Also in the first year, all students attend the PhD course Topics in Economic Analysis. In addition students choose one examinable MSc level course from a wide range of options. This course may either fill a missing gap in training or support the proposed research area. Students are encouraged to talk with many members of the Department. They also have a supervisor with prime responsibility for their research progress. Supervisors can be changed in consultation with the Research Tutor as interests of the students evolve. Every student is expected to produce one substantial piece of written work in the first year.

Students are initially registered for an MPhil with retrospective transfer to PhD registration pending sufficient research progress. All first year students are reviewed by the Economics Department Graduate Committee in July. This review is based on the supervisor's report, seminar performance, and the two examination results. Part-time students may take one examination in the first year

In the second and subsequent years all students attend their relevant Work in Progress Seminar where significant chapters of theses are presented. Upgrading to PhD registration often follows successful presentations. Many students are affiliated to one of the economics Centres or Institutes such as The Financial Markets Research Centre, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance. Most students do some undergraduate class teaching, either as teaching assistants or as part-time teachers.

At the end of the second year there is a review of completion prospects. Fulltime students are expected to complete in three or four years. The minimum completion time is two years. For students who do not complete by the end of the third year there is an intensive review of completion prospects. The Programme is affiliated with the European Doctoral Programme, which allows students to study at more than one institution and offers flexibility, subject to individual requirements, as to the final institution awarding the degree. There is some funding for PhD students. However, students from abroad are encouraged to seek scholarships from their home countries. Funding beyond four years is problematical.

The Economics Department places great emphasis on the PhD Programme. The intellectual climate created by a substantial number of able and enthusiastic students, along with the input of an encouraging and skilled staff are the most important assets of the Programme.

aper Number	Paper Title	Course Guide Number
	Topics in Economic Analysis	EC502
	Normally a paper from the MS	ic in
	Economics to be approved by	the Department

In addition, students will be required to participate in the following: Seminar in Research Strategy EC500

Work in Progress Seminars	EC501

European Institute

MPhil/ PhD Programme in the European Institute

Aims of the Programme

The Programme is designed to provide research training and an interdisciplinary social science framework for doctoral research on specialist European topics. Two specialisations are available:

- i. political economy transition and integration.
- ii. European governance

Entrance Requirements

We encourage MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research that falls within the expertise of at least one of our permanent faculty members. Candidates should have a good MSc degree from a UK university or its equivalent. Students who have not taken an MSc level course equivalent to the appropriate LSE option relevant for their specialisation will normally be required to take that course in the first year of study. Students should submit a short research proposal (not more than 2,000 words) outlining their main research question(s), methodology, and sources with their application. This proposal will allow us to assess the potential of the proposed project and especially the availability of appropriate supervision within the Institute. The Institute may subsequently request applicants to submit a sample of written work or to appear for an interview.

Recommended Application Date

31 March 2004

Syllabus

All students are initially registered for the MPhil degree and every student must follow:

- a. the Research Design and Methods seminar of the Institute (MT)
- b. EU553 European Political Economy Seminar

c. on the advice of the Supervisor, relevant course(s) in the Methodology Institute.

Every student is affiliated to a research group within the European Institute. Every student must conduct research under the guidance of a Supervisor, regularly submit written work to the Supervisor and provide the materials required for annual reviews.

The degree is awarded on the basis of a thesis of not more than 100,000 words on an approved topic and an oral examination.

Supervisors and Assessors

The Research Tutor allocates to each student a Supervisor, from amongst the tenured staff of the Institute. Each year the Research Tutor appoints one Assessor for each student; the Assessor and Supervisor together form the Review Panel for that student.

The Research Tutor is responsible for admissions and for the general welfare of students.

Progress Reviews and Upgrading to PhD

At the end of the first year each student must submit a Thesis Proposal, a Literature Review and an outline for examination by a Review Panel: reregistration is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute Meeting. At the end of the second year of study each student must submit all completed written work (minimum two chapters) and a full research plan for Review, with a view to upgrading to PhD status; up-grading is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute meeting. At the end of each subsequent year before submission of the thesis all work must be presented for a Review: re-registration is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute Meeting.

Minimum Period of Registration

Full-time: Three calendar years; Part-time: Four calendar years.

Date of Examination

Each oral examination is fixed at the mutual convenience of the internal and external examiners and the candidate.

Geography and Environment

MPhil/ PhD Geography

Research at the MPhil/ PhD level cannot be reduced to a simple formula; a particular candidate's requirements will need to be individually tailored in consultation with, and under guidance from, the supervisor. Students should meet their supervisor on a regular basis. Research training is a basic foundation for all students, even so it is a balance between general skills, discipline specific and topic specific knowledge. Hence, students are required to attend (upon the advice of the supervisor) selected Methodology Institute courses, subject specific lectures and seminars as appropriate, as well as the disciplinary specific courses as detailed below.

All students will be subject to an annual review of progress in every year of registration; at this stage all of the work carried out in the year, plus performance in specified courses (see below), will be taken into consideration. Students must agree a programme of study with their supervisor and this must be approved by the Director of Graduate Studies in Geography. Students must achieve a pass in all examined elements. The normal requirement is as follows:

In their first year students must normally attend Contemporary Debates in Human Geography (GY403). They must also take courses in quantitative and gualitative methods (MI451 or MI452 plus MI453 and MI454). All students must take courses up to the value of 1.0 course units from a specialist subject related to their Thesis. In addition, students should attend Staff-Graduate Student Seminar (GY502) as well as any relevant cluster seminars, and they must present their work in the Doctoral Student Research Presentations (GY500).

Students will be monitored and reviewed annually throughout their period of registration. Students may be required to complete additional courses, as deemed relevant by their supervisor, in later years of registration. Students are required to be in attendance throughout their period of registration. Absences for illness or fieldwork must be approved by the Director of Graduate Studies in Geography and the Dean of Graduate Studies, LSE.

Government

Government Departmental Doctoral Programme

Admission requirements including prerequisites The department normally requires an MSc at well above pass level. Compulsory and optional methodological and other courses/seminars in first and subsequent years.

The Doctoral Programme Seminar, which is organised and chaired by the Doctoral Programme Director, Professor Rodney Barker, is compulsory for all first year students. Intended to deepen and broaden students' engagement with political science, it spends the first term on basic advice on research design and methodology, provided by a significant proportion of the Department's staff. In the Lent and Summer Terms the seminar focuses on work-in-progress reports presented by student members of the seminar. Students' attendance and participation is directly taken into account in the review at the end of the first year.

A large number of seminars and courses are offered by the School's Methodology Institute and elsewhere in the school. All students are strongly advised to attend at least: MI500 Introduction to Study for the MPhil and PhD and MI502 Drafting and Writing a PhD Thesis. For the rest,

students take advice from their supervisors early on in their first term and attend those sessions deemed to be of particular relevance to their research. A full range of courses in research methods and design is available from the School's Methodology Institute. There is also an annual ECPR Summer School in Data Analysis at Essex University, to which the Department can nominate two students.

At the start of their second year all research students are required to enrol in at least one workshop, to attend on a regular basis and to present their research for discussion, usually in the presence of their supervisor in addition to the regular workshop members. The content of the workshops varies in detail from year to year, but a typical profile includes workshops in political theory institutional analysis and political economy. European politics and policy, rational choice, and comparative politics. Initially, students are allocated to workshops on the basis of their current thesis title and their own preferences at the end of the first year. Subsequent changes of enrolment are undertaken if recommended and supported by students' supervisor(s). Account is taken of attendance and performance at the workshops in the regular end-of-year reviews. First year research students are welcome to attend any of these workshops, and regularly do so.

Research students often find some of the seminars and lecture series organised in connection with the large number of MSc programmes offered by the School useful. Programmes in the Government Department are: Political Theory, European Politics and Policy, Public Policy and Comparative Government. In addition members of the Department teach on MSc programmes in The Political Economy of Transition and European Studies (in the European Institute), Management (in the Management Institute), The Politics of Empire and Post-Imperialism and Russian and Post-Soviet Studies (with the International Relations Department) and Regulation (with Geography, Law and other departments).

Departmental requirements about progression

Each research student in the Department is under the care and supervision of a supervisor in accordance with School practice as laid out in the Code of Practice

In addition to the provision of supervision the Department's own arrangements ensure that each student who is not already co-supervised within the Department will be assigned an advisor.

The role of advisor is a flexible one, but in general includes:

acting as a substitute in the absence of the supervisor. providing a supplementary source of advice and encouragement, and

constituting a second person on whom students can draw (for example, for references and general academic contacts).

It is the Department's practice to review all full-time students each year and all part-time students every second year. The review takes place each year in week six of the Summer term, with particular importance being attached to the assessment made at the end of the first year, when both re-registration and transfer from MPhil to PhD are considered.

In addition to the School-wide arrangements governing the review process the Government Department's own arrangements provide

a. that the review entail assessment by the supervisor and one other teacher (normally the advisor or co-supervisor); and

b. that reports on attendance and performance (in particular in the form of presentations) at the Doctoral Programme Seminar (first year) or relevant Workshop (subsequent years) form an important element in the review.

Details of the requirements for review are laid out in the Department's Research Student Handbook, which is provided to all Research Students at the start of every session and is available on the Department's web site.

Departmental expectations about completion

the expectation of the School and the Department that full-time students should be able to complete their thesis within four years of initial registration; and part-time students within six years of initial registration.

Information Systems

MPhil/ PhD students will normally follow a structured programme. The goal of the programme is to facilitate the transition from Master's Level 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 MPhil/ PhD.

The course work in the first year has four elements, two courses and two seminars. The courses normally are Interpretations of Information IS473 and one other course suited to the student's research interests to be agreed individually with the Department. The seminars are one in Research and Study Methods in Information Systems and one in which research material is presented and discussed. In order to proceed to research in subsequent years students must pass the requirements of their two courses and show good progress with their research.

The first examination will consist of two papers as follows:

Paper Number Paper Title Interpretations of Information IS473 Normally a paper from MSc in

Course Guide Number

4 MPhil PhD Programme Regulations

Analysis, Design and Information Systems to be approved by the Department

In addition, students will be required to fulfil the requirements of: Research in Information Systems 15555

And actively participate in: Seminar for research students IS554 in Information Systems

International History

Students registered for the MPhil in International History are required in their first year to attend the Department's research training programme which has four components: (1) seminars organised by members of the Department on writing a thesis, historiography, and research methods; (2) the appropriate seminars and lectures offered by the Methodology Institute; (3) a course in historical methods and sources run by the Institute of Historical Research; (4) a short course on sources at the Public Record Office given by an archivist. Students are also advised to attend all relevant seminars organised within the School or the University.

The Department requires students to report formally on their progress at least twice a year. If their progress is deemed unsatisfactory by the Research Student Tutor or supervisor, their position will be assessed by the Department's Research Student Progress Committee, who will determine the conditions under which they will be allowed to continue in the programme. On being admitted, all students are formally registered for an MPhil. By 1 June of their first year (1 March of their second year for part-time students) they are required to submit a brief justification of their thesis (explaining the nature, organisation and value of their research), a bibliographical survey of the secondary literature and a draft thesis chapter or chapters of at least 10,000 words based on primary sources. The submission will be read by two members of the Department other than the supervisor, who will report on it in writing to the Research Student Progress Committee, which consists of give members of staff. If the work is deemed entirely satisfactory, the Department will recommend the student for transfer of registration from MPhil to PhD status. If the work is unsatisfactory the committee shall determine whether the student may be allowed to resubmit the upgrade materials. Normally, resubmission is allowed only once.

The review process is designed to determine whether the student will be able to meet the requirements of a PhD, and whether the chosen topic will be suitable for a doctoral dissertation. The Department uses the School's Code of Practice as a determinant of the general responsibilities of research students and their supervisors. All students should make an effort to familiarise themselves with its contents.

The Department expects that research students will submit their theses within four years of registration, and the reviews of student progress are geared to achieving that goal.

Seminars

The Department of International History has set up an Occasional Staff Research Seminar, which meets several times a term on Thursdays 11-1 in room E509. The Departure also has a postgraduate seminar in International History, which meets regule on Wednesdays 6-7.30 pm during the Michaelmas and Lent terms. MFIND Students in the Department are encouraged to attend these seminars when they are able to do so. The Cold War Studies Programme runs a bi-weekly seminar in the Michaelmas and Lent terms and for information see www.lse.ac.uk/collections/coldWarStudiesProgramme/

The majority of staff are also involved in Research Seminars, both inside and outside the School.

International Relations

Students registered for the MPhil in International Relations are required to attend the Research Methods Training Seminar (IR501) and the following four Methodology Institute courses in their first year of registration: Introduction to Study for the MPhil and PhD (MI511), Information Skills (MI512), Drafting, Writing and Publishing a PhD Thesis (MIS13) and Special Topics in Social Research Methodology (MI551). (Part-time students may attend the Methodology Institute courses over two years.) All research students (both MPhil and PhD) regardless of year are expected to attend at least one of the subject workshops offered by the Department. These include international political economy, foreign policy analysis, security policy, international organisation and concepts and methods. Research students are also expected to attend the International Relations Seminar for Staff and Research Students (IR500)

The Department also encourages all research students to attend the weekly Editorial Board meetings of Millennium: Journal of International Studies, the International Relations Department student-run journal. Early in the Summer term first and second year research students will have their progress reviewed by a Research Panel of three staff members, normally including their supervisor. Its purposes are, broadly speaking, to review progress made since the student's

admission or previous interview with a research panel; to offer guidance to the student and the supervisor from other teachers, as the thesis takes shape; and, by demonstrating in a systematic way the Department's interest in its research students, to reduce any sense of intellectual and social isolation which may be experienced by those whose research ploughs a lone furrow.

Students are normally upgraded from MPhil status to the PhD degree by the Research Panel at the end of their second year. This requires submission of an introduction and two draft chapters of a thesis for the approval of the student's supervisor and the Panel. Students registered from 2000/1 who have not made sufficient progress to be converted from MPhil to PhD registration by the end of their second year will normally be prohibited from re-registering. Where a student is allowed to re-register for a third year but is found to be under-performing by the time of their Research Panel in the Summer Term, they will be required to produce a piece of work as stipulated by the Research Panel for submission by, say, the September of the same year, in order to register for a fourth year. Other students who are in their third or subsequent year/s of registration are only required to attend a Research Panel if the supervisor decides that this is necessary.

Professor William Wallace serves as Director of Doctoral Programmes, a post with overall responsibility for research students.

Research students may also be interested in attending some nonexaminable IR courses (prefix IR900 courses), details of which are given at the end of the International Relations Master's degree course guides.

Law

First year MPhil students will normally be expected to spend a substantial part of their programmed study time in courses related to methods of research. All full-time research students are expected to have made the transition from the MPhil to PhD within fifteen months of first registration and to have completed their PhD theses within six years. Part-time students will normally be expected to be upgraded to PhD by the end of their second year and to complete their theses within eight years. The decision to upgrade from MPhil to PhD is determined by a panel. This panel will include at least one member of state other than the supervisor. A detailed listing of the departmental regulations for MPhil/ PhD students can be found in the MPhil/ PhD Law Handbook distributed to all incoming MPhil students and available from the Doctoral Programme Administrator's office. The LSE Methodology Institute provides a series of courses for all research students in the social sciences, designed to give methodological instruction and guidance that goes beyond the purely substantive aspects of a student's research. However, the Law Department also provides three seminar series (see entry for LL500).

Management

The Interdisciplinary Institute of Management (IIM) was established by the School to bring together staff in a range of disciplines with the objective of developing and applying the best social science methods and theories to problems of management

The Institute is keen to attract research students in aspects of management studies close to the staff's research interests, preference being given to research with an interdisciplinary aspect.

Evaluation of Progress of Research Students in the Interdisciplinary Institute of Management

Students must register initially for the MPhil Management. During their first year students take examined postgraduate courses to the value of AT LEAST two full units. The choice of courses will depend on the background and intended research area of the student, and should be formally approved by the supervisor. Typically one of the courses will cover some aspect of research methodology. Students must achieve a mark of at least 60% in all examinations.

All research students registered in the IIM are required to attend MN500 (Seminar for Research Students in Management) and give at least one presentation in this seminar each year.

A formal Review Committee assesses the progress of all MPhil/ PhD students on an annual basis. All students are required to provide samples of written work to the committee. Assessment is based on this written work, examination results, a report by the supervisor on research progress, and the quality of the presentation given during the seminar series.

For each student at the end of the year, the Review Committee is asked to make one of three recommendations: (i) that the student cannot be readmitted to the second year; (ii) that the student is permitted to reregister as a candidate for the MPhil Management; or (iii) that the student is upgraded to PhD status.

The cases of students who were not upgraded to PhD status at the end of the first year are considered by the Review Committee again at the end of the student's second year, following the submission of further written work by the student and provision of a second report by the supervisor. Performance in the student's second year presentation is also taken into account. Two decisions are possible at this stage: (i) that the student is upgraded to PhD status; or (ii) that the students cannot be readmitted to the third year and should leave, possibly with an MPhil degree.

Mathematics

and economics. in mathematics, or the equivalent

Media and Communications

media and communications.

Required courses

Evaluation and progress oral examination. equivalent for part-time students. PS4M5/PS4M6, SO508.

Philosophy, Logic and Scientific Method

The Course Regulations for the MPhil/PhD divide into two depending on whether you have (case A) or have not (case B) already taken one of the MSc degrees offered by our Department. All programmes of study for any individual year should be agreed with your supervisor at the very beginning of that year. Successful completion of work required for each year is a necessary condition for re-registration in the following year; and for upgrading from MPhil to PhD status. (This upgrading will normally take place after the successful completion of year 1 requirements in Case A, and after the successful completion of year 2 requirements in Case B. In both cases once you are registered for the PhD that registration will be backdated to the start of your MPhil/PhD studies.) These regulations apply only to students registered full-time. Part-time students simply take two years to complete each of the sets of regulations for one year's full-time study.

MPhil PhD Programme Regulations 5

Supervision for MPhil and PhD research is available in graph theory, combinatorics, combinatorial optimisation, computational learning theory, game theory, search theory, ergodic theory, and in applications of discrete mathematics to problems in areas such as telecommunications, finance

You will be registered for the MPhil initially and will be able to upgrade to PhD registration during the second year dependent on satisfactory progress. Our typical entry requirement is at least an upper second-class first degree

Many people attend our weekly Centre for Discrete and Applicable Mathematics Research Seminar, from both inside and outside the LSE.

The MPhil/ PhD Programme in Media and Communications admits students of outstanding quality who wish to undertake interdisciplinary work in

On admission students are allocated a supervisor and a Thesis Committee, whose Chair will not normally be the supervisor. The Thesis Committee has the principal responsibility for evaluating student progress and recommending up-grading of registration from MPhil to PhD.

The programme involves coursework, which will be formally assessed. This includes a broad training in research methods as well as advanced courses in theory and concepts. In addition students will follow specialised option courses appropriate to their research topic, subject to agreement with their supervisor.

Students are normally required to attend and pass SO508 Research Seminar for Media, Communications and Culture. They will also normally be required to attend and pass (by examination where this is the only form of assessment, otherwise by coursework only) at least one full unit of advanced research methods training. This will be either PS4M5/PS4M6 Advanced Methods of Research in Media and Communications (1 unit), or PS4M4 Methods of Research in Media and Communications (0.5 unit) in conjunction with an appropriate 0.5 unit course taught by the Methodology Institute (chosen after consultation with their supervisor). Students without the requisite background in media and communications theory may be required, in addition, to attend and pass (by coursework only) PS405 Theories and Concepts in Media and Communications (Power and Processes). Students are encouraged to attend other graduate seminars and courses relevant to the subject of their research in their first and subsequent years.

Students will be required to submit a full Thesis Proposal of between 8,000 and 10,000 words to their Thesis Committee by 1 July in their first year (Parttime students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims and methods proposed for the thesis, a proposed structure, an indicative bibliography and a timetable for its completion. This paper will form part of the evaluation process, and, together with a short oral examination, will determine whether students are permitted to continue into their second year.

Decisions to upgrade students from MPhil to PhD are normally taken within 18 months of registration for full-time students, and within 24 months of registration for part-time students. The decision, taken by the student's Thesis Committee, involves the submission and assessment of a thesis proposal and a chapter outline; three substantive draft chapters, normally to include one based on empirical research, one on theory, and one on methodology; a timetable for the completion of the thesis, and satisfactory performance in an

All students will be expected to complete their PhD within 3 years or the

Details on the following courses are in the relevant Calendar entry: PS405,

Case A

Many students entering the MPhil/PhD programme will have taken one of the MSc degrees offered by the Department beforehand. For these students, we require that they do one further year of coursework as follows:

Year 1 Coursework

1. PH501 Philosophical Problems

2. a. If you have never taken a paper in formal logic at degree level then you must take PH101 Logic (and sit the associated examination)

b. If you have already taken a formal logic course then you should choose one further MSc course not already taken as part of the MSc degree. (You need not sit the formal examination, but can instead choose to write two assessed essays, one at the end of each of the first two terms; unless you choose PH408 Mathematical Logic, in which case the examination is compulsory.) 3. Either

a. further MSc course (again one not taken as part of the MSc course) plus three term units of PhD level seminars* (typically from PH551 Research Seminar in Philosophy of the Natural Sciences, PH555 Research Seminar in Philosophy of Economics and Social Sciences or PH500 Research Methods in Philosophy) with associated coursework;

six term units of PhD level seminars with associated coursework.

*This means that you can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms. Summer work 4. Literature review of around 40 pages on the area of the dissertation, to be handed in by 15 September 2004.

Year 2

1. Work on a dissertation outline showing relation to the literature review to be handed in by the first Monday of the Lent Term.

2. Otherwise work on Dissertation (you are of course encouraged to continue to attend seminars, particularly the PH5xx seminars, that you think will be useful for your research or for your more general philosophical education).

Years 3 and 4

Work on and completion of the Dissertation (again you are of course encouraged to continue attend any of the seminars, particularly the PH5xx seminars, that you think will be useful for your research or for your more general philosophical education).

Case B

Those students without an MSc in our Department must meet the following regulations:

Year 1 Coursework

1. PH501 Philosophical Problems

2. Either

PH101 Logic (and sit the associated examination)

(for those who have not already taken an appropriate logic course at either undergraduate or masters level)

For those who have already taken an appropriate logic course, one of:

(a) PH402 Philosophical Logic and Metaphysics

(b) PH408 Mathematical Logic

(c) PH407 Foundations of Probability

These will have associated back-up arrangements including a requirement that students do one paper per term for the first two terms as well as the final three-hour formal examination.

3. One of:

(a) PH400 Philosophy of Science and Scientific Method

(b) PH405 Philosophy of the Social Sciences

(c) PH413 Philosophy of Economics

Again, with appropriate back-up arrangements requiring one paper per term for the first two terms and one three-hour examination at the end of the course. 4. Either

Three term units of PhD level seminars* (typically from, PH551 Research Seminar in Philosophy of the Natural Sciences, PH555 Research Seminar in Philosophy of Economics and Social Sciences or the PH500 Research Methods in Philosophy) with associated coursework;

One further MSc examination course, with course essays and examination. *This means that you can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms.Summer Work

A piece of written work of 6,000 words on some topic related to the student's research interests. This is to be handed in for assessment by 15 September 2004.

Year 2

1. Either

One further choice from year 1 requirement No. 1

A further MSc course, in certain cases this may, with the permission of your

6 MPhil PhD Programme Regulations

supervisor, be a Masters level course from outside the Department or from another College of the University of London. (You need not sit the formal examination, but can instead choose to write two assessed essays, one at the end of each of the first two terms; unless you choose PH408 Mathematical Logic, in which case the examination is compulsory.)

2. Six term units of PhD level seminars (typically from PH551 Research Seminar in Philosophy of the Natural Sciences, PH555 Research Seminar in Philosophy of Economics and Social Sciences or PH500 Research Methods in Philosophy) with associated coursework.

3. Literature review of 40 pages or so in the area of the dissertation, to be handed in by 15 September 2004.

4. Dissertation outline, showing relation to the literature review, to be handed in by 15 September 2004.

Years 3 and 4

Work on and completion of the Dissertation (you are of course encouraged to continue to attend any of the seminars, particularly the PHXXX seminars, that you think will be useful for your research or for your more general philosophical education).

PLEASE NOTE THAT ALL STUDENTS, WHETHER ON CASE A OR CASE **B REGULATIONS, ARE EXPECTED TO HAVE SUBMITTED THEIR THESIS** FOR EXAMINATION BY THE END OF THEIR FOURTH YEAR OF STUDY. THE DEPARTMENT IS UNABLE TO SUPPLY FURTHER SUPERVISION BEYOND THE FOURTH YEAR.

Regional and Urban Planning Studies

The MPhil/ PhD programme in Regional and Urban Planning Studies, organised by the Director of Planning Studies Dr Andy Thornley, is oriented towards an interdisciplinary social science approach to the study of regional and urban planning processes. We encourage applications from students who wish to pursue such an approach and who normally have already achieved MSc level. Applicants should submit a short research proposal with their application to allow us to assess the suitability of the proposed research and the availability of appropriate supervision. Research students benefit from the strong interest at the LSE in urban and regional issues and supervisors and students of the Regional and Urban Planning Studies programme are involved in the urban research centre LSE London.

On registration, which takes place in October each year, students are allocated a supervisor and an appropriate research programme is agreed. Some aspects of this programme are compulsory for all students and others will depend upon past academic experience and the intended research project. Students are expected to fulfil the research training aspects of the programme in their first year (or equivalent for part-time students). At the end of this year a meeting will take place to check the satisfactory completion of this training programme, adequate progress on the research project and consider the upgrade to PhD. Full time students would be expected to complete their PhD in three or four years.

The MPhil/ PhD programme contains four dimensions: research methods and skills, development of substantive knowledge, awareness of current research in the field and the development of the individual student's research.

Students are expected to acquire a basic knowledge in both quantitative and qualitative skills and attend the appropriate Methodology Institute courses.

In discussion with their supervisors students will identify certain subject-specific courses to attend in their first year. These may be chosen to develop an interdisciplinary knowledge or to explore an area that relates to their research proposal. Such courses are likely to be found within the MSc Regional and Urban Planning Studies or other Masters programmes.

All students are required to attend GY504 Doctoral Seminar in Regional and Urban Planning Studies throughout their period of registration. This seminar forms the core of the PhD programme bringing together all PhD students and supervisors in informal research workshops to discuss their work, current debates and contemporary research in the field. There are a number of other courses that students are encouraged to attend in which visiting speakers report on their research such as GY450 Seminar in Regional and Urban Planning Problems; EC450 Seminar in Urban and Transport Economics and GY502 Staff-Graduate Student Seminar.

The final part of the programme relates to the development of the student's own research project. The main focus for this is the regular tutorial with a supervisor. However this is supplemented by other courses. At the start of their programme all students should attend the Methodology Institute courses MI511 Introduction to Study for MPhil/PhD, MI512 Information Skills for Research and MI513 Drafting, Writing and Publishing a PhD Thesis. During each year students are required to make presentations of their ogress to the GY504 Doctoral Seminar in Regional and Urban Planning Studies.

Social Policy

Students registered for the MPhil in the Department of Social Policy are normally required to attend seminars provided by the Methodology Institute and the Department on research methods. The courses available will be listed in the introductory booklet. In addition, first year students will attend SA550. Students are encouraged to attend other graduate seminars relevant to the subject of their research. An informal discussion group on writing theses is organised by the Doctoral Programme Director. The progress of each student is reviewed during the Summer term of the first year for full-time students, of the second year for part-time students. Students present a detailed thesis proposal, a literature review, an outline of their proposed methodology and a timetable for completion. These must each be of a standard acceptable to the department.

Social Psychology

Applicants, normally, should possess a high level of pass in an appropriate Master's Degree, together with at least an Upper Second Class Honours Degree in an appropriate subject from a UK university or its equivalent elsewhere. The Department runs Doctoral Programmes in:-

Social Psychology Organisational and Social Psychology

Media and Communications; this is an interdepartmental doctoral programme, administered through Media@lse and jointly run between the Departments of Social Psychology and Sociology. For details of the Media and Communications Doctoral Programme see Media and Communications entry.

Graduates from the Department's own Master's Degrees in these areas must have achieved an average mark of 65% or better (pass mark, 50%) to be eligible for admission to the corresponding doctoral programme.

The social psychology programme involves coursework which will be formally assessed. This includes a broad training in research methods together with the core course from the corresponding Master's programme (Contemporary Social Psychology (PS400); Organisational Social Psychology (PS404). In addition students will follow a specialised option course in the Lent Term of their initial year appropriate to the topic of their doctoral research. This latter course will be assessed by coursework alone. Candidates may be exempt from some or all of these course requirements, depending on their prior qualifications. All students are required to attend the Current Research in Social Psychology Seminar (PS950) during their first two years of full-time registration, or until the candidate has upgraded from MPhil to PhD.

Initial registration is for the Degree of MPhil. The power to up-grade a student's registration from MPhil to PhD is vested in a thesis committee which will meet, normally, not later than 15 months after initial registration for MPhil. A decision to upgrade registration from MPhil to PhD will apply retrospectively to incorporate the initial period of registration for MPhil. Candidates on the programme will be expected to submit their thesis by the end of their third year of registration full-time or its equivalent part-time.

Sociology

First year MPhil students will normally be expected to spend about 60% of their programmed study time in courses related to methods of social research. Students are required to attend and pass the assessment for SO500 Research Class for 1st Year MPhil Students. They are also normally expected to attend and pass the assessment for at least one further course unit (or two half units) from the following courses offered by the Methodology Institute (details of these course are available under the entry for the Methodology Institute in this Calendar): MI451 Quantitative Analysis I: Description and Inference (1/2 unit), MI452 Quantitative Analysis 2: The Generalized Linear Model (1/2 unit), MI453 Fundamentals of Research Design (1/2 unit), MI454 Qualitative Social Research (1/2 unit). Other specialist research courses (eg, SO502 Research Seminar on the Sociology of Crime and Deviance, SO505 Research Workshop on Globalization, and SO4M1/SO4M2 Methods of Sociological Study) may be substituted for one or more of these courses after discussion and with the agreement of the student's supervisor.

All students who have satisfactorily passed the first year requirements are required to audit at least one further course and some may, at the discretion of their supervisor, be required to complete further assessed coursework in their second year.

In the Summer term of each year the progress of each student registered in the Department will be discussed at a general meeting of all research student supervisors, the MPhil/ PhD Board. This Board will decide whether to permit students to proceed. Various courses of action to assist students to reach performance standards deemed appropriate by supervisors may be required.

All full-time research students are expected to have made the transition from the MPhil to PhD (upgrading) within two years of first registration and to have completed their PhD theses within four years. Part-time students will normally be expected to be upgraded to PhD by the end of their third year, and to complete their theses within six years. The decision to upgrade from MPhil to PhD is taken by a panel consisting of the supervisor(s) and at least one other, all having read and commented on the student's work. Part-time students will be expected to have completed the equivalent of

full-time students' courses over a two-year period. A detailed listing of the departmental regulations for MPhil/ PhD students can be found in the MPhil/PhD Sociology Handbook distributed to all incoming MPhil students and available from the departmental office.

Statistics

All students are normally first registered for the MPhil degree. Transfer to the PhD takes place at the end of the second year in suitable cases. During the first year of registration, students often attend MSc and Research Training courses to improve their background knowledge. They are required in all years of registration to attend Departmental Seminars. Students must make presentations of their work, and their progress is regularly assessed by a Departmental Committee.

AC500

and Professor T Hemmer, A205

AC501

and Professor T Hemmer, A205 should attend.

AC502

Topics in Financial Markets and others Professor Connor. asset pricing (50%).

AC503

Intermediation Teaching: Forty lecture hours Sessional. (50%).

AN500

Dr Fenella Cannell

AN501

Teachers responsible: Dr D James, A616 Availability: This seminar is for MPhil/PhD students prior to fieldwork. Core syllabus: The course aims to give students a thorough grounding in the classic fieldwork methods used by anthropologists since the inception of the discipline in its contemporary form; a working knowledge of new techniques and trends which have been introduced over the past two decades; and an awareness of how both may be used in the context of the specific geographical and cultural setting in which they have chosen to conduct anthropological research. Content: The first half of the course deals with general fieldwork methods. These include participant observation; using field notes; film, photography and visual methods of research; fieldwork ethics and anthropological 'codes of ethics'; written ethnography and the problem of representation; dealing with our precursors; critical approaches to existing ethnographic texts; multisited ethnography: the local and the global; research into family, kinship and the genealogical method; fieldwork and the use of archival material; and fieldwork methodology and the research proposal. In the second half of the course, each student presents a paper on methodological questions relating specifically to his/her proposed fieldwork. Reading list: M Banks & H Morphy (Eds), Rethinking visual anthropology, Yale UP, 1999; R Ellen, Ethnographic Research: a guide to general conduct, Academic Press, 1985; A Gupta & J Ferguson (Eds), Culture, Power, Place: explorations in critical anthropology, Duke University Press; M Jackson, Paths Towards a Clearing, 1989; G Marcus, 'Ethnography in/of the world system: The emergence of multi-sited ethnography' Annual Review of Anthropology,

Seminar on Current Devs in Accounting Research

Teachers responsible: Professor P B Miller, E311, Professor M Power, H606

Availability: Research students in the Department of Accounting and Finance, and other students with the permission of Professor Miller. Teaching: 30 meetings arranged by the Department (AC500).

Seminar in Accounting Research Methods

Teachers responsible: Professor P B Miller, E311, Professor M Power, H606

Availability: Research students in the Department of Accounting and Finance, and other students with the permission of Professor Miller

Teaching: 30 meetings arranged by the Department (AC501).

Teachers responsible: Professor G Connor, A353, Dr J-P Zigrand, A454a

Availability: Research students in the Department of Accounting and Finance, Economics Department and other students with the permission of

Teaching: 40 lecture hours and 20 class hours in MT and LT. Content: Recent journal literature on the theory and econometrics of

Assessment: Two-hour examination in ST (50%) and essay due in July

Advanced Topics in Corporate Finance and

Teachers responsible: Professor H Shin, A350 and others

Availability: Research students in the Departments of Accounting and Finance, and Economics, others by permission of Professor Shin.

Content: Recent literature on corporate finance, financial intermediation and other theoretical topics in financial economics.

Assessment: Two-hour examination in ST (50%) and essay due in July

Seminar on Anthropological Research

Teachers responsible: Dr Charles Stafford, Professor Jonathan Parry and

Field Research Seminar

24, 95-117, 1995; K Narayan, 'How Native is a 'Native' Anthropologist?' American Anthropologist, 95(3), 1993; P Steven Sangren, 'Rhetoric and the authority of ethnography' Current Anthropology, 29(3), 405-435, 1988; R Sanjek (Ed), Fieldnotes: the Makings of Anthropology; BernardH Russell, Research Methods in Cultural Anthropology, Sage, 1990; N Shepher-Hughes, 'The Primacy of the Ethical, Propositions for a Militant Anthropology' Current Anthropology 36(3), 409-420, 1995; Jonathan Spencer, 'Anthropology as a kind of writing', Man (n.s.) 24, 145-164, 1989.

Teaching: 20 two-hour seminars over MT and LT.

Written work: Students will be required to prepare seminar presentations. Assessment: Students' progress will be monitored throughout the course by the teachers responsible.

AN503

Thesis Writing Seminar

Teachers responsible: Dr M Engelke, A609, Professor C Fuller, A505 and Dr C Allerton, A615

Availability: This seminar is for 3rd and 4th year MPhil/PhD postfieldwork students.

AN507

Theoretical Issues in Anthropology: Precepts and Practice II

Teachers responsible: Dr N Peabody, A506 and Dr M Mundy, A507 Availability: This seminar is for 3rd and 4th year MPhil/PhD post-

fieldwork students. Core syllabus: Recent theoretical developments in anthropology and the

social sciences. Content: The course examines key theoretical concepts and approaches in anthropology.

It focuses on a number of areas, including post-structuralist and postmodernist theory; theories of the person and the body; theories of gender; theories of social change; theories of distribution and consumption; theories of religion and ritual; and such theoretical issues as are determined from time to time to be relevant to the course participants.

Teaching: Four seminars in each of the MT and LT and two in the ST.

Reading list: Detailed list will be provided at the beginning of the course. Assessment: This is a non-examinable course.

AN900

A Programme of Ethnographic Films

Teachers responsible: To be announced

There will usually be 10 films in each of the MT and LT. Titles will be announced at the beginning of each term.

DV500

Research Seminar in Development Studies

Teacher responsible: Professor Tim Dyson U211

Availability: For MPhil and PhD students in Development Studies, but other members of the research community are welcome to attend.

Core syllabus: This seminar is designed to provide a regular occasion to discuss theoretical and methodological issues in Development Studies research. Research students are expected to attend the seminar while in residence in London and to make at least one presentation during the academic year. Students should inform their supervisor(s) of the date when they are scheduled to make a presentation. First year students will be expected to present a draft of their research proposal to the seminar sometime during the LT. Continuing students may make a presentation based on a report of their research abroad, draft chapters or even their final draft of the dissertation.

Teaching: The seminar meets through the MT, LT and ST.

EC500

Seminars in Research Strategy Economics

Teacher responsible: Dr M Schankerman, R516 and another Availability: This course is for MPhil students in Economics.

Core syllabus: The seminar aids students in finding manageable research problems and in developing solutions to them. Students make short presentations of tentative ideas. Relevant literature and data sources are suggested as well as people with whom to discuss the ideas. This may help in the process of finding a suitable supervisor. The approach is informal. Elaborate presentations are discouraged. The goals are to facilitate the launching of research efforts, to inform others of one's intended work and to provide an opportunity to make and receive helpful criticisms. Teaching: Seminars EC500: 25 Sessional.

EC501

Work in Progress Seminars

Teacher responsible: Professor A Manning, R451 and others Availability: This course is for MPhil and PhD students in Economics in the second and later years.

Core syllabus: Eight seminar groups, covering PhD field specialisms provide for a for research students in economics to present their work. Outside speakers are also invited from time to time.

Teaching: Seminars EC501: The frequency of meetings to be determined according to the number of students in each specialism, but generally each group will meet weekly throughout the session.

Assessment: This course is not examinable.

EC502

Topics in Economic Analysis

Teacher responsible: Professor A Manning, R451

Availability: This course is for MPhil students in Economics. Core syllabus: The aim of the course is to illustrate recent development in Economic Analysis, both theoretical and applied; with the particular aim of suggesting areas for fruitful research.

Teaching: Lectures EC502: 30 x 2 hours MT and LT. Six topics will be covered by different lecturers, each consisting of five two-hour sessions.

Reading list: A separate Reading list will be supplied for each section at the time of the course.

Assessment: A three-hour written examination in the ST. The paper will be in six sections, and candidates will be expected to answer four questions, drawn from at least two sections. There is a premium for answering from three sections and a larger premium for answering from four sections.

EH510 Not available in 2003/04

Seminar on Modern Economic History

Teacher responsible: Dr Timothy Leunig, C32.

Availability: For research students.

Core syllabus: The course deals with the period from the Industrial Revolution to the present.

Teaching: Fortnightly seminars (EH510), in the MT, LT and ST.

EH512

Seminar on Modern Social History Teachers responsible: Professor Paul Johnson, C415 and others Availability: For research students.

Core syllabus: The seminar provides a forum for the discussion of recent

research in 19th and 20th-century social history. Teaching: Fortnightly seminars (EH512) at the Institute of Historical Research.

EH518

Seminar on Comparative Economic History

Teachers responsible: Dr Gareth Austin, C319 and others Availability: For research students.

Core syllabus: The seminar provides a forum for discussing recent research in this field

Teaching: Meets weekly (EH518) in the LT and ST.

EH520

Approaches to Economic & Social History

Teacher responsible: Professor Janet Hunter, C313 Availability: This course is restricted to 1st year MPhil students in the Department of Economic History, for whom attendance is compulsory. Teaching: Weekly two-hour seminars (EH520) during the MT and LT. The term programme will be issued at the beginning of the MT. Assessment: Assessment is by a 3,000 word essay on a topic to be nominated during the course.

EH590

Thesis Workshop in Economic History

Teachers responsible: Members of the Economic History Department Availability: For MPhil, PhD and Research Fee students. There is a formal attendance requirement for MPhil/PhD students in the Department of Economic History.

Core syllabus: The course is intended to provide a comparative study of research techniques in current economic history, as exemplified by research currently being conducted by staff and students in the Department. Its primary

purpose is research training. Teaching: Two-hours weekly. (Additional classes will be provided in the MT for first year students.)

Assessment: This course is not examined but all first year MPhil and PhD candidates must present papers for discussion and reports are made to Research Councils etc on the basis of their work. It is intended to provide a forum for those writing theses to discuss their research.

EU550

European Political Economy Workshop

Teachers responsible: To be announced Availability: Recommended for all students taking research degrees on 'European' topics; core course for second and third year PhD students in Government/European Institute.

Content: Presentation and detailed discussion of thesis outlines, chapters and related work. Discussion of research design and methodology. Core syllabus: A detailed syllabus is fixed at the start of each term. Teaching: 20 seminars, EU550, (weekly M,L). Assessment: There is no examination for this course.

EU551

Communist and Post-Communist Politics

Teachers responsible: Professor D Lieven, K208, Professor M Light, D411

and Dr G Sasse 1207 Availability: All research students taking degrees on Russian, 'Soviet' and East European topics.

Content: Presentation and discussion of research in progress. Core syllabus: A detailed syllabus is fixed at the start of each term. Teaching: Nine seminars, EU551, (monthly M,L,S). Assessment: There is no examination for this course.

EU553

European Political Economy Research Seminar Teacher responsible: Dr W Schelkle, J210

Availability: Core course for the European Institute Doctoral Programme -Political Economy stream in the first year. Other first year PhD students may attend with the permission of the course teacher.

Core syllabus: A detailed syllabus is fixed at the start of each term. Content: Theoretical approaches to political economy research on Europe.

Presentation and discussion of relevant Political Economy issues in participants' ongoing research

Teaching: 22 seminars, EU553, (M,L,S). Assessment: There is no examination for this course.

GV500

Doctoral Programme Seminar

Teacher responsible: Professor R Barker, K100 Availability: For 1st year MPhil/PhD, 1st Year MRes/Phd (Track 2) and 2nd Year MRes/PhD (Track 1) students, in Government.

Content: This course of seminars 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, and major intellectual currents in contemporary political science.

Students will be encouraged to discuss the distinctive problems of their own topics and available solution. All first year research students are required to attend, but more advanced students may also be welcome by agreement with the teacher responsible.

Teaching: 30 two-hour weekly seminars in the MT, LT and ST. Students are advised to attend MI502. Drafting and Writing a PhD Thesis in the LT and MI500 Introduction to Study for the MPhil and PhD in the second and third weeks of the MT.

Assessment: Attendance at this course is a pre-requisite for first year research students to progress to their second year. All students are required to give a presentation outlining their research to the seminar in the LT.

GV501

Doctoral Workshop: Political Theory

Teachers responsible: Dr P J Kelly, L210 and Dr C Fabre, K301 (on leave 2003-04)

Availability: Primarily for second and subsequent year research students in Government specialising in political theory. First year students may attend if numbers permit.

Content: An opportunity for students to present chapters or papers related to their current research for critical discussion.

Teaching: 15 two-hour seminars held fortnightly in the MT, LT and ST.

GV502

Doctoral Workshop: European Politics and Policy Teacher responsible: Professor S Balfour, J316

Availability: Primarily for second and subsequent year research students in Government/European Institute specialising in European politics and policy. First year students may attend if numbers permit.

Content: An opportunity for students to present chapters or papers related to their current research

Teaching: One-and-a-half hour seminars held weekly in MT and LT.

GV503

Political Philosophy Research Seminar Teachers responsible: Dr C Fabre, K301 (on leave 2003-04) and Dr P J Kelly L210

Availability: Research students in Political Theory. Also MSc Political Theory students. Other interested students are welcome to attend, if numbers permit. Content: Guest speakers present papers and initiate discussion at seminars. Teaching: 15 two-hour seminars held fortnightly in the MT, LT and ST.

GV504

Doctoral Workshop: Political Economy and Institutional Analysis

Teacher responsible: Professor Keith Dowding, K206 Availability: For second and subsequent year research students in Government specializing in political economy, public choice or theoretically informed empirical analysis including cross-national and comparative research. First year students in the Government Doctoral programme and MRes, and doctoral students from Economics and International Relations are welcome to attend.

Content: The seminar is designed for doctoral students to engage in discussion of research papers by other doctoral students, academics at the LSE and occasionally visiting speakers. Regular attenders will be expected to make presentations some time during the year. Teaching: 12 two-hour seminars held fortnightly in MT, LT and ST.

GV505

Foundations of Political Inquiry

Teachers responsible: Dr S Hix, L305 and Dr P Mitchell, K308 Availability: This course is only available for students on the MRes/PhD in Political Science in the Government Department. Content: The aim of the course is to provide students on the MRes/PhD programme with some basic 'foundations' for undertaking advanced research in political science. Students will learn how to critically evaluate existing research, how to identify an interesting research question, how to develop and implement a method for answering the question, and how to present the results of the research. There is an emphasis on linking theory and methods and on different types of descriptive and causal inference both in large scale quantitative and small-N comparative work. The focus of the course is on designing research projects, and there will be plenty of opportunity to critique and evaluate excellent published journal articles and books, and also to critique on-going work by the seminar participants. The course is organised into four sections

1. What is political science - what is the study of politics, what is science? (weeks 1-2);

2. How to construct a theory and design research to test the argument (weeks 3-4):

3. How to evaluate large-n and small-n research, and common pitfalls (weeks 5-7); and

4. Putting it all together - where you will get the chance to criticise our research (week 8), and present some of your own research ideas (weeks 9

Teaching: 10 two-hour seminars in the LT. Preliminary reading list: G King, R O Keohane & S Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research, Princeton University Press, 1994; R Goodin & H D Klingemann (Eds), A New Handbook of Political Science, OUP, 1996; B Guy Peters, Comparative Politics: Theory and Methods, Macmillan, 1998; John D Robertson & Robert Perry, Comparative Analysis of Nations: Quantitative Approaches, Westview Press, 2001; A F Chalmers, What is this thing called Science? (3rd edn), Open University Press, 1999. Assessment: Students will be required to complete two assignments: 1) 33% of the grade - a 2-2,500 word paper, in which you critique the research design of a recent article in a top political science journal (eg APSR, BJPS etc). Your choice of article must be approved by SH or PM. This paper must be submitted in the week 8 class.

2) 67% of the grade - a 4-5,000 (maximum) word paper, in which you evaluate the existing research in a particular area of political science, and suggest how the research agenda can be taken forward (ie this could be used as a draft of some of the elements of your Research Prospectus). This paper must be submitted at the end of the first week of the ST.

GV506

Doctoral Workshop: Comparative Politics Teachers responsible: Dr W Kissane, L101 and Dr C Lin, L202 Availability: Primarily for second and subsequent year research students in Government specialising in comparative politics. Students from other departments with relevant research interests will be admitted with the express permission of the workshop convenors. Content: An opportunity for students to present chapters or papers related to their current research.

Teaching: 15 two-hour seminars held fortnightly in MT and LT.

MPhil PhD Course Guides 3

GV510

Ethnicity and Nationalism Research Workshop

Teachers responsible: Professor Anthony Smith, Department of Government, A213 and Dr John Hutchinson, Department of Government, A212

Availability: For MPhil/PhD students specialising in Ethnicity and Nationalism, who have attended an LSE Undergraduate or Master's course in this or a related field, or equivalent at another University.

Content: Critical analysis of recent theories and research in the fields of Ethnicity and Nationalism. Teaching: Students should also attend the Undergraduate lectures GV234

Theories and Problems of Nationalism plus seminar programme GV479. Assessment: There is no examination for this course.

GY500

Geographical Project Seminar

Teacher responsible: Professor Y Rydin, S413

Availability: For Geography and Regional & Urban Planning Studies Research Students (MPhil and PhD) throughout their period of registration. Core syllabus: Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques. Written work: All students attending this course will be required to

present their own research twice in the period of registration. Teaching: Two half-day-long workshops, one each in the MT and LT.

Assessment: This course is not intended as preparation for any particular examination.

GY502

Research Students - Staff/ Student Seminar

Teacher responsible: Professor Y Rydin, S413

Availability: For all MPhil/PhD students registered in the Department of Geography and Environment and staff. Other interested students may attend. Core syllabus: Presentations by speakers from both inside and outside of the Department on aspects of their own research.

Teaching: 16 one-and-a-half hour seminars in the MT and LT.

Assessment: This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline. Attendance is strongly recommended.

GY504

PhD Seminar in Regional and Urban Planning

Teacher responsible: Dr A Thornley, \$420

Availability: For MPhil and PhD students in Regional and Urban Planning Studies. Other research students interested in the subject area would be welcome

Core syllabus: A detailed syllabus is fixed at the start of each term.

Content: This course of seminars provides students with an opportunity to discuss their own research in the context of contemporary debates and research in the subject area. The discussions will take a number of forms. Students will present their own work for discussion in the seminar during the first year of their programme and again at a later date. Staff involved in supervising Regional and Urban Planning research students will attend these sessions. A second form of discussion will be based upon presentations by invited speakers who will present their research work. The emphasis will be on research method and will explore any difficulties faced in the work and the manner in which these were overcome. The third form of discussion will be oriented around critical evaluations of key contemporary debates, texts or research reports in the field.

Teaching: Two half-day workshops, one in the MT and one in the LT, when students present aspects of their research work; plus eight two-hour seminars over the MT and LT.

Assessment: Students in their first year are required to submit two short papers on contemporary issues in the field which will form part of their review at the end of the first year. Students will also be required to make two presentations on their own research during their period of registration.

International History Research Student Workshop Teachers responsible: Dr R Boyce.

HY505

International History Research Workshop Teacher responsible: Dr A Sked

HY507

Res Sem: History of Contemporary Spain Teachers responsible: Professor P Preston and others.

HY508

Res Sem: Vistorian and Edwardian Britain Teachers responsible: Dr A C Howe and others.

ID500

Industrial Relations Research Forum

Teacher responsible: Professor Richard Hyman, H715 Availability: For research students in Industrial Relations. Teaching: Seminars; (ID500), Sessional. Assessment: None.

IR500

International Relations Staff Seminar

Staff members responsible: Professor Michael Cox Availability: Course intended for International Relations Department staff

and research students. Teaching: 10 sessions each of one-and-a-half hour's duration, (IR500). A detailed programme will be advertised early in the MT.

IR501

International Relations Research Methods

Teachers responsible: Professor C J Hill, D610 and Dr C Hughes, D509 Availability: Course intended for first-year International Relations Department research students.

Content: This course provides a basic research training to familiarise students with the academic skills relevant to undertaking a research degree in International Relations. The history and evolution of International Relations as an academic discipline will be examined together with attendant theories and research methods. The principal concerns of contemporary research in the main branches of International Relations will be addressed. The principles of good research design and the problems in drafting and writing a PhD will also be carefully considered. In addition, students will be introduced to the main research resources relevant to International Relations in London. All students not already familiar with IBM PCs should register on the Computer Service induction courses early in the MT and complete the sessions on 'Introduction to PCs', Word 2000, and EndNote. Students are advised to attend Schoolbased inter-disciplinary seminars on basic statistical techniques, compiling surveys and conducting 'elite' interviews and any other relevant courses offered by the Methodology Institute.

Teaching: The course will consist of 18 seminars in MT and LT (IR501). In addition, all students must participate in the Research Design Workshop (IR509) and at least one of the department's several workshops where staff and research students present preliminary papers and discuss common problems of current research. Details of individual meetings and detailed readings will be provided at the beginning of the course.

Reading list: David Marsh & Gerry Stoker (Eds), Theory and Methods in Political Science, Macmillan, 1995; Gary King, Robert O Keohane & Sidney Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research, Princeton UP, 1994.

IR502

International Relations Theory

Teacher responsible: Dr P Wilson, D516

Availability: IR502 is part of the research training programme for all new research students working in the area of international relations theory, broadly defined to include critical and post-modern, and in addition is open to all interested staff and research students.

Content: The workshop is based around papers in international political theory, circulated in advance, and presented by LSE staff, research students and invited external speakers.

Teaching: Fifteen weekly seminars, each of one and a half hour's duration, commencing in week six of MT.

IR504

Foreign Policy Workshop

Teachers responsible: Professor C J Hill, D610 and Professor W Wallace, D508 Availability: 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 organisers in person.

Teaching: Four meetings per term, each of one-and-a-half hour's duration, MT, LT and ST (IR504).

IR505

Europn International Politics Workshop

Teachers responsible: Dr K E Smith, D415 and Professor C J Hill, D610 Availability: Course intended for research students. All those working on international topics within the European region should attend. Others who wish to attend should contact the course organizers in person.

Teaching: Nine meetings each of 90 minutes' duration, three in each term.

IR506

North-South Relations Research Workshop

Teacher responsible: Professor J Mayall, c/o D611 Availability: All interested research students.

Teaching: Nine meetings, in weeks three, six and nine of MT, LT and ST.

IR507

Res Workshp: International Organisation & Regimes Teacher responsible: Mr N Sims, D609

Availability: 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 Institutions, whether global or regional, to share their ideas and findings and gain mutual encouragement through regular meetings.

Teaching: Up to fifteen meetings, LT and ST (IR507), each of one-and-ahalf hour's duration.

Written work: None. Reading list: None.

IR509 International Relations Research Design Seminar

Teacher responsible: Professor M Cox, B702

Availability: This workshop is compulsory for all first-year International Relations Department (IRD) research students and open to other interested IRD research students.

Content: This workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist first year research students in designing a well-thought out and manageable thesis. It seeks to do so by providing a forum in which first year students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront. It also seeks to promote an esprit d'corps amongst the first-year research students by familiarising them with the work of their peers.

Teaching: The workshop will meet for 15 two-hour sessions starting in week. six of the MT. All first-year students are required to give a presentation outlining their research to the seminar. They will also need to provide a copy of their research proposal (no more than 5,000 words) for prior circulation to the workshop participants. There will be two presentations per session. Students must also attend IR501 Research Methods Training Seminar and participate in at least one of the Department's other research workshops.

IR512

Research Workshop: Security, Conflict & Peace Studies Teacher responsible: Mr M Hoffman, D512

Availability: Course is open only to MPhil, PhD and research fee students who are writing theses on relevant topics.

Content: The workshop will provide a forum in which research students can present reports on their work and discuss the theoretical and methodological problems involved. The scope of the workshop is: international security including the threat and use of force and its avoidance or amelioration; conflict analysis and conflict resolution; peacemaking, peace-building and reconciliation.

Teaching: 12 seminars of one-and-a-half hours, meeting fortnightly throughout the session, commencing in week eight of MT.

IR514

Middle East Research Workshop

Teachers responsible: Dr K Dalacoura, D412 and Dr A Gol, D513 Availability: All interested LSE research students.

Teaching: There will be two three-hour workshops per term, held in weeks five and eight, ie six meetings in total.

IR515

Political Economy of International Finance Workshop Teachers responsible: Dr R Sally, D416 and Dr A Walter, D507

Availability: A non-examinable course intended only for research students working in the general area of political economy. Research students from other Departments wishing to attend should contact the course organisers. Teaching: Research students and sometimes staff present their work, followed by group discussion. On average, there will be nine meetings each of 90 minutes' duration, three in each term.

LL500

Doctoral Research Seminar

Teachers responsible: Dr K Malleson and and Dr G Simpson Availability: For MPhil and PhD research students and interested LLM students. Content: The first term will consist of seminars addressing questions of

MA500

Mathematics Department game theory. See www.cdam.lse.ac.uk/Seminar/

MA501

of the research community are welcome to attend. and game theory. Teaching: 30 meetings throughout the MT, LT and ST.

MC500

and cultural studies

MI511

PhD degrees. at the School. Content: Issues covered include: Relevance.

Teaching: One meeting in the second week of the MT.

MI512

Information Skills Teachers responsible: Library staff Research Methods students.

doctoral research method and theoretical paradigms in legal research. In the second term, the sessions will include presentations by currently registered research students on aspects of their own research, focusing on problems of methodology and theory underlying their work. Teaching: 15 two-hour seminars (LL500) in MT, LT and ST (subject to

number of currently registered research students). Assessment: There are no examination arrangements. However, each

research student is required to attend regularly and to make presentations.

Mathematics: Seminar for Graduate Students

Teacher responsible: Dr Malwina Luczak, B411 and other members of the

Availability: For MPhil and PhD Students in Mathematics, but other members of the research community are welcome to attend. Content: The seminar ranges over many areas of pure and applied

mathematics. The emphasis is on topics in discrete mathematics and

Teaching: 30 meetings throughout the MT, LT and ST.

CDAM Informal Workshop

Teacher responsible: Professor Graham Brightwell, B405, other members of the Mathematics Department and Mathematics MPhil/PhD students Availability: For MPhil/PhD students in Mathematics, but other members

Content: The informal workshop ranges over many areas of pure and applied mathematics. The emphasis is on topics in discrete mathematics

See www.cdam.lse.ac.uk/Seminar/Workshop/

Research Seminar for Media, Communications & Culture

Teachers responsible: Professor Sonia Livingstone and Dr Gordon Gow Availability: For Research Students. The course is compulsory for students in the first and second years of the Department of Media and Communications Doctoral programme. Others may join with the agreement of the teachers responsible.

Core syllabus: The aim of the course is to help raise awareness of theoretical, conceptual and methodological issues in media, communication

Content: Analytical and interpretative strategies in media research with special reference to consumption, globalisation and the changing media environment. Conceptual issues in media, communication and cultural theory.

Teaching: Seminar (MC500a) (1.5 hours) x 20 MT and LT (compulsory for first year students and open to others); Seminar (MC500b) (1.5 hours) x 20 MT and LT (compulsory for second year students and open to others).

Reading list: Roger Silverstone, Why Study the Media?, Sage, 1999; Klaus Bruhn Jensen & Nicholas Jankowski (Eds), Handbook of Qualitative Methodologies for Mass Communication Research, Routledge, 1991. Other reading will be given as appropriate during the course.

Assessment: This course is based predominantly on student presentations on their work in progress. First year students will be required to produce a 5,000 word essay based on their presentation by the end of the LT.

Introduction to Study for the MPhil and PhD

Teachers responsible: ProfessorGeorge Gaskell, B811 and others Availability: All first year research students preparing for the MPhil and

Core syllabus: Introduction to the methods and materials of study for the MPhil and PhD. The purpose is to provide a preliminary introduction (a) to look at practical problems likely to be encountered in working for a higher degree by thesis; and (b) to review the resources available to assist students

Organising One's Time; Bibliographical Tools; Computing at the School; Statistical Advice at the School; Psychological Aspects of PhD Study; 'Professional' Activities'; Theory and Empiricism; and Ethics, Rigour,

Availability: First and second year research students and MSc Social

Core syllabus: The aim of the course is to introduce students to essential sources available for research, and the skills required to use them.

Content: Five classes will be held:

1. Doing a Literature Search. This 'hands-on' session will enable participants to select and access the appropriate electronic sources for their research from the range available on the School network and to develop appropriate search strategies when searching for references.

2. Using the Internet. This session will introduce participants to finding and accessing the wide range of research sources available via the Internet.

3. Citing references and creating a bibliography. This seminar will enable participants to cite bibliographic information in their research using the Harvard system and to create a bibliography according to the accepted standards of academic research.

4. Using EndNote. This 'hands-on' session will enable participants to use the bibliographic management software available on the School network for storing and organising references to books and journals and to export them into documents as citations, footnotes and bibliographies.

5. Introduction to the Data Library. This session will explore the data resources available for research students. Covering the different UK Data Centre services the class will enable participants to locate and access a variety of datasets.

Teaching: All classes will be held in the Library Training Room, Lower Ground Floor. Class times and booking arrangements will be available from the Library website and will be announced in the Institute's brochure Courses for Research Students

Assessment: This course is non-examinable.

MI513

Drafting, Writing and Publishing a PhD Thesis

Teachers responsible: Professor Patrick Dunleavy, and others

Availability: Students registered for the PhD who are starting to think about organising material with a view to drafting the thesis; or who have already begun writing their dissertation. Suitable for people in their first or subsequent year of their PhD across the School.

Core syllabus: Except in the most technical social sciences, the process of authoring your PhD can account for up to 50% of your success in doctoral work. Authoring includes all the stages of conceiving a topic, planning the organization of the thesis, writing and improving drafts, and producing a final version. This seminar aims to assist research students at all these stages. It also covers submission and examination processes, the viva, and getting your work published as journal articles or in book form.

Pre-requisites: The course uses electronic materials on Web CT. All students planning to attend should go to LSE home page at www.lse.ac.uk and click on the 'Web CT courses' line in bottom left part of the screen. Follow the registration instructions there, and when registered sign up to 'MI513 Authoring a PhD'. Preliminary reading materials for Week 1 are given on the

Content: The topics covered will be:

Defining your Thesis Topic and Doing Original Work; The Macro-Structure of the Thesis; The Micro-Structure of a Chapter or Paper; Effective Style and Referencing; Managing the Writing Process; The Thesis End-Game: Submission and Viva; and Publishing Journal Articles and Books

There is an additional Web CT 'virtual' session on 'Presenting Data, Charts and Diagrams'.

Teaching: Seven two-hour seminars (MI502) at the start of the LT.

Course text: Patrick Dunleavy, Authoring a PhD: How to Plan, Draft, Write and Finish Your Doctoral Thesis or Dissertation

Other reading: Rowena Murray, How to Write a Thesis Howard S Becker, Writing for Social Scientists: How to Start and Finish your Thesis, Book or Article; D Sternberg, How to Complete and Survive a Doctoral Dissertation, Ch 5. Assessment: This course is non-examinable.

MI527

Applied Quantitative Analysis

Teachers responsible: Dr Jouni Kuha, B808 and others

Availability: Students must have taken MI452 or have an equivalent background in quantitative methods. Admittance to the seminar is limited in the first instance to those registered for the MSc Social Research Methods and interested PhD students.

Content: This course is a seminar and is not intended to provide training in any particular method. We will discuss issues concerning the application of guantitative methods to particular substantive issues in different social science disciplines. The methods to be discussed will primarily be those covered in MI452 and MI453. Discussions in the seminar will be based on the reading of a select number of research articles. These articles will be chosen as examples of good or bad practice or because they highlight interesting methodological issues. The papers will come from a variety of social science disciplines, including, political science, psychology, social policy, and sociology.

Aims and Objectives: The objective of the course is to provide a forum for the discussion of methodological issues in the social sciences. In addition, students will gain a better understanding of how quantitative methods are used in practice. MSc students will be able to use this knowledge to guide them in the design and writing of their dissertation. For research students, critical evaluation of research articles is an essential part of professional socialisation.

Requirements: In order for this seminar to work participants must make a commitment to do the assigned reading. Teaching: The course will run in the LT.

Assessment: The course is not compulsory and not examined.

MI530

Spatial Analysis using Geographical Information Systems

Teacher responsible: Mr Peter Wright, S417a

Availability: Research Students, Research Officers and members of staff. Course syllabus: This course aims to provide an introduction to the rapidly growing field of Geographical Information Systems (GIS), for students and staff interested in applying it within their research. GIS are computer systems that can handle spatially referenced information in a far greater variety of ways than was ever possible with paper maps. By capturing, checking, manipulating, integrating and displaying spatial data quickly and accurately a wide range of different analyses can be carried out and questions addressed. Everything from social research - from the relationship between health, disease and the standard of living, to the environmental analysis of road building in Area of Outstanding Natural Beauty - can be included.

Content: During the course the students will be made aware of the potential uses of GIS, as well as its application within various fields of study. An introduction to the principles of GIS as well as the main state-of-the-art issues (from spatial data bases to future applications) will be covered in the theoretical lectures. In combination with the lectures, a series of practical workshop sessions will introduce students to two of the many GIS software packages available at the LSE: ArcView and ArcGIS. This will provide an understanding of the software, how to input data from a variety of sources, as well as the functionality of GIS towards a specific field of research developing some of the skills necessary for individual application.

Teaching: This three day intensive course will take place during the Easter holiday and will be organised into two parts:

Part 1' Introduction to GIS principles and applications – 10 hours of lectures (over three days)

Part 2 ' Introduction to ArcView and ArcGIS software and applications four two-hour practical sessions (over three days).

Reading list: A comprehensive reading list will be given by the course teacher but the following are important texts that are referred to during the course: P Longley, M Goodchild, D Maguire & D Rhind, Geographical Information Systems and Science, Wiley, 2001; P Burrough & R McDonnell, Principles of Geographical Information Systems, OUP 1998; I Heywood, S Cornelius & S Carver, An introduction to Geographical Information Systems, Longman 1998; P Longley, M Goodchild, D Maguire & D Rhind, GIS: Principles, technical issues, management issues and applications, Wiley, 1999; D Martin, Geographic information systems: socio-economic applications, Routledge 1996; J Pickles (Ed), Ground truth: the social implications of geographic information systems, Guilford Press, 1995.

Assessment: This course is non-examinable but the students will be given support and feedback on the practical work done during the course.

MI541 Half unit

Seminar on Sampling and Survey Methodology

Teacher responsible: DrPatten Smith, c/o B811

Availability: Research students, research fee students in all departments of the School.

Core syllabus: The course will provide an introduction to the methodology of social surveys.

Content: It will cover all stages involved in designing and implementing a social survey, and will make frequent reference to major social surveys carried out in the UK. Important recent developments in survey methodology will also be covered.

Teaching: The seminar series will run for ten weeks in the LT. Assessment: There will be no formal Assessment associated with the course.

MI550

Methodology Institute Seminar

Teacher responsible: The Director of the Institute, B811

Availability: Open to research students, staff, and students on the Social Research Methods programme.

Content: Papers on topics of methodological interest will be presented by staff and visitors.

Teaching: Meetings arranged as needed, to take place in B813. Assessment: This course is non-examinable.

MI551

Special Topics in Social Research Methodology

Teacher responsible: The Director of the Institute, B811 Availability: Open to research students, staff and students on the Social Research Methods programme.

Content: Special topics is a generic title covering a range from core training to issues at the leading edge of social research methodology. Past and future topics include simulation, sampling, quality indicators, questionnaire design,

multilevel analysis and other multivariate methods. The sessions will be given by Institute staff and by academic visitors. Teaching: Details are circulated as sessions are arranged. Assessment: This course is non-examinable

MI554

Advanced Qualitative Analysis

Teacher responsible: Dr Martin Bauer, B804

Availability: Research Students undertaking projects using qualitative methods.

Core syllabus: The workshops will address advanced problems in gualitative social research. The programme will (a) bring together software developers and researchers, (b) will present examples of researchers who put computer tools to creative use and (c) provide a forum for discussing key papers in qualitative research. The workshop will be a forum for open discussion on philosophical and technical issues that arise in qualitative research practice. Teaching: Ten sessions to be held during MT, LT and ST.

Reading list: B Pfaffenberger, Microcomputer applications in qualitative research (1988); R Tesch, Qualitative Research; Analysis Types and Software Tools (1990); N G Fielding & R M Lee, Using Computers in Qualitative Research (1993); N K Denzin & Y S Lincoln, Handbook of Qualitative Research (1994); U Kelle, Computer-Aided Qualitative Data Analysis (1995); E A Weitzmann & M B Miler, Computer programs for qualitative data analysis (Sage, 1995); M Bauer & G Gaskell, Qualitative Researching with Text, Image and Sound (Sage, 2000).

Assessment: This course is non-examinable.

MI555

Computing Packages for Qualitiative Analysis Teachers responsible: Dr Martin Bauer, B804 and others

Availability: For MSc Social Research Methods and research students who intend to use qualitative computer packages in their research. Students also attend MI401 or MI454.

Content: It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools.

Teaching: Two half-day introductory training courses on computer packages such as NUD*ist, TEXTSMART, ATLAS/ti and ALCESTE during the MT and LT.

Reading list: B Pfaffenberger, Microcomputer applications in qualitative research (1988); R Tesch, Qualitative Research; Analysis Types and Software Tools (1990); N G Fielding & R M Lee, Computer Analysis & Qualitative Research (Sage, 1998); E A Weitzman & M B Miles, Computer programs for qualitative data analysis (Sage, 1995). Assessment: This course is non-examinable.

MN500

Seminar for Research Students in Management Teacher responsible: Professor Diane Reyniers, G510

Availability: This course is compulsory for MPhil and PhD students in the Interdisciplinary Institute of Management.

Core syllabus: This seminar series provides a forum for research students in management to present work in progress. Outside speakers may be invited from time to time.

Teaching: 25 one-hour seminars in the MT, LT and ST.

Assessment: The seminar presentation will be an element in the decision to transfer a student from MPhil to PhD status.

PH500

Research Methods in Philosophy

Teachers responsible: Professor Colin Howson, T301c

Availability: The course is primarily intended for MPhil/PhD students. MSc students are also welcome to attend.

Content: Some frontier topics in contemporary philosophy, philosophy of science and philosophy of social science. Teaching: Seminars PH500 15 x 2 hr (MLS). Different members of the

department will lead the seminar in each of the three terms.

Reading list: B Pfaffenberger, Microcomputer applications in qualitative research (1988); R Tesch, Qualitative Research; Analysis Types and Software Tools (1990); N G Fielding & R M Lee, Computer Analysis & Qualitative Research (Sage, 1998); E A Weitzman & M B Miles, Computer programs for qualitative data analysis (Sage, 1995).

Assessment: This course is non-examinable.

PH501

Philosophical Problems Seminar

Teacher responsible: Dr Jeff Seidman, T301b

Availability: The course is a compulsory component of the first year of MPhil/PhD graduate programme in Philosophy. First year research students are obliged to attend. Second year research students may take this option as part of their seminar requirements (option 2) only if the course Content

Introduction to Philosophy considered will be welcome).

PH551

Teacher responsible: Dr Roman Frigg, T501a students are also welcome to attend.

PH555

Research Seminar in the Philosophy of Economics and Social Sciences Teacher responsible: Dr Richard Bradley, T301a Availability: The course is intended for MPhil/PhD students. Core syllabus: Philosophical issues in the foundation of economics and the social sciences Content: Topics to be chosen by seminar participants. Teaching: Seminars PH555 15 x 2hr (MLS).

to give seminar presentations. SA550

SO500

Waciman, S285

second year.

is substantially different between the two years.

Core syllabus: Central Topics in Contemporary Analytic Philosophy.

- Content: The idea of the course is to read and carefully discuss together a range of 'classic' papers in modern analytic philosophy which might not otherwise be covered in LSE Philosophy Department courses. Authors covered may include Quine, Putnam, Nozick, Lewis, Davidson, and Dummett.
- Teaching: Seminars PH501 20 x 1.5 hr (ML). Each week we will consider one paper - one member of the seminar will be responsible for leading the discussion, but everyone must of course have read the article in advance. Any
- students who have relatively little philosophy background (or philosophy background from a different tradition) are strongly advised to attend the introductory lecture course, PH103 Reason, Knowledge and Values: An
- Reading list: To be specified (suggestions for 'classic' papers to be

Assessment: Six 3,000-word essays over the course of the two terms.

Research Seminar in the Philosophy of Natural Sciences

Availability: The course is primarily intended for MPhil/PhD students. MSc

Content: Topics in the philosophy and history of modern science, with special emphasis on quantum mechanics, statistical mechanics and spacetime theories. Topics to be chosen by seminar participants.

Teaching: Seminars PH551 15 x 2hr (MLS). Students are advised to attend PH409.2 if they have not covered the material before.

Written work: Students will be expected to write one essay per term and

Current Issues in Social Policy

Teacher responsible: Dr G Wilson, A270

Availability: For MPhil/PhD students, particularly those in their first year. Content: This course is intended to address issues arising in the study of social policy at an advanced level and to familiarize students with new literature and current debates in the field, using illustrations dictated by the substantive interests of incoming students. In the LT and ST students will be asked to present their research plans to the seminar.

Teaching: MT fortnightly meetings, LT and ST weekly meetings.

Reading list: A full reading list will be provided as the course proceeds.

Research Class for MPhil Students

Teachers responsible: Dr Claire Alexander, S264 and Professor Judy

Availability: For first-year research students in Sociology.

Content: The research seminar aims to provide students with a conceptual and practical framework within which to think through planning their research. This includes addressing links between theory and practices; considering the diversity of methodological approaches to advanced research, ethics and writing. Teaching will alternate between workshops and student presentations. By the end of the course students should be able to formulate clear aims and methods for their own research. All first year MPhil student

must attend MI501; Introduction to Study for the MPhil and PhD Teaching: 20 seminars in the MT and LT, each of two hours duration.

Assessment: 5,000 word paper on the 'Aims and Methods' of the thesis. For full-time students three copies of this typed and paginated essay must be submitted to the Sociology Administration Office, Room S219a, by Monday 26 April 2004. Part-time students should submit their essay at the discretion of their supervisor. Satisfactory completion of the 'Aims and Methods' paper, and additional written work submitted to your supervisor, are both necessary in order to proceed to the next stage of the course. The work of all full-time students is evaluated by a Review Panel in the ST of their first year. Part-time students may elect to be evaluated at the end of the first year or during their

SO501

Research Students Seminar

Teacher responsible: Professor Leslie Sklair, S200

Availability: For continuing (second and subsequent years) research students in Sociology.

Content: The course will consist of papers given by continuing research students and specialists in areas relating to social research. The focus of the seminar is on the research process and practical and ethical as well as cognitive problems of sociological research.

Teaching: 25 seminars in the MT, LT and ST each of two-hours duration.

SO502

Research Seminar on Sociology of Crime & Deviance

Teachers responsible: Professor S Cohen, S277 and Professor Paul Rock,

Availability: For students preparing dissertations on the Sociology of Deviance, Crime, Social Control and allied areas for the MPhil and PhD 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 crime, deviance, social control and allied subjects

Teaching: Twenty-five seminars of 90 minutes duration in the MT, LT and ST. Assessment: Students are expected to deliver an oral report each year on the design, methods and development of their research before an audience of fellow students and academic teachers specializing in the discipline.

SO507 Not available in 2003/04

Theory & Methods in Qualitative Research

Availability: This course is aimed at students preparing dissertations involving sustained interviews or students considering such dissertation work. All prospective students should be in touch with Professor Sennett as soon as possible. Numbers for this course are limited. This course will be given in the LT. Core syllabus: The Core syllabus will consist of both literary and sociological writings on narrative.

Content: This course will be an exploration of the uses of narrative constructing social experience. The course has two dimensions. Theories of narrative will be explored for their sociological value; each student will also conduct a series of interviews as fieldwork and the group will analyse the narratives gathered in the field.

Assessment: Each student will be asked to write an analytic paper on the interviews he or she has conducted but there is no formal Assessment.

SO509

Research Seminar on Modern Theory

Teacher responsible: Professor Ulrich Beck

Availability: For MSc and MPhil students, although numbers will be limited. If space is available, other graduate students may apply.

Teaching: One four-hour seminar in the LT on Tuesday 10 February, A698.

SO511

Research Seminar in Political Sociology

Teacher responsible: Dr Angus Stewart, S276

Availability: MPhil/PhD whose research is in the field of political sociology. Content: Methodological and theoretical problems in the sociological study of politics. The seminar provides a forum for the development of individual research projects and for the discussion of general issues in the field. Teaching: Fortnightly in MT and LT; three meetings in the ST.

Reading list: Will be given at the beginning of the course.

Assessment: Students are required to present two papers in the course of the session, one on methodological issues and one on substantive aspects of their research project.

SO520

City Design Studio

Teacher responsible: Ms K Firth, Y310

Availability: Compulsory for MSc City Design and Social Science students. Not open to students outside the Cities Programme.

Core syllabus: The studio is the key integrative element of the programme, providing the link between the theoretical issues raised in the taught core and optional courses and the practice of design.

The design-based course offers students the opportunity of testing social, political, economic and environmental issues against the design of real urban projects. The studio provides the context for the objective evaluation of alternate design decisions on social, economic and environmental performance. Content: The course uses London as an urban laboratory. A number of 'live' urban design projects will be selected in different areas across London, reflecting a range of urban design, land use, development and social issues. Each studio will involve design and client teams actively engaged in the 'live' project in association with LSE academic staff. Additionally, seminars are held regularly that focus on international urban design projects.

Teaching: On-site and studio project briefings. Minimum of 20 x 2-hour design tutorials in MT, LT and ST.

Reading list: and related preparation dependent on the projects selected. Assessment: Continuous Assessment based on the ability to formulate a design proposition, the quality of design work and performance at regular design reviews. In September a portfolio review will be held. Each student must submit a compilation of their design work prepared during the year and a written report on issues explored in their studio design work.

ST504

Workshop for Statistics Research Students Teacher responsible: Dr M Knott, B607

Availability: These sessions are intended primarily for research students, PhD, MPhil and research fee and MSc students in all departments of the School whose research or project work involves the use of or appreciation of statistical techniques and methodology, and the use of computer packages for statistical analyses. Pre-requisites: None except the need for such support. Core syllabus: The sessions will deal with the practicalities of statistical

data analysis in research within the social sciences.

Content: No formal syllabus is used, but each meeting will recommend readings according to need.

Teaching: One two-hour meeting per week in the MT and LT, starting in week two of the MT and week two of the LT. The schedule of topics can be obtained from the Statistical Advisory, Room B713, by emailing statisticaladvisory@lse.ac.uk or from the Statistics Departmental notice boards. Reading list: Not applicable.

Assessment: There will be no formal assessment associate.

Other information: The Statistical Advisory also provides a Helpdesk in Applied Statistics to research students and staff members of the School who email statistical-advisory@lse.ac.uk or call 020 7955 6717 to request an appointment.

The information contained in this section is relevant to short courses and summer schools. This section should be read in conjunction with General, which contains information relevant to all programmes and levels of study.

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Short courses and summer schools

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Regulations for short courses and summer schools

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- 4 for ensuring academic standards in the Summer Schools.
- 5. shall be referred to the Convener
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Examinations and Certification

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- examinations for that level of study.
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- 12. In any such contract, it shall be made clear

 - which the client may be engaged

Regulations for Short Courses and Summer Schools

These regulations are made pursuant to the School's General Academic Regulations.

For the purposes of these regulations, short courses and Summer Schools shall include all courses where the students are not registered under the Regulations for First Degrees, the Regulations for Diplomas, the Regulations for MA and MSc Degrees or the Regulations for the Degrees of MPhil and PhD. These students shall normally be recorded for the purposes of the Higher Education

Proposals for short courses and Summer Schools offered in the School's name must be considered for approval by the Committee on Continuing Education (CCE) or Summer School Board (SSB) as appropriate under procedures approved by the Academic Board; except that courses for which no certificate or other award in the School's name (other than a certificate of attendance) is offered, and which last for no longer than 42 contact hours, may be approved by the Chair of the CCE or other officer of the School approved by

For short courses a member of the School's full-time staff shall be appointed either as Course Director or as a person responsible for ensuring that the course is designed and delivered to the standards required by the CCE, and Academic Directors will be responsible

Students on short courses and Summer Schools are subject to the appropriate Regulations, Codes of Practice and Procedures as published in the School Calendar, including the General Academic Regulations, the Regulations for Students, Code of Practice on Free Speech, Rules Relating to Student Activities, Procedure for the Submission of Grievances by Students on Academic Matters and Procedure for Complaints of Sexual Harassment. In respect of short courses the Course Director concerned or the Chair of the CCE shall be the appropriate person to act in respect of students in place of the Dean of the Graduate School or the Dean of Undergraduate Studies where these are referred to in regulations, codes and procedures. In the case of a Summer School students

Students on short courses and Summer Schools are entitled to the use of School services as specifically defined (in agreement with the relevant offices and services) for each short course or Summer School; the fees for each short course and Summer School will be calculated and charged accordingly. The School will notify each student before registration of the terms and conditions of access to School services covered by the fees paid for their courses; unless the School notifies a student to the contrary, any relevant published code of practice, policy or procedure will apply to a student's use of a School service which is included in the fee for the course.

Where a diploma or certificate (other than a certificate of attendance) is to be awarded, the CCE or SSB as appropriate must have approved the form of the examination, the procedures for the appointment of examiners, and the marking and reporting conventions.

8. Where it is intended that the diploma or certificate to be awarded in respect of a proposed short course or Summer School should grant exemption from or be counted towards a degree or other gualification awarded by the School the proposal for such a course or Summer School, including its assessment regulations and practices, must first be considered by the Academic Studies Committee or Graduate School as appropriate for recommendation to the Academic Board.

For every diploma or certificate awarded in respect of a short course or Summer School there must be:

9.1 a clear record as to the level of study at the School at which the examination is set and marked

marking and reporting conventions consistent with those used in the corresponding School examinations for that level of study a final mark-sheet signed by the chair of examiners for the course and any appointed external examiner, confirming that the standard of the examination, and the marking and reporting conventions, are consistent with the corresponding School

10. A certificate of attendance may be issued in respect of any short course or Summer School, provided that:

10.1 the certificate records no implied opinion or judgement as to the student's performance or attainment on the course

10.2 where a diploma or certificate is normally awarded in respect of the course on the basis of an examination, the certificate indicates the fact, and also whether or not the student took the examination.

11. The School may provide short courses and Summer Schools under contract with an external client. In such cases, the terms and conditions on which teaching and other academic services are provided shall be specified in the contract between the School

12.1 whether or not the contract is intended to include any of the circumstances listed in (i) to (iv) below, if it is intended that any of these circumstances shall be included in the contract, it must be explicitly approved by the CCE or SSB as appropriate: (i) if the students are to be described as students of, or are to be selected by, the School

(ii) if the teaching, examination or certification of academic attainment of the students is to be described in terms of a specified level of academic performance normally expected of students at LSE

(iii) if the School's participation in the contract is to be described as endorsing or giving academic status to any other activity in

(iv) if the School is to be involved in the ownership, management or direction of any aspect of the client's organisation or activities 12.2 that, while the client may use the School's name accurately and responsibly in publicity for the services provided under contract, all such publicity must be checked and authorised by a designated member of the School's staff before it is issued, in accordance with rules to be laid down by the Academic Board.

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Contents of Calendar (2002 to 2003)

This page corresponds to the three contents pages of Calendar (2002-2003). It is provided as an alternative way to access the current Calendar - all links lead to current information. Items marked with a '*' are not included in the printed version. Items that are not linked are either omitted or available elsewhere on the LSE website.

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